Public Comment on Final Report
Interagency Ocean Policy Group
White House Council on environmental Quality
722 Jackson Place NW
Washington, D.C. 20503

October 13, 2004

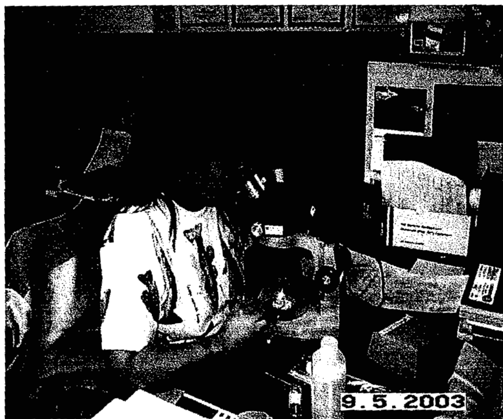
Lummi Nation,

Northwest Indian College

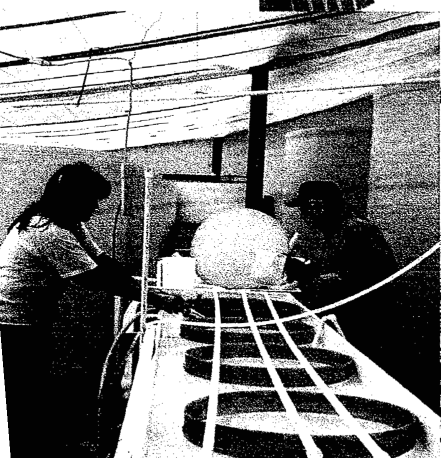
And

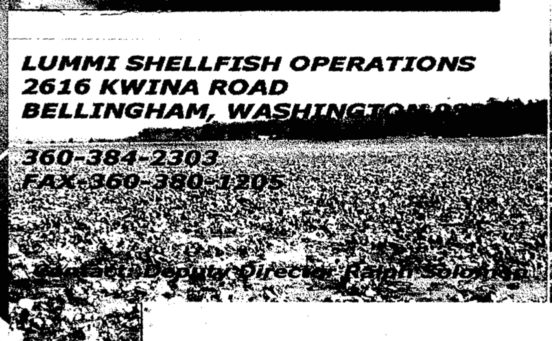
National Indian Center
For
Marine Environmental Research
And
Education

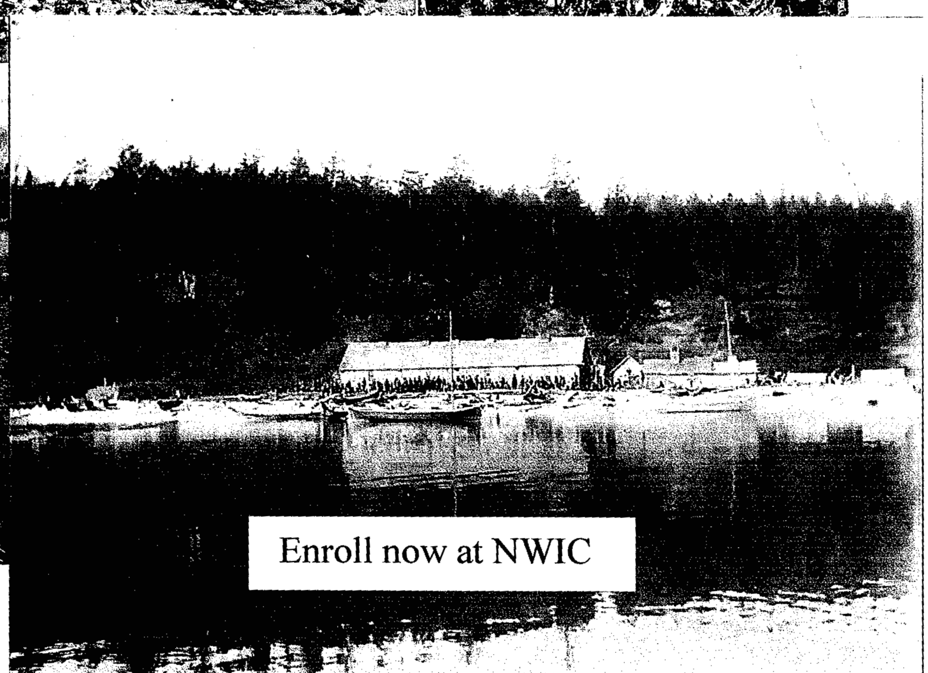
Lummi Nation
Marine Fish and Shellfish Operations



LUMMI NATION
TREATY OF 1855







Northwest Indian College
2522 Kwina Road
Bellingham, Washington 98226
360-676-2772

Northwest Indian College

THE NATIONAL INDIAN CENTER
for
MARINE AND ENVIRONMENTAL RESEARCH AND EDUCATION

Executive Summary of Project

- **Developed from the need to provide Native Americans with leadership in respect to the conservation and management of their natural resources.**
- Treaties and related responsibilities make Natives very large stakeholders in natural resources.
- Native Americans have not received the education, and training necessary to carry out these responsibilities.
- Recent proposals for new *Ocean Policy* developments make research, education and extension even more important to Natives.
- NWIC is the only Native marine oriented institute of higher education that provides marine education opportunities within a Native American community.

Expected Outcomes:

- Undergraduate and graduate degrees in marine and environmental sciences will be available within local Native communities and distance learning centers.
- Native will be able to compete for natural resources jobs and management positions in their communities.
- More Native Americans will own, manage and/or start entrepreneurial undertakings that require a science background.
- Strong research capabilities in the Tribal Colleges and Universities will provide Native managers with management data.
- Support of the natural resource needs of the Native communities with tribally generated research will give the Native Community better hands on opportunities.

Key Actions:

- Build and staff a Marine Research and Education facility on the Lummi Indian Reservation.
- Maintain and expand the existing marine facilities of the Lummi Nation.
- Develop high-quality curricula for certificate, baccalaureate and graduate degree programs.
- Support the tribal natural resources efforts with strong research programs.
- Incorporate the research with student involvement.
- Encourage agencies, educational and research institutions to get involved.
- Funding needs include the following:

  (1). R & D on shellfish and fish: expand existing facilities, (2) new facilities for education and new products, (3) value added, marketing, international cooperatives and other areas of limited entry fisheries, (4) diversification of fishing industry and fleet, (5)impact of coastal dependent industries and the tribe's effort to mitigate or work with these industries, (6) training for future careers in ocean dependant industries, (7) ocean species not currently targeted, (8) homeland security issues and how we protect what we have, (9) entrepreneurship and/or cottage industry development in ocean species products and:
- Tribal economies depend heavily on natural resources. How can tribal economies maintain a traditional activity such as fishing as a viable career opportunity?.

Comments to Governors Edition
of
U.S. Commission on Ocean Policy Report

Lummi Nation
2616 Kwina Road
Bellingham, Washington,
98226
Darrell Hillaire, Chairman
360-384-1489
www.lummi-nsn.org

The Lummi People have lived by the sea and from the sea for thousands of years.

The value of the water as a source of food, transportation and even our existence is constantly on our minds. Totally reliant on the water around us, the Lummi Nation has continued to place the highest value on traditions that involve the oceans. The identity of the Lummi People as a distinct group has depended on our relationship to the sea. In reality all Northwest Natives are tied to the oceans with inseparable bonds and permanent relationships.

In 1855 our Treaties were written around natural resources that guaranteed to us we would have a continued use and responsibility to those waters.

Specifically, the Treaties granted to the Lummi People 50 percent of natural resources and those rights were later affirmed by Judicial decisions, the Lummi People felt secure. In those early days of the Treaty, Lummi People totally relied on the waters that surrounded them. Today that reliance has been reduced by changes in the waters, views of management, pressures of population and what appears to be climate changes. However our values continue to be directed at the sea and maintenance of our rights. They all point to the reality that we must all be better stewards of the sea and its resources.

The Lummi People have had minimal input into the development of the Ocean Policy Document now presented and represented by the more than 1000 pages of actions, recommendations, testimonials and background. **In reality the Lummi Nation and other coastal Tribes have a very large presence in these issues.** The Lummi Nation reacts daily to issues that impact the environment, their jobs, Puget Sound and the connecting Pacific Ocean

and their existence. We continue to place emphasis on aspects of our water-oriented background, including our diminishing fishing fleet, shellfish harvests, cultural needs, and successful aquaculture program. The Aquaculture Project beginning in 1969, was a vision of continued reliance on the water and tidelands. Today after 35 years, the fish and shellfish aspects of that project continue to supply valuable jobs and income to the Tribe and a gateway to aquaculture potential through Northwest Indian College programs.

The roots of the Tribally owned community college at Lummi, the Northwest Indian College (NWIC), actually started in 1969 as an Aquaculture Training Program, a collaborative effort by the Federal government, the State government and the Lummi Nation. The College continues today as Northwest Indian College, with a native enrollment of more than 1600 students from throughout the United States. In 1999 the College was designated as the location for the **National Indian Center for Marine Environmental Research and Education (NICMERE)**. The College was chosen for this center as it is the only Native college located on marine waters and the only college with a marine program that works collaboratively with the Lummi Aquaculture program in research, technical training and educational opportunity. The thirty-five member American Indian Higher Education Consortium of Colleges and Universities recognized the unique position of the Northwest Indian College and designed NWIC and NICMERE as the Center for marine studies for that group. Presidential Executive Orders for American Indians and Alaska Natives Education opportunities also direct collaborative efforts to be developed and enhance the capacity of Tribal Governments to provide education opportunities. NWIC and NICMERE also provide a resource for Puget Sound Tribes and West Coast Tribes for educational opportunities at a Native institution.

NICMERE's strategic plan was developed to provide a larger presence of Native scientists in the management of natural resources, including all the marine sciences. Through the use of grants, NICMERE is providing research efforts that are contributing to the marine community. As a 1994 Land Grant College, Northwest Indian College can participate in Sea Grant programs and provide additional input to the marine environment through Native-oriented research efforts. NICMERE has a Memorandum of Understanding with the Department of Commerce (NOAA, NMFS, Northwest Fisheries Science Center) to collaborate and provide the college with cutting edge technology from their staffs and facilities for students and faculty in the ocean sciences.

Native American Tribes benefit from such an endeavor by pooling their efforts in science projects.

Lummi Nation has a vision of incorporation of ocean studies in their K-12 programs that includes a new high school. Early high school development of an ocean program will insure the higher education aspects of the water oriented community will be provided with people that can relate to the water through Indian eyes.

Our request at this point is to insure that Native interests are recognized by any plan or policy proposed by the Federal, State and local governments for marine waters on a government to government basis. Lummi has been developing facilities that can make such a plan successful by including us in the groundwork of this plan. NICMERE is a perfect vehicle to disseminate and collect information regarding the inclusion of the Native groups and Tribes that will be directly impacted by the National Ocean Policy Report.

Funding of facilities for The Northwest Indian College and NICMERE will insure the aspects of this program are available to all Natives and provide an education basis and proven science that will enable Natives to participate in research and education and will guarantee protection of our resources and full use of our waters for all people.

Examples of funding to enhance Native input in the marine sciences, aquaculture and fisheries management include:

- Marine Science Research and Education Center (NICMERE) at Northwest Indian College
- Permanent staff for research and education (NICMERE)
- Education and research equipment needed for full participation in the ocean efforts of management and conservation
- Enhancement of Aquaculture facilities
- K-12 ocean science program
- Fishermen assistance in catch/value added products
- Transfer of aquaculture techniques to fishermen (mussels, clams, oysters, fish rearing techniques)

- Innovative habitat restoration projects involving the community
- Community education programs on individual and collective efforts for pollution control
- Tribal tourism, land management, forestry
- Salmon issues, ESA policies, including ocean survival
- Shellfish disease and propagation
- Hatchery reform and use to insure fish enhancement meets the needs of Tribal fishermen
- Mass marking techniques

Lummi Nation and Northwest Indian College appreciates the opportunity to provide input into the U. S. Commission for Ocean Policy. Development of a policy that includes grass roots participation in every area of the oceans use, conservation and development will help insure success.

Darrell Hillaire, Chairman
Lummi Nation

Cheryl Crazy Bull, President
Northwest Indian College
2522 Kwina Road
Bellingham, Washington
360-676-2772
www.nwic.edu

Lummi Nation
2616 Kwina Road
Bellingham, Washington 98226
360 384-1489
Fax: 360 380-1850

August 17, 2004

U. S. Commission on Ocean Policy
1120 20th Street, NW
Suite 200 North
Washington, D.C. 20036
tkitsos@oceancommission.gov

Dear Honorable Members of the Commission:

Subject: U.S. Commission on Ocean Policy –Comments and Draft Final Report Status
(Memorandum to Tribal Leaders)

Ocean Policy developments and comments presented for the Governors comment period are commendable however they still fail to adequately address the Tribal involvement in the Nations natural resources. Admiral Watkins in his "An Ocean Blueprint for the 21st Century" provides five points that are priority areas:

(1) Meeting financial commitments associated with Treaty obligations;
(2) Enhancing communication, coordination and collaboration among U.S. Government agencies to strengthen U.S. performance at international negotiations;
(3) Finding appropriate global mechanisms to ensure that emerging international ocean-related issues, marine protected areas, the loss of ice cover, and carbon sequestration in the ocean are addressed in accordance with sound ecosystem based management practices;
(4) Integrating scientific expertise into the nations foreign policy, particularly the Department of State;
(5) Strengthening international scientific partnerships for the purpose of deepening the world's understanding of the oceans..

Ocean Policy Developments in Relationship to Tribal Interests

The Lummi Nation supports the creation of a comprehensive and coordinated national ocean policy however the failure of the policy to address Treaty obligations that were key to the formation of our Nation need to be addressed. Tribal responsibilities through those Treaties for management of natural resources is key to the long term outlook and survival of Native Americans and the oceans. Executive Orders, pending resolutions of apology, and Department directives all point to the need for recognition of Tribal rights and diversity in the solving issues surrounding the water. The right direction for proper development of the Ocean Policy and inclusion of tribal governments from the start is by enhancing communication, coordination, and collaboration among Tribal government agencies and U.S. government agencies. The unique legal status of Tribes and presence of Tribally reserved rights and cultural interests creates a

special relationship between Tribes, States, and Federal governments, and agencies responsible for managing and protecting the natural resources. Tribes and Tribal members possess property and self government rights that predate the formation of the United States and are guaranteed under treaties and federal law. At the same time, Tribal members are citizens of the United States. Due to federal laws and inherent Tribal sovereignty, each reservation constitutes a bordering jurisdiction for environmental purposes. Environmental actions outside the reservation affect the Tribe and the residents of the reservation just as the actions within the reservation affect the neighboring state and its citizens.

Tribal relations with the Federal government have always been at the highest levels of government to government and developed from the Treaties that were written by the U.S. Federal Government in direct negotiations with the Tribal government representatives. As a result of the Treaties and this special relationship, Tribes are involved in governance, resource allocation, resource planning, environmental planning, water rights, water quality, air quality, use of waterways, sustainability, international negotiations, education, and health issues of all aspects of the ocean, its tributaries, and its uses.

Creating a strong role for the Tribes in the Ocean Policy structure, at a level equal to the States ensures participation by the Tribes in resource management in areas that are already defined. The following general areas of concern are:

Governance Structure: - establish the Tribal levels of participation at a level equivalent to the States and with the appointment of a Native American to the President's Advisory Council. Strengthen the relationship of the Tribal governments and the Federal government through enhanced partnerships along with the States for full development of the guiding principles of the plan. The Tribal input to the Presidents Advisory Council would be the result of regional Tribal Councils that reflect the grassroots needs of Native Americans and the diversity of tribal interests. In order to truly represent Tribal interests the Tribal Workgroups must be large enough to represent the diversity of Tribal interests.

Recommendations:

1. Appoint a Tribal representative to the Presidents Council of Advisors on Ocean Policy. Recommendations for that appointment will be from coastal Tribes.
2. Enhance Tribal partnerships with Federal agencies and provide strong roles for Native Americans at the same level as the states to ensure consideration of Tribal interests.
3. Provide a National Native American Marine Advisory Agency (NAMAA). Branches of that Agency to be established at Tribal institutions with ocean ties (Sea Grant type operation).
4. Provide for regional Tribal Councils.
5. Provide an open invitation for consultation on all decisions that may affect tribal rights and interests.
6. Build durable on-going relationships with tribal governments to effectively communicate, collaborate, and coordinate mutual priorities and programs.
7. Conflicts that may arise will be disclosed and a means to mitigate or neutralize that conflict will be proposed.

Science in Decisions: Native Americans must have research capabilities in order to properly participate in ecosystem based management and sustainable fisheries.

Fully funded Tribal institutions directed at the needs of tribal members and tribal governments are required. Both water and air quality monitoring and control of fish and shellfish disease require special attention because Tribal members rely on the health of the water for their own health.

Recommendations:

1. Build a Tribal institution in a Tribal setting (e.g., an Indian Reservation) that will meet the science, agricultural and natural resource requirement of coastal tribal people including forest management and habitat restoration.
2. Provide extension service capabilities for the Tribal institution for outreach to all the coastal Tribes.
3. Provide line item funding for the institution.
4. Provide a water and air quality lab for research and monitoring of water/air quality with health capabilities at the institute including participation in Ocean Monitoring programs.

Build Sustainable Fisheries: Sustainable fisheries practices are not new to Tribal fishermen and tribal governments who are the most reliant of any group on the resource. To shift from best catch tactics to best sustainable tactics requires changing the behavior of fishermen. Value added products, handling, processing, and business sense will all contribute to a successful Tribal fishermen in the 21st century. Consistent with national goals for sustainable fisheries, allowance must be made for flexibility in fisheries management for Tribal fisheries that have special needs such as ceremonial and subsistence harvests. Tribal Fisheries management must be fully funded. To ensure that Tribal fishermen can continue to participate in our ocean harvest and sustainable aquaculture, hatchery facilities must also be provided (including fish and shellfish). Environmental maintenance and restoration through innovative habitat restoration projects must be developed in order to stop and reverse the downward trends in fisheries, wildlife and water quality.

Recommendations:

1. Provide funding for Tribal management biologists and scientists on a level that is consistent with their needs.
2. Provide for flexibility of special Tribal needs such as ceremonial and subsistence.
3. Provide Tribal fishermen assistance in product development, marketing, handling, and business development.
4. Provide assistance in aquaculture ventures to transfer technology to Tribal fishermen.
5. Provide resources for conservation hatcheries to build and maintain stocks that need support.
6. Build and/or update Tribal processing facilities.

Education: Education is the capstone to strengthening the ability of tribal governments and their memberships to participate in many aspects of ocean policy development and implementation including ocean research, harvest planning, resource allocation, and government to government relations. Tribal governments can contribute to a better understanding of the relationships of the Tribal community to the environment and provide diversity in the work force. The education process must begin early on with ocean programs in the K-12 environment as well as the Tribal institutes of higher

education. The Tribal community and the environment are intertwined and a coalition of elders, community and Indian scholars will design and create Tribal roles in the ocean environment.

Recommendations:

1. Support the development of a Tribal Institutions of higher education at a Tribal location (through doctorate levels) that will serve coastal Tribes and Nations.
2. Provide funding for K-12 ocean education programs in Tribal schools.
3. Provide extension opportunities for Tribal members in their own setting to assist students, fishermen and communities to be aware of and solve ocean related problems and issues.
4. Form collaborative relationships with other land grant colleges (1862, 1890 and 1994's), universities for the development of best education opportunities for tribal members.

Initiation of these recommendations will ensure tribal members and tribal governments participate in the oceans health and long term use. The goal of an ecosystem that includes humans must certainly not disregard Native Americans. The importance of cultural heritage (includes all aspects) in connection with the ocean must be fully recognized.

Sincerely,

Darrell Hillaire, Chairman
Lummi Indian Business Council

Northwest Indian College

National Indian Center for Marine Environmental Research and Education

Budget for 2005-2008

Summary of NICMERE Budget Category	2005	2006	2007	2008
Program Administration	$360,000	$376,600	$394,030	$412,332
Curriculum Development and Instruction	$1,723,000	$1,789,350	$1,859,018	$1,932,168
Research and Development	$460,000	$483,000	$507,150	$532,508
Distance Learning	$907,000	$432,700	$443,935	$455,732
Student Support	$690,000	$694,500	$699,225	$704,186
Tribal and TCU Committees	$275,000	$275,000	$275,000	$275,000
Indirect (34.65%)	$1,370,408	$1,236,364	$1,272,073	$1,309,568
Capital	$5,640,000	$1,000,000	$1,000,000	$445,000
Total	$11,425,408	$6,287,514	$6,450,431	$6,066,494

National Indian Center for Marine Environmental Research and Education

Administrative Budget for 2005-2008

Budget Category	2005	2006	2007	2008
Executive Director	$75,000	$78,750	$82,688	$86,822
Director of Research	$73,000	$76,650	$80,483	$84,507
Administrative Assistant	$42,000	$44,100	$46,305	$48,620
Administrative Assistant at NWFSC	$42,000	$44,100	$46,305	$48,620
Fiscal Technician	$50,000	$52,500	$55,125	$57,881
Grants Administrator	$50,000	$52,500	$55,125	$57,881
Travel	$28,000	$28,000	$28,000	$28,000
Total	$360,000	$376,600	$394,030	$412,332

National Indian Center for Marine Environmental Research and Education

Faculty and Staff Budget for 2005-2008

Budget Category	2005	2006	2007	2008
Faculty (21)				
Fisheries and Marine Science (1)	$46,000	$48,300	$50,715	$53,251
Aquaculture and Hatchery Management (1)	$46,000	$48,300	$50,715	$53,251
Biology/Limnology (1)	$46,000	$48,300	$50,715	$53,251
Ichthology/Mamology (1)	$46,000	$48,300	$50,715	$53,251
GIS/Geology/Land Use (1)	$46,000	$48,300	$50,715	$53,251
Regulation/Policy Management Economics (1)	$46,000	$48,300	$50,715	$53,251
Wildlife Fisheries Ecology/Land use (1)	$46,000	$48,300	$50,715	$53,251
Timber Management Concepts and Fisheries and Wildlife (1)	$46,000	$48,300	$50,715	$53,251
Urban Development Regulations/Codes (1)	$46,000	$48,300	$50,715	$53,251
Sewage and Waste Disposal Management Concepts (1)	$46,000	$48,300	$50,715	$53,251
Urban Aquaculture and Greenbelt Concepts (1)	$46,000	$48,300	$50,715	$53,251
Forestry and Wetland Hydrology	$46,000	$48,300	$50,715	$53,251
Fisheries Management	$46,000	$48,300	$50,715	$53,251
Population Estimation and Modeling	$46,000	$48,300	$50,715	$53,251
Concepts in GIS	$46,000	$48,300	$50,715	$53,251
Limnology	$46,000	$48,300	$50,715	$53,251

Soils	$46,000	$48,300	$50,715	$53,251
Marine Ecology	$46,000	$48,300	$50,715	$53,251
Extension Service (2)	$92,000	$96,600	$101,430	$106,502
Agricultural Station Mgr	$46,000	$48,300	$50,715	$53,251
Native Plants development	$46,000	$48,300	$50,715	$53,251
Teaching and Research Lab. Technicians.(6)	$75,000	$75,000	$75,000	$75,000
Distinguished Professor	$70,000	$73,500	$77,175	$81,034
Total	$1,157,000	$1,211,100	$1,267,905	$1,327,550

National Indian Center for Marine Environmental Research and Education

Research Division				
Water Quality	$46,000	$48,300	$50,715	$53,251
Shellfish	$46,000	$48,300	$50,715	$53,251
Bottomfish	$46,000	$48,300	$50,715	$53,251
Rockfish	$46,000	$48,300	$50,715	$53,251
Archeological	$46,000	$48,300	$50,715	$53,251
Hazarderous Algae Blooms	$46,000	$48,300	$50,715	$53,251
Conservation Hatchery	$46,000	$48,300	$50,715	$53,251
Genetics	$46,000	$48,300	$50,715	$53,251
Climate Monitoring	$46,000	$48,300	$50,715	$53,251
Shellfish Culture Development	$46,000	$48,300	$50,715	$53,251
Total Research and Development	$460,000	$483,000	$507,150	$532,508
Field Support for Boats and Docks, sampling gear (3)	$245,000	$257,250	$270,113	$283,618
Travel	$50,000	$50,000	$50,000	$50,000
In-service training workshops for Tribal Members	$51,000	$51,000	$51,000	$51,000
Supplies	$220,000	$220,000	$220,000	$220,000
Total Support/Travel/Training	$566,000	$578,250	$591,113	$604,618
TOTAL	$1,723,000	$1,789,350	$1,859,018	$1,932,168

National Indian Center for Marine Environmental Research and Education

Distance Learning Budget for 2005-2008

Budget Category	2005	2006	2007	2008
Director for Distance Learning	$72,000	$75,600	$79,380	$83,349
Administrative Assistance	$40,000	$42,000	$44,100	$46,305
Web Master	$50,000	$52,500	$55,125	$57,881
Multi-media Specialists	$52,000	$54,600	$57,330	$60,197
Equipment				
Interactive Video Classroom (1) NWIC	$60,000	$25,000	$25,000	$25,000
Multi-Media Centers (34)	$500,000	$50,000	$50,000	$50,000
Internet Access	$24,000	$24,000	$24,000	$24,000
Software Leasing and License	$34,000	$34,000	$34,000	$34,000
Distance Learning Instruction and Training	$50,000	$50,000	$50,000	$50,000
Travel	$25,000	$25,000	$25,000	$25,000
Total	$907,000	$432,700	$443,935	$455,732

National Indian Center for Marine Environmental Research and Education

Student Support Budget for 2004-2008

Budget Category	2005	2006	2007	2008
Internship Opportunities	$600,000	$600,000	$600,000	$600,000
Student Advisors	$90,000	$94,500	$99,225	$104,186
Total	$690,000	$694,500	$699,225	$704,186

National Indian Center for Marine Environmental Research and Education

Tribal and TCU Committees Budget for 2005-2008

Tribal and TCU Budget Category	2005	2006	2007	2008
TCU Committee	$200,000	$200,000	$200,000	$200,000
Northwest Tribal Committee	$75,000	$75,000	$75,000	$75,000
Total	$275,000	$275,000	$275,000	$275,000

Northwest Indian College

2522 Kwina Road
Bellingham, Washington 98226
360-676-2772
Fax 360-738-0136

October 12, 2004

Public Comment on Final Report
Interagency Ocean Policy Group
Whitehouse Council on Environmental Quality
722 Jackson Place, NW
Washington, D.C.

Dear Sir or Madam:

As the development of an Ocean Policy for the United States reaches it final stages, the issue of education for Native Americans rises to the top due to technical requirements of total ecological system management. All aspects of Ocean Policy directly affect Natives and their future therefore involvement in all aspects of management is required. Without an emphasis on education to involve important stakeholders such as American Indians, sustainable ecosystem management and economic benefits for Natives who depend heavily on our natural resources will be difficult to achieve.

Implementation of Ocean Policy concepts has already began as the present trend in the fishing industry is a shift from fishing councils controlled by fishermen to councils controlled by scientists. This shift needs to include a balance of both fishing elements and sound scientific facts to effectively manage the resource for the benefit of all stakeholders. The shift in the industry from best method harvest mode to a more scientific management mode is out of sync with Tribal perspectives. Treaty rights have emphasized harvest issues to benefit Natives in their cultural and long term economic reliance on fishing. Revolving around the present day fishing industry are issues of forest practices, development, other population related influences. All of which require a highly trained technical workforce achievable only though education.

Education resources available to Native Americans center around the Tribal College system. This set of institutes is very young but developing into a force that can shape the future of Native American input in the American society. Treaty obligations to education for Native Americans have never been carried out properly and left Natives with unfilled commitments and facilities that cannot compete in today's highly technical society.

The following recommendations are put forth to the President for inclusion in the development of education opportunities in association with the Ocean Policy for Native Americans.

1. Development of a Native American Institute that emphasizes natural resource education for Native Americans (full development of the Land Grant Institution capability).
2. Development of a sea grant type marine program at that same institution for Native Americans that can provide extension, education and research.
3. Develop a marine research capability for Native Americans, including ocean coordination, with existing institutes that fills their requirement for a research background needed by Natives.

Overview: Northwest Indian College (NWIC) is the only accredited tribal college in a four-state area of Washington, Oregon, Idaho, and Alaska. NWIC is the gateway to post-secondary education for 43 tribes and more than 125,000 Indian people. The College presently offers associate degrees, certificate programs, awards of competency, training and continuing education for professionals. The main campus outside Bellingham, Washington, is located on Lummi Nation Reservation, 20 miles from the Canadian border and about 100 miles from Seattle. The school is mostly housed in modular buildings with a long term development plan starting in 2004. Funding for development is taken as it is available.

History: NWIC had its beginnings in 1973 as the Lummi Indian School of Aquaculture. In 1983, the Lummi Indian Business Council recognized the need for a more comprehensive postsecondary institution and chartered the school as Lummi Community College, an Indian-controlled two-year college designed to meet the educational needs of tribal people beyond high school. In June 1988, the Northwest Association of Schools and Colleges approved Lummi Community College as a candidate for accreditation. In January of 1989, in recognition of its wider mandate to serve other tribes throughout the Pacific Northwest, Lummi Community College was renamed Northwest Indian College.

Accreditation and memberships: In addition to full accreditation by the Northwest Association of Schools and Colleges, NWIC is a member of the 34-campus American Indian Higher Education Consortium (AIHEC), which unites tribal colleges in the United States and one in Canada. NWIC also is a member of the American Association of Community Colleges and the American Council on Education. In 1994, Northwest Indian College was granted approval as a Land Grant College by Congress, joining Washington State University as the only two such institutions in Washington. The Veteran's Administration and the Washington State Higher Education Coordinating Board for the administration of financial assistance have approved NWIC's educational programs for eligible students.

Service population: One of the fastest growing tribal colleges in the United States, NWIC enrolls approximately 1,500 (1.00 FTE) students annually, with half at the

main (Lummi) campus and half at Distance Learning Sites serving tribal communities in Washington, Oregon, and Idaho. About 77% are members of federally recognized tribes. Most come from the Pacific Northwest, but in any given academic quarter, students of 60 to 100 tribes from the United States and Canada enroll at NWIC. About 68% are women. Nearly half are between age 30 and 49.

Tribal Representation of Northwest Indian College Students

Alaska Native	Hopi	Pueblo
Anishinaabe	Jamestown S'Klallam	Puyallup
Arapaho	Kiowa	Salish & Kootenai Tribes
Blackfeet	Klamath	Samish
Chehalis	Lower Elwha	Sauk-Seattle
Cherokee Nation	Lummi	Seminole of Oklahoma
Cheyenne River Sioux	Makah	Skokomish
Cheyenne-Arapaho	Menominee	Spokane
Chippewa	Miami	Squaxin Island
Choctaw of Oklahoma	Muckleshoot	Standing Rock Sioux
Cocopah	Muskogee	Suquamish
Coeur d'Alene	Navajo	Swinomish
Colville	Nez Perce	Tohono O'odham
Cowlitz	Nisqually	Tulalip
Crow Creek Sioux	Nooksack	Turtle Mountain Chippewa
Delaware	Northern Cheyenne	Uintah & Ouray Ute
Eastern Cherokee	Oglala Sioux	Umatilla
First Nations	Pascua Yaqui	Upper Skagit
Fort Belknap Assiniboine	Pechanga Luiseno	Warm Springs
Gila River Pima-Maricopa	Port Gamble	Washoe
Grande Ronde	Potawatomi of Oklahoma	Yakama
Hupa	Prairie Potawatomi	Yurok

NWIC has successfully provided postsecondary science education to tribal students since it started. Currently, the College is undergoing a major curricular metamorphosis through a 3 million dollars National Science Foundation (NSF), Tribal Colleges and Universities program (TCUP) grant awarded in 2002 to increase the numbers of Science, Math and Engineering graduates. This grant followed a NSF, Tribal Environmental Natural Resources and Management program (TENRM) grant, that opened the door to maximize the number of tribal students involved in environmental management working for Tribal's Natural Resources Departments and other science related disciplines. Both initiatives have significantly changed the landscape of science education and research at the College and moreover, have had a significant impact among Tribal Colleges throughout the country.

In spite of the isolated successes and lack of continuing funding, Tribal students are the lowest graduation rate group among underrepresented minorities in high schools, colleges

and graduate schools. Also, Tribal Reservations are the lowest income sector of the economy with no visible indication of short-term change. Education can be used as a powerful mitigating tool to increase the welfare of tribal communities. Science plays a particular role in this respect. We suggest that increasing the number of science graduates in engineering, marine sciences, oceanography, environmental management, GPS/GIS technologies, natural resources sustainable use and other fields can positively impact the life of reservations. Our vision of connecting science to the specific socioeconomic circumstances of tribal students by opening new academic, technical and job opportunities will bring the Tribes into the 21st century better equipped to properly manage natural resources. Historic Black Colleges and Universities and Hispanic Institutes have received funding for enhanced science endeavors that were denied Native Institutes due to lack of advanced degree programs (See Figure 1). Support for HBCUs and HISs science institutes has again increased without similar gains in Native Colleges and Universities.

Tribal Participation in Natural Resources

Providing an opportunity for Natives to develop their educational resources is possible under the guidance of the Ocean Policy goals to allow all stakeholders to participate in a manner that is in the best interest of the long term sustainability of the oceans. Recognition of Tribal participation in resource management as equal partners in harvest and management requires educational opportunities equal to that responsibility.

The value of the development of a Native American Science Institute is shown by Figure 1. Such an institute immediately fills the void of available science options for Native Americans. Collaboration and coordination with University of Washington, Washington State University, Western Washington University, University of British Columbia and associated marine labs provides a coordinated effort for providing educational opportunities for Natives

Under the Ocean Initiative the Budget Committee recommendation includes increased funding to further NOAA's educational outreach and results-oriented approach. Funding for the Sea Grant program is recommended at $73,906,000, an increase of $11,278,000 above fiscal year 2004 and $16,448,000 above the budget request. Funding for the Minority Serving Institution [MSI] program is recommended at $17,407,000, an increase of $2,407,000 above fiscal year 2004 and the budget request. The Committee commends the MSI program and directs that it have not less than six FTE allocated and filled. The Committee recommends that NOAA create an additional center of excellence and seek to improve geographic and ethnic diversity in its MSI program (no centers are currently located west of the Mississippi River). NICMERE fits this requirement.

I sincerely hope the Ocean Policy Commission recognizes the need for such an effort.

Sincerely

Richard Poole

Richard Poole, Director
National Indian Center for Marine Environmental Research and Education

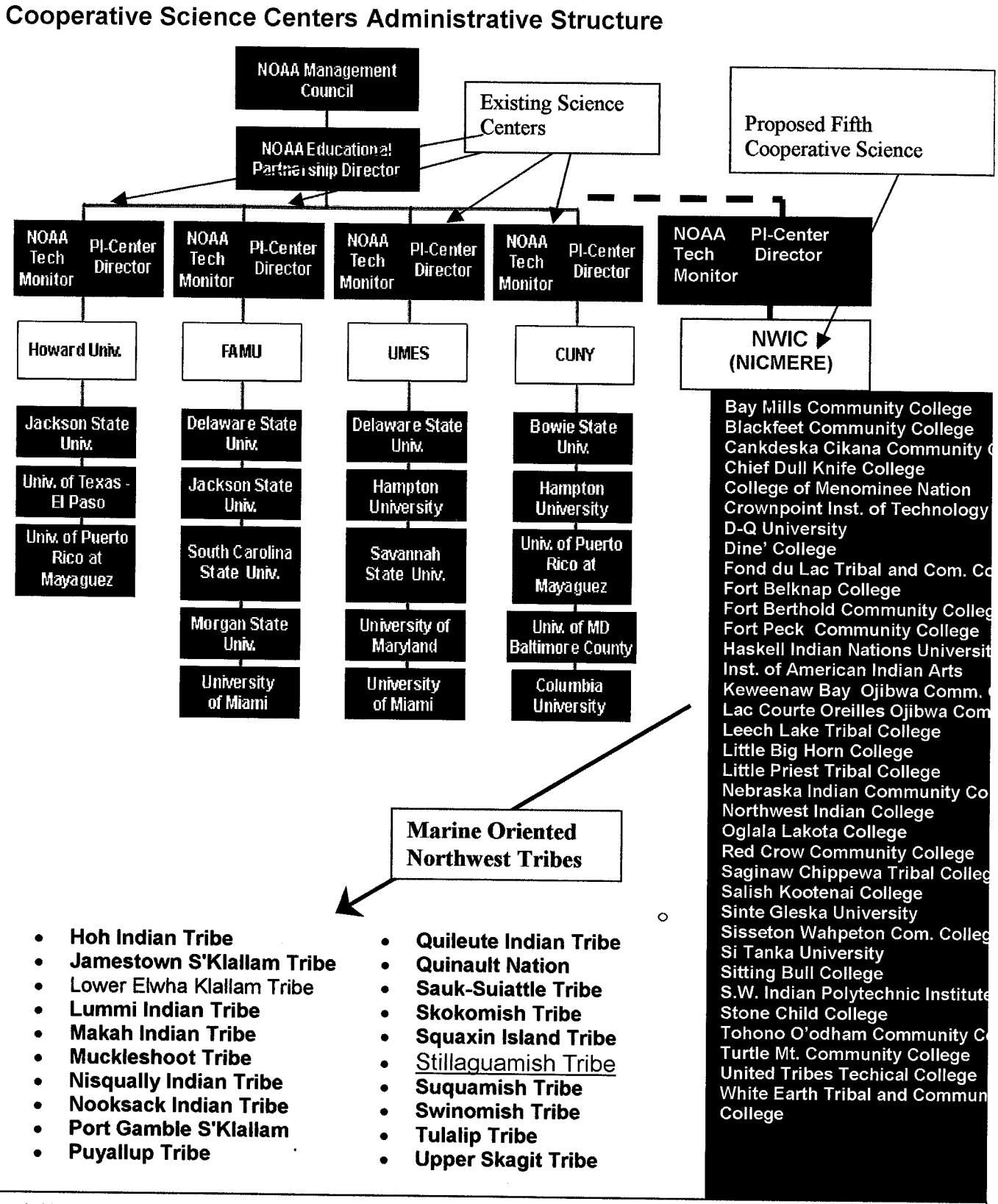


Figure 1. Four marine science centers presently operated by NOAA for development of Minority Science Institutes and the proposed development of a fifth science center for Native Americans at Northwest Indian College (NICMERE) to support science education at 35 AIHEC colleges and research for Northwest Tribes.