



NATIONAL ENDOWMENT FOR THE

Humanities

OFFICE OF CHALLENGE GRANTS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the Challenge Grant program application guidelines at http://www.neh.gov/grants/guidelines/challenge_2yr.html for instructions. Applicants are also strongly encouraged to consult with the NEH Office of Challenge Grants staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Establishing Northwest College's Intercultural Center

Institution: Northwest College

Project Director: Harriet Bloom-Wilson

Grant Program: Challenge Grants for Two-year Colleges

Introduction

Northwest College (NWC) is an open-admission, comprehensive, rural, two-year public community college located in Powell, Wyoming, which is approximately 80 miles from the East Entrance to Yellowstone National Park. Powell's population of 5,400 is supported by an economy based primarily upon irrigated farming, ranching, tourism, oil and agricultural support services. NWC's tri-county (Park, Washakie, and Big Horn) service district encompasses more than 12,000 square miles and currently serves over 2,400 students.

Due to the rural, isolated location of the Big Horn Basin and the poverty from which many of its residents come, the opportunities to participate in humanities and cultural programs are limited. As the only postsecondary institution in the region, NWC is committed to providing our students and community members access to programs that promote awareness of the diverse cultures found within our region, as well as around the world. NWC has a vibrant history of providing an array of humanities and cultural programming and our students and community members actively attend and support our existing programs.

However, as local economies become more globally interdependent, the need for additional public awareness and dialogue is increasingly important. Unfortunately, NWC's ability to meet the growing need is limited by the lack of physical space and coordinated programming effort. In response to the National Endowment of Humanities' new *Bridging Cultures* initiative, we are requesting funds to purchase and renovate a building, as well as establish an endowment in order to create an Intercultural Center at NWC, which will allow us to strengthen and expand our humanities and cultural programming.

Overview of Northwest College

NWC is one of seven Wyoming community colleges and serves three counties roughly the size of Massachusetts and Connecticut:

- **Park County** (tax district with 6,942 square miles, 27,976 residents, 4.0 persons per square mile);
- **Big Horn County** (3,137 square miles, 11,581 residents 3.7 persons per square mile); and
- **Washakie County** (2,240 square miles, 7,911 residents, 3.5 persons per square mile).



Figure 1: Location of Northwest College.

NWC is committed to general education that provides students with a basis for life-long learning and respect for diversity. NWC offers 56 transfer degrees (Associate of Arts and Associate of Science), 20 technical degrees (Associate of Applied Science), and 34 skills certificates. According to the 2008-2009 Wyoming Community College Commission data, approximately 70% of NWC’s students are in transfer (“academic”) programs while 24% are in occupational programs. This academic program figure is the highest in the State.

Humanities/Interdisciplinary degrees accounted for roughly 14% of the 323 degrees awarded in 2008-2009 and Communications/Communications Technology/Fine Arts accounted for 18%.

Based on the 2009-2010 enrollment data, 2,439 students enrolled in classes at NWC. Of the seven Wyoming community colleges, NWC experienced the greatest 3-year increase in enrollment (27%) from 2007-2008 to 2009-2010. Furthermore, more students (33.8%) live on campus than at any other Wyoming or Montana community college.

Northwest College is comprised of six Academic Divisions: Communications, Humanities, Life and Health Science, Physical Science; Social Science and Education, and Visual and Performing Arts. The College offers over 86 Humanities-based courses and 1,059 students enrolled in these courses during 2009-2010.

There are 152 faculty members at NWC with 80 working full-time. Within the full-time faculty, 35% hold doctorates or terminal degrees, well above the national community college average of 15%. As reported in Fall 2009 statistics, the student-to-faculty ratio is 20:1 and 30 faculty members taught in the Humanities/Interdisciplinary area and 36 faculty members taught in the Communications/Communication Technology/Fine Arts area. NWC prides itself on the engagement with a largely full-time faculty in and outside the classroom.

NWC utilizes a sizeable physical plan and dedicated educational space to provide student access. In addition to the main campus in Powell the College supports the Mickelson Field Station (50 miles west of Powell) and learning centers in Cody (25 miles southwest of Powell) and Worland (90 miles south of Powell). Associate degrees, workforce trainings, adult basic education, and student support services are available at all three physical locations. Through a Board of Cooperative Educational Services (BOCES) agreement in Powell, the Powell campus also partners on the delivery of diverse community education program.

Student learning and engagement is supported by a vibrant community with a collegiate atmosphere that includes extensive co-curricular and extra-curricular activities on and off campus with clubs, classes, internships, cooperative education, and travel opportunities usually available only at universities or private institutions. The College believes that, ultimately, all of its resources are dedicated to engaging and serving students and communities.

The Humanities and Cultural Awareness

A report issued in 2007 by the Association of American Colleges and Universities reaffirmed the significance of the humanities as one of the Essential Learning Outcomes that are key to work, life and citizenship. The foundation of a liberal education rests on knowledge of science, mathematics, social science, the arts and humanities. In addition to disciplinary

knowledge, many of the skills enumerated in this report, inquiry, analysis, written and oral communication, ethics, intercultural competency, and civic mindedness, are gained through the study of humanistic subjects.

The report also presents seven Principles of Excellence intended to move higher education towards setting significantly higher standards for student achievement. The fifth principles states that knowledge must be connected with choice and action and recommends that every student engages in some form of experiential learning. The sixth principles focuses on fostering civic, intercultural, and ethical learning, which emphasizes personal and social responsibility in every field of study and not just the humanities.¹

NWC has already embraced these principles and they are best summarized by the College's mission statement, "Through exceptional, dynamic living and learning environments, Northwest College dedicates itself to individual student achievement, diversity, global citizenship, and community vitality." NWC recognizes the importance of learning goals and outcomes that include citizenship, skills and professional competence which are crucial to a diverse workforce.

Powell and the state of Wyoming are rural populations without significant racial diversity. NWC strives to provide an environment that supports all learners and respects the diversity they bring by preparing students to encounter the global environment outside Wyoming. NWC values diversity and sees it as a college responsibility to the larger community. In its mission documents, NWC addresses diversity and presents the College's function in a multicultural society as well as basic strategies for addressing diversity. The mission statement makes explicit reference to "diversity" and "global citizenship." The College has also embraced

¹ *College Learning for the New Global Century*, A Report from the National Leadership Council for Liberal Education and America's Promise. Association of American Colleges and Universities, Washington, DC, 2007 (www.aacu.org).

an enduring value of “Diversity and Inclusion”: “We promote equal access to educational services and programs. We model civility, mutual respect, and appreciation of differences. We offer a welcoming, safe, and inviting campus community and dedicate resources to provide an attractive, collegiate environment that supports learning.”

Finally, NWC reinforces its commitment to cultural awareness through the “Comparative Cultural Awareness” general education requirement. AA and AS-seeking students at NWC are required to complete one of the 52 approved courses that have a “primary focus on cultural analysis that ensures an explicit comparison of culture in context.” The College’s dedication to diversity is also underscored by the various resources that support the international student program, the extensive multicultural programming, study-abroad opportunities, and student clubs that promote diverse cultures.

Strengths

NWC has the distinction of being a leader among the nine institutions of higher education in the State of Wyoming. We are second only to the University of Wyoming, the only four-year university located seven hours away in Laramie, in the number of international students.

We are widely recognized for the breadth of our multicultural programming. Because of the work of students and faculty, the College has a significant cultural impact on the community, offering a multitude of well-attended programs every year on a wide range of subjects including showcases, student-led panels on religious diversity, multilingual poetry readings, an international film series, and guest speakers through our Writer’s Series, International Studies Department, and the Wyoming Council for the Humanities Speakers Bureau.

We have hosted John Frohnmayer from the National Endowment for the Arts and Jim Leach from the National Endowment for the Humanities and been recipients of a Scholar-in-

Resident grant allowing us to bring a Vietnamese colleague to our campus for one semester and a Tanzanian scholar for one month through “Direct Access to the Muslim World.”

The College supports experiential learning through travel and multicultural experiences. Each year, students have multiple opportunities to significantly expand how and where they learn. NWC has a long history of demonstrating the linkages between curricular and co-curricular activities that support inquiry, practice, creativity, and social responsibility. In addition to the traditional classroom work, students also participate in a range of co-curricular activities to encourage personal and professional development and build upon their general education foundation.

We are unique in the Field Studies courses we offer blending traditional students with community members in faculty-led tours to countries such as France, Peru, Ecuador, Cambodia, Ireland, Great Britain, the Czech Republic, Spain, Vietnam, Uruguay, Malta, and Costa Rica. This year, we will have students studying Spanish in Guatemala and Photography and Anthropology students in a team-taught class culminating in a trip to Egypt.

Challenges

However, a continuing frustration from presentations and visiting lecturers such as those listed above is the lack of any meaningful, structured follow-up which could lead to further inquiry and engagement.

First, and foremost, there is a lack of dedicated, physical space on or near campus available for sustained and/or coordinated activities. Currently, most intercultural programming consists of one to two days of events because of the limited availability of appropriate venues on campus. It is very time intensive to set up and take down complicated exhibits and often there is not sufficient amount of time for people to fully enjoy the cultural experience.

Secondly, there is a lack of coordinated effort by the various organizers on and off campus, which minimizes the impact of the individual humanities and multicultural programs. The College strives to offer middle-and lower-income students the kind of education that four-year colleges offer at a substantially higher cost. One result of keeping the cost of quality education low is a high teaching workload; most full-time faculty members teach 15 hours each semester. This teaching load—substantially heavier than that of four-year counterparts—limits faculty time outside the classroom to plan and/or coordinate enrichment activities with other groups. Often, there are events that complement one another but are unknowingly scheduled during different months due to lack of communication and coordination.

Finally, both the limited amount of space and coordinated effort contribute to the loss of continuity. A well attended program may be discontinued when the particular sponsor/organizer retires or leaves the institution. This often means that all of the information and associated program materials are lost in the shuffle and if there is a renewed interest in reviving the program, it must be rebuilt from scratch.

The Intercultural Center

An Intercultural Center in Powell would be a visible testament to Northwest College's mission of global diversity. Although our community is small, apparently homogeneous, and relatively isolated, we welcome international and minority students from over 20 countries and 40 states. In addition, we draw a significant population of Hispanic and Native American students from within our own town and the region. Given the physical limitations of our campus, there has never been a "home" where these cohort groups could gather for shared activities. Ideally, this Center would be recognized by all students, faculty, staff and community members as a setting where diverse groups and individuals are invited to join in the exchange of

ideas. We envision a yearly calendar dedicated to particular national themes such as Hispanic Heritage Month, Black History Month, Women's History Month, etc. as well as more timely programs which grow out of current events, e.g. the politics surrounding the passage of the Dream Act which affects members of our own community. The demographics of our changing international student population would also have a great influence on programming and displays. This fall the college had its first *Eid ul-Fitr* marking the end of Ramadan thanks to students we are hosting from Saudi Arabia, Libya, Lebanon, Algeria, Bahrain and Morocco through a grant from the State Department. Imagine the significance of such an event in an agricultural community of 5,000 people in the least populated state in the United States! The two young women wearing head scarves were initially concerned and then very pleasantly surprised by the warmth and curiosity that came from the standing room only crowd.

An Intercultural Center would be the ideal venue to supplement these valuable events with complementary programming. Such programming could take the form of featuring relevant exhibits and resources and, most importantly, sponsoring guided discussions which grow out of the ideas and interests generated by the presentations. The five primary goals with associated activities and outcomes are summarized in Table 1.

Table 1: Major Goals, Activities and Outcomes.

<u>Goals</u>	<u>Major Activities</u>	<u>Anticipated Outcomes</u>
1. To secure a central place for Intercultural Programs at NWC.	Purchase and renovate a house located near campus.	A physical location for coordinated Intercultural programs and activities.
2. To afford students, faculty, staff, and community members greater opportunities to participate in humanities and multicultural programs.	Develop humanity-related activities as part of the Intercultural Center's 4-6 month-long "thematic" programming.	4 new or expanded collaborative series will be established utilizing the new facility within 3 years.
3. To increase knowledge of and enthusiasm for the NWC's intercultural programs.	Expansion of outreach and advertising activities to promote the new Intercultural Center.	50% of the Intercultural Center's programs will have a 10% increase in attendance over 3 years.
4. To preserve intercultural program displays, recordings, notes, etc. for future use.	Designate physical archival space and develop system to catalogue collection.	A collection of program information that will be accessible and regularly utilized as part of the Intercultural Center's rotation of programs.
5. To strengthen the Intercultural/Humanities network of connections among different academic institutions.	Develop relationships with external organizations interested in sending a scholar (most likely graduate students) to NWC	A NWC Resident Scholar/Intern program will be established within 5 years.

Year One

In the initial year of the Challenge grant, the primary effort will focus on raising direct funds to purchase and renovate a residential home near campus. Currently, there is a home for sale located directly across from campus at 565 College Drive. We have toured the home, and the multi-level house is a strong candidate for NWC's Intercultural Center.

The 2,000 square-foot facility was custom built in 1960 and is offered by the original owner. The three bedroom and two and a half-bath home has been very well maintained and the large landscaped corner lot features a private covered patio with fenced back yard. The main level consists of a spacious sunken living room, a half bath, a formal dining room off a large kitchen with lots of cabinet space. This space is ideal for hosting receptions, informal gatherings

and cooking demonstrations. Renovations to the main floor would consist largely of fixture updates and lighting upgrades to the bathroom, kitchen and dining room areas.

The second floor is comprised of three bedrooms, a master bath, a second full bath and den. We envision the second floor as the “Exhibit” and “Resident Assistant/Intern” areas. The master bedroom and bathroom would remain intact to accommodate the Intercultural Center’s visiting scholars. The remaining two bedrooms and den area would be substantially renovated to open the floor plan by removing non-load bearing walls to provide a gallery-like space for exhibits of artwork, photography, artifacts, and other visual displays.

A family room with fireplace, laundry/utility room and storage room are located on the daylight basement level. There is also an outside door to the back yard from the family room, as well as access to the 2-car garage. A significant amount of renovation will be done to the basement and walk-out garage area. Contingent upon zoning and engineering approval, NWC will remodel this area to include sound-proofing to accommodate musical performances, ADA accessibility and additional improvements needed. The laundry/utility room and storage room will be up-dated to support the archiving of program displays, files, and material culture items related to the Intercultural Center.

Finally, during the first year we will conduct a survey of existing humanities and cultural programs on and off campus in order to create a comprehensive calendar of events and identify additional partners. A dialogue with the various groups will be initiated and additional coordination will occur as we move forward. Based on the feedback, we will further refine the Year Two calendar of events and develop an extensive outreach and advertising plan for the inaugural year of the Center’s programs.

Year Two

The focus of the second year will shift from renovation and development to refinement and implementation. We have already identified four monthly themes to be implemented once the renovations are complete. In the fall semester, the Intercultural Center will host activities related to Hispanic Heritage Month (mid-September to mid-October) and Native American Heritage Month (November). During the spring semester, the two monthly themes presented will be Black History Month (February) and Women's History Month (March). These four themes were selected based upon existing programs and events at NWC that can easily be expanded, as well as the significant resources available to us from local, regional and national sources.

Exhibits

The Exhibits will be displayed on the 2nd floor of the Intercultural Center and will feature artwork, photographs, artifacts, essays and other visual displays. The exhibits may contain student and local professional work, as well as collections from local and regional museums. Each exhibit will focus on a specific topic related to the month-long theme, such as the history of migrant farmers in the Big Horn basin. Exhibits would be designed to take advantage of the interdisciplinary resources present on the NWC campus, in local communities, and throughout the region. The purpose of the visual exhibits would be to engage both adults and children in learning about historical themes relevant to their contemporary experience and guiding them to an awareness of the values at work in the themes being explored.

Speaker Series

One or two speakers will be invited to NWC to examine a topic related to the monthly theme. The actual presentation will be held on campus to accommodate a larger audience.

However, “Meet the Speaker” and pre- and post-discussions will take place at the Intercultural Center. The smaller, more intimate setting will foster dialogue and exchange of ideas.

The Wyoming Humanities Council accepts applications from organizations wishing to host Humanities Forums and provides an annual list of forum topics and presenters. NWC will continue to utilize this wonderful opportunity as often as possible. For example, the 2011 Humanities Forum Topics and Presenters that would fit with two of our monthly themes are “Wyoming Rodeo Gals” presented by Melanie O’Hara and “White Gold Laborers” presented by Gabe and Jody Lopez. Finally, the NWC’s Writers Series program hosts four authors annually, generally two of national prominence, one regional writer, and a campus author. The Intercultural Center will partner with the Writers Series to ensure both programs are maximizing their resources and reaching the largest audience as possible.

Coffee & Conversation

In addition to the formal speaker series, an informal “Coffee and Conversation” event will be held on the third Thursday of the month. The monthly informal discussion group will be led by a rotating group of individuals who select a short reading, with the guidance of faculty members, from perspectives reflected in the Humanities, such as History, Literature, Philosophy, etc. We would also draw on scholars from our institution as well as the rich pool of accomplished individuals in our region, such as Senator Alan Simpson and Former Ambassador and Governor Mike Sullivan.

Activities

The fourth component of the month-long themes is a social activity that highlights some aspect of the culture. For example, during Native American Heritage Month, the Intercultural Center will co-host a Buffalo Feast—a traditional meal that includes buffalo, corn and other

dishes indigenous to the Native Americans. Other examples are poetry readings, musical performances or dance recitals which represent some feature of the culture. A discussion of the influence of the performance will be an integral part of the program.

Table 2: Example of Month-long “Themes”

Theme	Exhibit	Speaker(s)	Coffee & Conversation	Activities
Black History	A media display of the Civil Rights Movement	Reflections of Dr. King’s speeches presented by NWC faculty	Spike Lee directed or produced films	Music recital and discussion
Hispanic Heritage	A collection of images reflecting local Hispanic culture	“White Gold Laborer” by Gabe and Jody Lopez	Immigration and impact on the local economy	Dance recital and discussion
Women’s History	A collection of student artwork and photos reflecting on what it means to be an American woman	“Wyoming Rodeo Gals” by Melanie O’Hara	“Double Shift” of the American woman, working both in and outside of the home.	Poetry or dramatic reading
Native American Heritage	Beadwork from various tribes	The last living Plains Indian war chief Joseph Medicine Crow-High Bird	The importance of the “horse nation”	A traditional Buffalo Feast

Additional Programming

In addition to the four month-long themes, the Center will host an array of one-day to one-week programs. Examples include International Education Week, World AIDS Day, Ramadan, Lunar New Year, Holocaust Remembrance, Jazz Music Festival, etc. As well as the formal themes, the Intercultural Center will explore the possibility of initiating a “StoryCorp” project that will focus on our growing international student population and their impact on our community.

Subsequent Years

In future years, one to two additional monthly “themes” will be developed with the intent of ultimately hosting three monthly intercultural programs per semester. We will also increase our focus on expanding existing single-day events to several days (up to one week).

Finally, a concerted effort will be made to establish a “Resident Scholar/Intern” program. The Intercultural Center will host a Resident Scholar/Intern for a period of time ranging from one semester to an entire academic year. It is our intent to develop partnerships with colleagues at other institutes for higher education who would be interested in sending a graduate student to NWC. The Resident Scholar/Intern, as part of their graduate studies, will research, develop, and implement the programming for the Intercultural Center during their stay.

Organization and Collaborations

Harriet Bloom-Wilson will serve as the Project Director. She brings a wide-range of experiences to the Intercultural Center as the current Director of NWC’s International Academic Programs. Harriet is also an Assistant Professor of French and International Student Academic Advisor. She is currently leading the international recruiting efforts for NWC and teaches a humanities class for international students called *Introduction to American Culture and Language*. In this class, the students have an opportunity to take field trips into the community and to partner with an American student to learn more about each other’s cultures. In addition, Harriet has served on the Wyoming Humanities Council and is actively engaged in furthering NWC’s reputation as a leader in the international/intercultural arena.

Our Multicultural Program Coordinator, **Mary Baumann**, also serves alongside Harriet as an international advisor at NWC. Mary received a Bachelor of Science degree in Elementary Education with a Minor in Native American Studies from Montana State University in Bozeman, Montana. She has taught in rural and urban schools in the United States, Iceland, and Germany,

and has traveled extensively around the world. Mary will work closely with Harriet to develop the Intercultural Center's programmatic content.

Shelby Wetzel, Executive Director of the Northwest College Foundation, will lead NWC's fundraising efforts. Shelby brings extensive fundraising expertise to the project. Please see the "Fundraising" section for additional details.

Amanda Enriquez is the international program coordinator and will assist Harriet and Mary with program development, implementation and archival work. In addition, faculty from the Humanities and other disciplines will participate and provide additional resources.

As mentioned earlier, we will seek additional funding and partnerships to host a "Resident Scholar/Intern" as frequently and consistently as possible. The scholar will live in the furnished living quarters on the second floor and will work closely with NWC faculty and staff to develop a variety of activities related to their specific area of interest.

Partnerships

In addition to working with groups on campus, the Intercultural Center has established partnerships with the following organizations and will coordinate efforts to present high-quality and informative programs:

- Heart Mountain Wyoming Foundation was formed in 1996 as a public nonprofit corporation and obtained its federal 501(c)(3) tax-exempt status in 1997. Since then, the organization has worked to preserve the site that represents a period in U.S. history following the bombing of Pearl Harbor, when 120,000 persons of Japanese ancestry, two-thirds of them American-born citizens, were deprived of due process and forced to leave their homes and livelihoods. Located between the towns of Powell and Cody, the Wyoming site was designated as a National Historical Landmark in 2007.

- Powell Valley Community Education's goal is to provide lifelong learning opportunities to area residents and guests. Community education classes, workshops, and seminars include an extensive variety of topics and carry no college or high school credit.
- Buffalo Bill Historical Center located in Cody, Wyoming is nicknamed the “Smithsonian of the West” and consists of five outstanding museums: The Buffalo Bill Museum; The Whitney Gallery of Western Art; The Plains Indian Museum; The Draper Museum of Natural History; and The Cody Firearms Museum. The center also features rotating special exhibitions, and its research library is an unparalleled resource for all things Western.
- Homesteader Museum celebrates the Shoshone Reclamation Project and 46 years of homesteading from 1906-1952. The museum’s collections include early-day farm implements, home furnishings and a pioneer kitchen. Antique toys, medical equipment, military gear, fossils, and other artifacts of the Powell town site history are also on display. Visitors may explore an original homestead house or a Burlington Northern caboose, they can take a walking tour of the outdoor exhibit, or research family history in the homesteader land certificates. Special events, receptions, and rotating exhibits are featured throughout the year in the museum gallery.

Impact

The establishment of an Intercultural Center at Northwest College with dedicated, physical space will solidify and continue to build upon our foundation of excellence in the area of educational, cultural, and social programs. The interpretive exhibits, speaker series, and other activities will serve as forums for communication, discussion and understanding of cultural issues and provide our students and the entire community the opportunity to engage in lifelong learning in the Humanities.

The dedicated space will also allow us to expand our existing partnerships and initiate new collaborations that will result in new program development. The collaborative programming will increase public awareness of global cultures and promote appreciation and awareness for a truly intercultural and inclusive community. NWC is the natural place where students and the community can gather to discuss humanities topics, and we believe the Intercultural Center will become a recognized model of intercultural exchange for our region.

In addition, we want to transcend the collective memories of individuals who have been involved in spearheading our leadership in the Humanities. We want to preserve what we have already done and enable exciting new possibilities. A designated Intercultural located within close proximity to the college would permit us to do that. It would give us archival space as well as serve as an inspiration for future programming. The depository of programmatic information would be accessible and regularly utilized by NWC and our partners. This would enhance our long-term capacity to engage our community continually in important intercultural discussions.

Finally, we believe that the Intercultural Center will be a valuable asset when recruiting and retaining minority and international students. Student groups will be encouraged to utilize the facility for their club meetings, as well as hosting informal gatherings to meet and interact with other students. We believe the Intercultural Center will create a sense of belonging for all of our students and especially for our growing population of minority and international students, who sometime struggle with adjusting to life in rural Wyoming.

Assessment

A variety of assessment tools will be developed during the creation of the Center and will include both quantitative and qualitative benchmarks. Some preliminary data has already been

collected for existing programs and will be used to establish baseline expectations. Examples of assessment include:

Quantitative Benchmarks (Performance Measures)

- Four new or expanded collaborative series of programming will disseminate intercultural information within three years.
- 50% of the Intercultural Center's new and existing programs will have a 10% increase in attendance over three years.

Quantitative Benchmarks (Indicators of Success)

- Ethnic and other diverse groups in the area will become more visible.
- Knowledge of and enthusiasm for the NWC's intercultural programs will increase.
- A network of connections among our collaborators and community members will become stronger and more widespread.
- At least one NWC Resident Scholar/Intern will be hosted by the Intercultural Center within five years.

Fundraising and Budget Plan

The Northwest College Foundation is a private, nonprofit corporation which serves as NWC's official fund-raising organization. Established in 1966 as a charitable organization under section 501 (c)(3) of the IRS code, its principal purposes are raising, receiving, managing, and distributing private funds for endeavors that support and enrich Northwest College.

In the early years of the NWC Foundation, acquisition of land to enable campus expansion was a priority. Subsequently, the Foundation continued to promote the growth of Northwest by securing funds to complete many capital construction projects and award student scholarships. Today, the focus includes producing an ongoing revenue stream for the College from both fundraising activities and investment income on endowments.

By the close of 2010, the Foundation's assets had amounted to nearly \$24 million. Major holdings include a gift annuity fund, an endowment supporting scholarships and program funds, 69 acres of land adjacent to the College, and other investments.

Over the years, the Foundation's progress has been marked with positive changes and growth, all of which have greatly assisted Northwest College.

- ***Annual giving*** — The “Annual Campaign,” an effective, well-organized annual giving program consists of perennial activities including an Alumni Scholarship Drive (phonathon and direct mail) and a fall solicitation of area individuals, businesses, corporations, and organizations. A new emphasis area within the annual giving program is the Trapper Booster Club that raises funds for operating the college's athletic programs.
- ***Toward New Vistas campaign*** – The NWC Foundation launched its first comprehensive fundraising campaign in July of 2004. The 5-year effort set out with a goal to raise \$6 million, focused on two primary endowment areas, technology and scholarships, and some ongoing Annual Campaign funds. This mark was met inside of three years and the goal was raised to \$8 million. The campaign ended June 30, 2009, surpassing the \$9.1 million mark.

As an added bonus, the Wyoming Community College Endowment Challenge Program doubled the impact of these endowment gifts. Wyoming’s seven community colleges were each provided with funding from the State of Wyoming as a 1:1 matching fund for endowed contributions. Northwest is one of three colleges to receive four legislative appropriations because of continued fundraising success. The total state matching gift allocation to Northwest College is \$8.83 million. Through the Vistas campaign and beyond, NWC has secured state matching dollars worth \$7.2 million to date.

Fundraising for the Intercultural Center

With a well established fundraising program, the NWC Foundation is confident in its abilities to raise the funds necessary to fulfill the NEH’s requirement of 2:1 fundraising match with the *Bridging Cultures* grant.

Our plan calls for a \$395,000 budget. We believe we can purchase the home for \$200,000 and it will take another \$90,000 to renovate the facility to meet our needs. We also want to create an endowment to help generate ongoing funds for operating costs associated with the Intercultural Center. We will have the ability to match endowment money with the state funds and will earmark any remaining funds for this purpose.

Exemption 4

The breakdown from various funding sources is anticipated as follows:

	Total	Non Federal \$	NEH/Federal \$**
House purchase	\$200,000	134,000	66,000
Renovations	90,000	60,000	30,000
Endowment	<u>105,000</u>	<u>70,000*</u>	<u>35,000</u>
	\$395,000	\$264,000	\$131,000

*Funds include private donations and state matching funds (the actual dollars raised by NWC would be \$229,000).

**Actual expenditures may not break out in this exact manner. We may purchase the home with donor money and use grant funds for the renovations, as we may need to act sooner so as not to lose an option on buying the home that is perfectly situated across the street from the southwest campus boundary.

Exemption 4