

2017-2018 ANNUAL REPORT

NAWAYEE CENTER SCHOOL

Experiential education from an indigenous perspective

Our Mission:
Providing transformative education, grounded in indigenous life-ways and a love of learning



Reflections

by Joseph C. Rice

Nawayee (Center School) began 45 years ago as a drop-in center. In the intervening years Center School has continuously evolved to address the needs of our students and community. Center originally began because Indian students appeared to be failing in the public school system. It was thought that a drop-in center could provide help with homework, studying for tests, and mentoring which would help address that perceived problem. What the staff at the Center soon discovered was that native students needed people who understood how to relate to them as much or more than they needed homework help. It wasn't long before staff at the center realized that they hadn't only resolved the attendance or failure issue, but they had also resolved or begun to resolve a relationship issue. Students spent more time at the drop-in center than they did at their respective schools and so it was decided that the center should become a full-time school. Over the last 45 years, we have evolved to better meet the needs of disengaged native students. The most important realization we have come to is that we have to educate our students not in the ways of the mainstream schools established since colonization, but in the ways of our traditions and traditional cultures which have evolved over thousands of years.

When a people have developed a culture and refined it over thousands of years you will find that all aspects of it are well adapted to the circumstances of their lives. Such is the case with indigenous education. We are successful at center school because we understand this basic truth, that in a culture rooted in relatedness education cannot succeed without relationships. At Center School the first aspect of relating to students is to listen to them. You must listen carefully, patiently. What our students have told us and continue to tell us is that they need to learn experientially with people who understand how to relate to them. They also tell us that they are in pain, that they feel alienated and misunderstood. Many of our students come to us traumatized by schools who minimize the importance of relationships. Our students are brilliant people with unlimited potential who have not been taught how to access that potential. That is the work that we do at center school, we do not fix our students, but instead we give them access to their own power and show them how to apply this power toward success in life. Our mission is to encourage them to grow into adults who cannot only memorize, and problem solve, but who can dream and intuit and create. We want our students to be brilliant rather than simply well-trained. We have spent the last 17 years refining our program and fine-tuning it to create the optimal educational experience for indigenous students in an urban setting. We know now that in addition to teachers who can present the four core subject areas, (math, science, language arts, and social studies), we also need Indigenous Language teachers, who can teach the students and train non-native staff. Teachers who have a better understanding of Indigenous worldview are better able to relate to our students. In addition, our students need an in-school therapist to help them heal from the pain caused by poverty, intergenerational trauma and colonization. Our therapeutic focus is to assist students in addressing their pain and healing themselves, helping them to move forward in life sure in the knowledge that there is nothing that they cannot accomplish.

We appreciate all the support that community partners, teachers, and board members have given and continue to give us. We also appreciate your patience and understanding that the work we do, while painstaking, is vitally important to the health of our communities. Without you we would surely fail. With you we will succeed where most others have failed. Our children, our sacred gifts, they are the most important and most precious presence in our lives. For the sake of the next seven generations to come, we cannot afford to fail, and so we will not.

Staff

Joe Rice
Executive Director

Sue Dimler
Accounting/Finance

Mary Cullen
Instructional Leader

Jessica Nadeau
Development / Grants

Vicki Hollow
Office Manager, Enrollment/Attendance

Patricia Welch
Program Director

Dave Thomas
Social Studies

Molly Stoker
Language Arts

Walt Johnson
Science

Meghan Hunkins
Math

STATEMENT OF FINANCIAL POSITION

Gifts and Grants 2017-2018

Foundations & Corporations

ANA - Administration for Native Americans
Beim Foundation
Beverly
The Bush Foundation
Chapel Hills United Church of Christ
Dream of Wild Health
First Universalist
Gen YOUth Foundation
Greater Minneapolis Council of Churches
Headwaters Foundation for Justice
Honor the Earth
Jacob's Well
James R. Thorpe
Kiwanis Club
Lake Country School
Minneapolis Foundation
Minnesota Department of Health
Minneapolis Indian Women's Resource Center
Minnesota Women's Club
Nint Foundation
Northern Plains Reservation Aid
Pizza Nea
Project for Pride in Living
Seward Community Co-op
Shakopee Mdewakanton Sioux Community
Archie D & Bertha H Walker Foundation
Six Degrees
Still Ain't Satisfied
Woman's Club of Minneapolis
WCA
Youthprise

Individuals/Businesses

Brittany Anderson	Eileen & Wayne Grundstrom
Holly B. Anderson	Armilda Boone Harley
Rob Anderson	John Humleker
Anonymous	Kathleen & Paul Hunkins
Shane Austvold	Kelly Krantz
Sam Bauman	Bryce Larson
John Bennett	Lynne Lerberg
Brenda Bernardy	James Lorenz
Mike Bonillas	Joyce McIntosh
Richard Chase	Nina Norby
Katherine Coon	Mary & Jim Safgren
Carolyn Crane Fisk	Sandra E Setterholm
Margaret Cullen	Patrick & Elizabeth Steeber
Maia Dalager	Ashley Stewart
Steve Dalager	Niels Strandskov
Chris Dart	Owen Turnlund
Susan & Ronald Dimler	Lauren Weck
Hayley Doyle	Nicole Weller
Kiem Engelen	Molly Yoong
Michael Garrod	
Clifford Thomas Gee	
Flo Golod	

USE OF FUNDS

- School (Nawayee Center School) Program (47%):
- ANA (Administration for Native Americans) SABA, Mental Health Program for Native Youth (24%):
- MIAC (Minnesota Indian Affairs Council) Nawayee Center School Ojibwe Mowin and Dakota lapi Language Program (10%):
- Admin (19%): Office support for Programs and Fundraising.

2017-2018 FINANCIALS

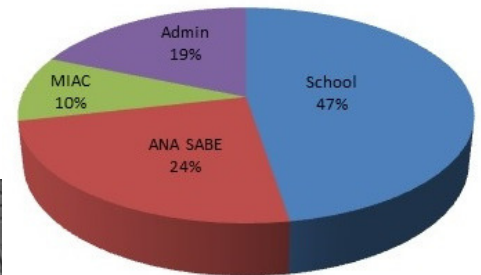
INCOME STATEMENT

TOTAL REVENUE	\$1,127,292
TOTAL EXPENSES	\$1,121,082
School Program	\$531,504
ANA SABA	\$ 269,709
MIAC	\$ 110,025
Admin	\$ 209,844

BALANCE SHEET

TOTAL ASSETS	\$ 193,377
Current Assets	\$ 151,198
Fixed Assets	\$ 42,179
CURRENT LIABILITIES	\$ 93,781
TOTAL NET ASSETS	\$ 140,835
Unrestricted	\$ 177,835
Temporarily Restricted	\$ -37,000
TOTAL LIABILITIES & NET ASSETS	\$ 234,616

2017-2018 Expenses





BOARD OF DIRECTORS 2017-18

THANK YOU TO OUR BOARD OF DIRECTORS FOR
THEIR SUPPORT AND GUIDANCE DURING THE
LAST YEAR

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(Voting member)
University of Minnesota Dept. of
Indian Studies

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(Board Chair)
Augsburg University

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