

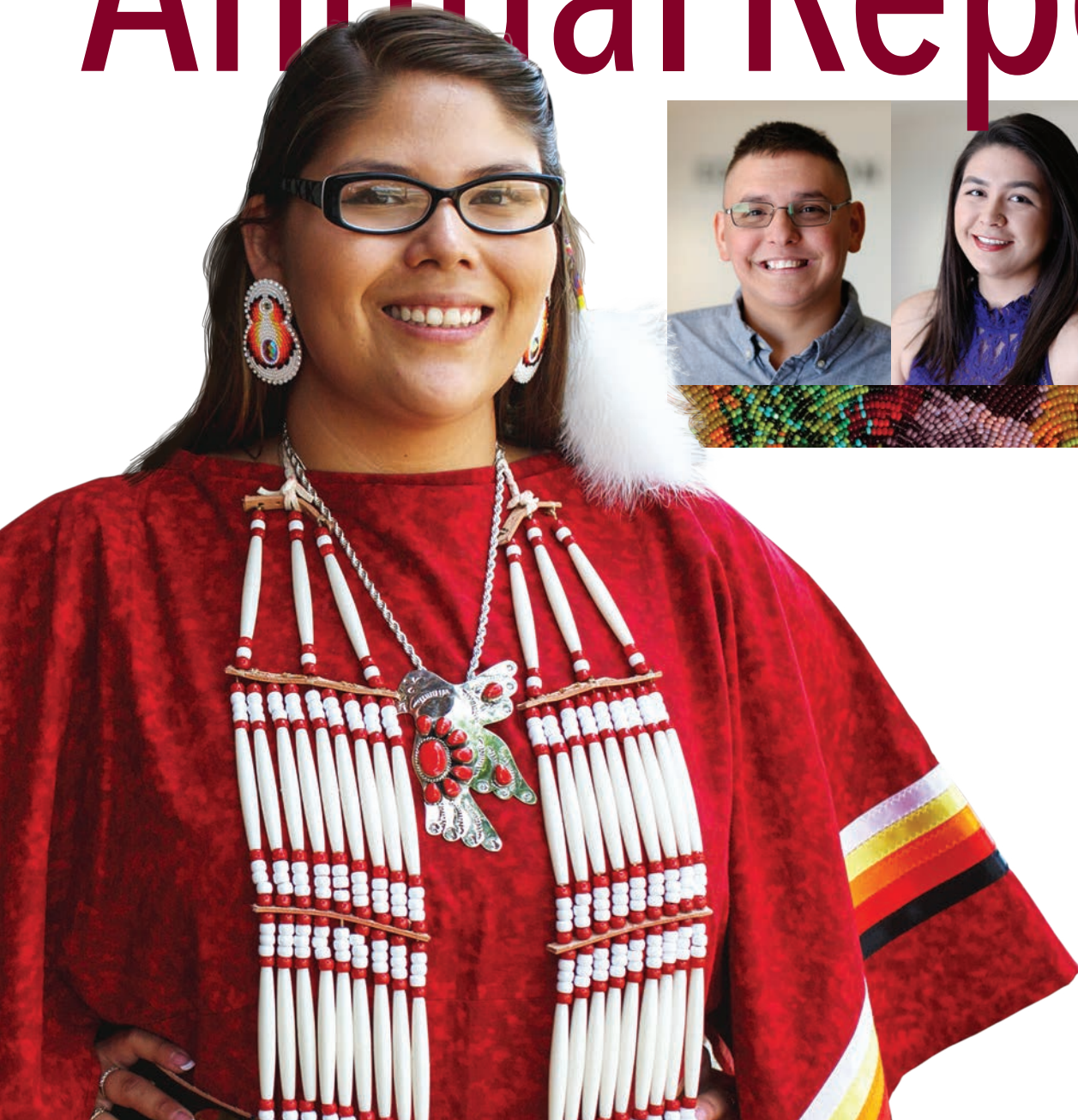


AMERICAN
INDIAN
COLLEGE
FUND

EDUCATION IS THE ANSWER

2016 - 2017

Annual Report



Our Mission

The American Indian College Fund invests in Native students and tribal college education to transform lives and communities.

Our Commitment

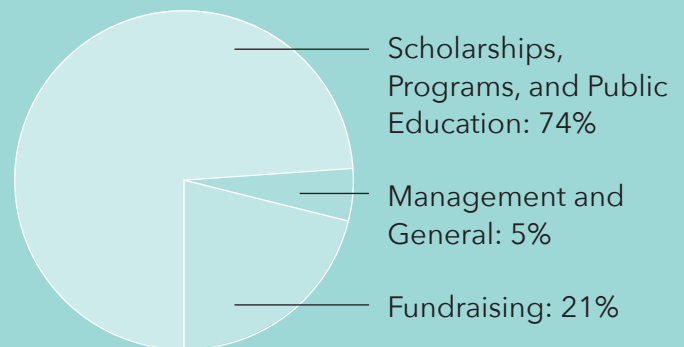
For more than 28 years, the College Fund has been committed to transparency and accountability while serving our students and communities. We consistently receive top ratings from independent charity evaluators.

- We earned the "Best in America Seal of Excellence" from the Independent Charities of America. Of the one million charities operating in the United States, fewer than 2,000 organizations have been awarded this seal.
- The College Fund meets the Standards for Charity Accountability of the Better Business Bureau's Wise Giving Alliance.
- The College Fund received a Gold Seal of Transparency from Guidestar.
- The College Fund received a four-star rating from Charity Navigator.

For more ratings and information, please visit www.collegefund.org/aboutus

How Your Donations Are Used:

Fulfilling Our Mission



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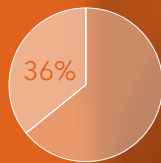


Robin is an adventurer. Member of the Stockbridge Munsee Nation. White House guest. Researcher. Coder. Author. Television reality star. Recreational vehicle driver. And thanks to the American Indian College Fund and you, a new tribal college and university graduate.

Every Gift Creates Opportunity



The American Indian College Fund awarded **6,548 scholarships** in 2016-17 to Native American students to help them reach their goal of achieving a college education.



36% of the students who received scholarships are the first in their families to go to college.



The College Fund facilitated **96 internships**

- 70 at tribal colleges and universities
- 11 at corporations
- 1 faculty member at a university
- 4 at the American Indian College Fund
- 10 student ambassadors



Top 5 majors

- Science, Technology, Engineering, and Mathematics (STEM)
- Business
- Education
- Health
- Liberal Arts



Total Contributions for 2016-17

\$7.624 million in scholarship support was distributed in 2016-17, and over **\$100 million** has been awarded since our founding in 1989.

In 2016-17, nearly **\$5.9 million** was granted to programs and higher education institutions serving Native communities. This included grants for cultural preservation, early childhood education, leadership and research projects, and faculty development fellowships.

American Indian College Fund Statement of Activities

Year Ended June, 2017

Support, Revenue and Gains	
Contributions	\$ 20,918,176
Contributed public service announcements.	3,538,316
Net investment return	5,422,456
Other revenue	15,467
Gross special events revenue	410,948
Less cost of direct benefits to donors	(257,429)
Net special events revenue	153,519
Total support, revenue and gains	30,047,934
Expenses and Losses	
Program services expense	
Scholarships and grants	16,751,338
Public education	4,440,651
Total program expenses	21,191,989
Supporting services expense	
Administrative	1,173,552
Donor development	5,210,774
Total supporting services expenses	6,384,326
Loss on uncollectable promises to give	26,878
Total expenses and losses	27,603,193
Change in Net Assets	2,444,741
Net Assets, Beginning of Year	73,593,994
Net Assets, End of Year	\$ 76,038,735

To see and download the 2016-17 audited financial report, please visit www.collegefund.org/financials or request a mailed copy by emailing info@collegefund.org or by calling 303-426-8900.



Message from the President



President Cheryl Crazy Bull

Committed Educator. Leader. Influencer. Thinker.

Cheryl has dedicated her career to furthering opportunities for Native youth from high school through college. Through her lifelong advocacy for the education of Native people, Cheryl has honored the Lakota belief that youth are sacred. She began her tribal college and university (TCU) career as a teacher at Sinte Gleska University, on her home reservation, in Rosebud, South Dakota. Prior to her role at the American Indian College Fund, she served as President of Northwest Indian College on the Lummi Reservation in Washington state.



Cheryl's regional and national leadership has resulted in many honors. She was recognized as one of the 50 most influential people in Indian Country in 2015. She also has received honorary doctorate degrees from Sinte Gleska University and Seattle University.

Cheryl regularly publishes her work about indigenous higher education in academic journals.



Lakota people refer to their children as *wakanyeja*, a word that means they are close to the spirit world; they are sacred.

For Native people, a college education is a path to a stronger identity, good jobs, and active citizenship. For more than 28 years, the American Indian College Fund has provided scholarships to Native youth to provide them with access to a higher education, while also providing support to TCUs for academic programs and other support to ensure student success.

In addition to scholarship assistance, we discovered that Native students need sufficient emotional and spiritual support to persist and graduate.

We have grown our student support by creating programs that build relationships with young students, parents, and our college scholars.

We also recognize that to support young adults in education we need to improve opportunities for young children.

We initiated early childhood programs to work with young Native children and their parents to forge a positive learning environment that will last a lifetime. These programs, in partnerships with TCUs and local and national organizations, equip early childhood teachers, parents, communities, and TCUs with the necessary tools and resources to prepare children for a better life.

When a student is the first in his or her family to consider college, whether they are leaving home to attend college or living at home while taking courses, the changes and challenges can be intimidating.

Through our Native Pathways to College program, we reach out to help students navigate the process by connecting them to the activities they need to complete to get to college, and by providing them with touch points for success along the way.

Once in college, we give students research, internship, and leadership opportunities. We also provide simple but meaningful support including check-ins to let students know how much we care about their success.

After graduation, we provide students with continued opportunities for internships, jobs, research, leadership, and even fellowships.

Students and tribal colleges are at the core of our mission. We are committed to honoring the sacred, our future generations, by cultivating new and expanding existing opportunities for them and the TCUs that serve them.

Our work has proven that "Education is the Answer." We thank every one of our supporters who has helped us make a difference in the lives of our students, and we thank you for your continued support as we work to provide even more Native students with a life-changing higher education.

Cheryl Crazy Bull

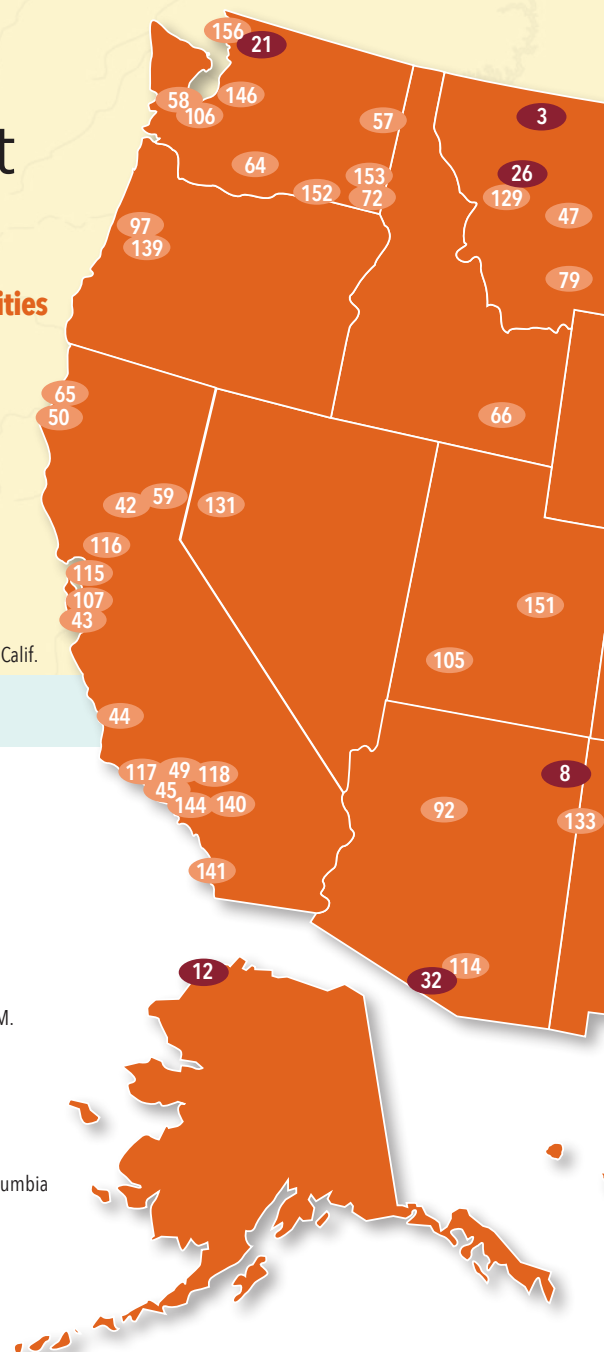
Map of Scholarship Support

Tribal Colleges and Universities

- 1 Aaniiih Nakoda College, Mont.
- 2 Bay Mills Community College, Mich.
- 3 Blackfeet Community College, Mont.
- 4 Cankdeska Cikana Community College, N.D.
- 5 Chief Dull Knife College, Mont.
- 6 College of Menominee Nation, Wis.
- 7 College of the Muscogee Nation, Okla.
- 8 Diné College, Ariz. *
- 9 Fond du Lac Tribal & Community College, Minn.
- 10 Fort Peck Community College, Mont.
- 11 Haskell Indian Nations University, Kan. *
- 12 Ilisagvik College, Alaska
- 13 Institute of American Indian Arts, N.M. **
- 14 Keweenaw Bay Ojibwa Community College, Mich.
- 15 Lac Courte Oreilles Ojibwa Community College, Wis.
- 16 Leech Lake Tribal College, Minn.
- 17 Little Big Horn College, Mont.
- 18 Little Priest Tribal College, Neb.
- 19 Navajo Technical University, N.M. **
- 20 Nebraska Indian Community College, Neb.
- 21 Northwest Indian College, Wash. *
- 22 Nueta Hidatsa Sahnish College, N.D. *
- 23 Oglala Lakota College, S.D. **
- 24 Red Lake Nation College, Minn.
- 25 Saginaw Chippewa Tribal College, Mich.
- 26 Salish Kootenai College, Mont. *
- 27 Sinte Gleska University, S.D. **
- 28 Sisseton Wahpeton College, S.D.
- 29 Sitting Bull College, N.D. **
- 30 Southwestern Indian Polytechnic Institute, N.M.
- 31 Stone Child College, Mont.
- 32 Tohono O'odham Community College, Ariz.
- 33 Turtle Mountain Community College, N.D. *
- 34 United Tribes Technical College, N.D. *
- 35 White Earth Tribal and Community College, Minn.

Non-Tribal Colleges and Universities

- 36 Auburn University, Ala.
- 37 Baker University, Kan.
- 38 Bellevue University, Neb.
- 39 Belmont University, Tenn.
- 40 Bemidji State University, Minn.
- 41 Black Hills State University, S.D.
- 42 Butte College, Calif.
- 43 Cabrillo College, Calif.
- 44 California Polytechnic State University, Calif.
- 45 California State University - Channel Islands, Calif.
- 46 Cameron University, Okla.
- 47 Carroll College, Mont.
- 48 Central Michigan University, Mich.
- 49 Chapman University, Calif.
- 50 College of the Redwoods, Calif.
- 51 Colorado Mesa University, Colo.
- 52 Colorado State University - Global, Colo.
- 53 Colorado State University - Pueblo, Colo.
- 54 Cornell University, N.Y.
- 55 Dartmouth College, N.H.
- 56 Eastern New Mexico University - Portales, N.M.
- 57 Eastern Washington University, Wash.
- 58 Evergreen State College, Wash.
- 59 Feather River Community College, Calif.
- 60 Fort Lewis College, Colo.
- 61 George Washington University, District of Columbia
- 62 Georgia Military College - Fairburn, Ga.
- 63 Harvard University, Mass.
- 64 Heritage University, Wash.
- 65 Humboldt State University, Calif.
- 66 Idaho State University, Idaho
- 67 Ithaca College, N.Y.
- 68 Kansas State University, Kan.
- 69 Lake Superior State University, Minn.
- 70 Lansing Community College, Mich.
- 71 Lee University, Tenn.
- 72 Lewis-Clark State College, Wash.
- 73 Louisiana State University - Baton Rouge, La.
- 74 Massachusetts College of Pharmacy & Health Sciences, Vt.
- 75 Mayville State University, N.D.
- 76 McMurry University, Texas
- 77 Minot State University, N.D.
- 78 Montana State University - Billings, Mont.
- 79 Montana State University - Bozeman, Mont.
- 80 Montana State University - Northern, Mont.
- 81 Naropa University, Colo.
- 82 New Mexico Highlands University, N.M.
- 83 New Mexico Institute of Mining and Technology, N.M.
- 84 New Mexico Military Institute, N.M.
- 85 New Mexico State University - Grants, N.M.
- 86 New Mexico State University - Las Cruces, N.M.
- 87 Nicholls State University, La.
- 88 North Carolina State University, N.C.
- 89 North Central Michigan College, Mich.
- 90 North Dakota State University, N.D.
- 91 Northeastern University, Mass.
- 92 Northern Arizona University, Ariz.
- 93 Northern Michigan University, Mich.
- 94 Northwestern Oklahoma State University, Okla.
- 95 Northwestern State University of Louisiana, La.
- 96 Oklahoma State University, Okla.
- 97 Oregon State University, Ore.
- 98 Pennsylvania State University, Pa.
- 99 Princeton University, N.J.
- 100 Purdue University, Ind.
- 101 Regis University, Colo.
- 102 San Juan College, N.M.
- 103 South Dakota School of Mines & Technology, S.D.

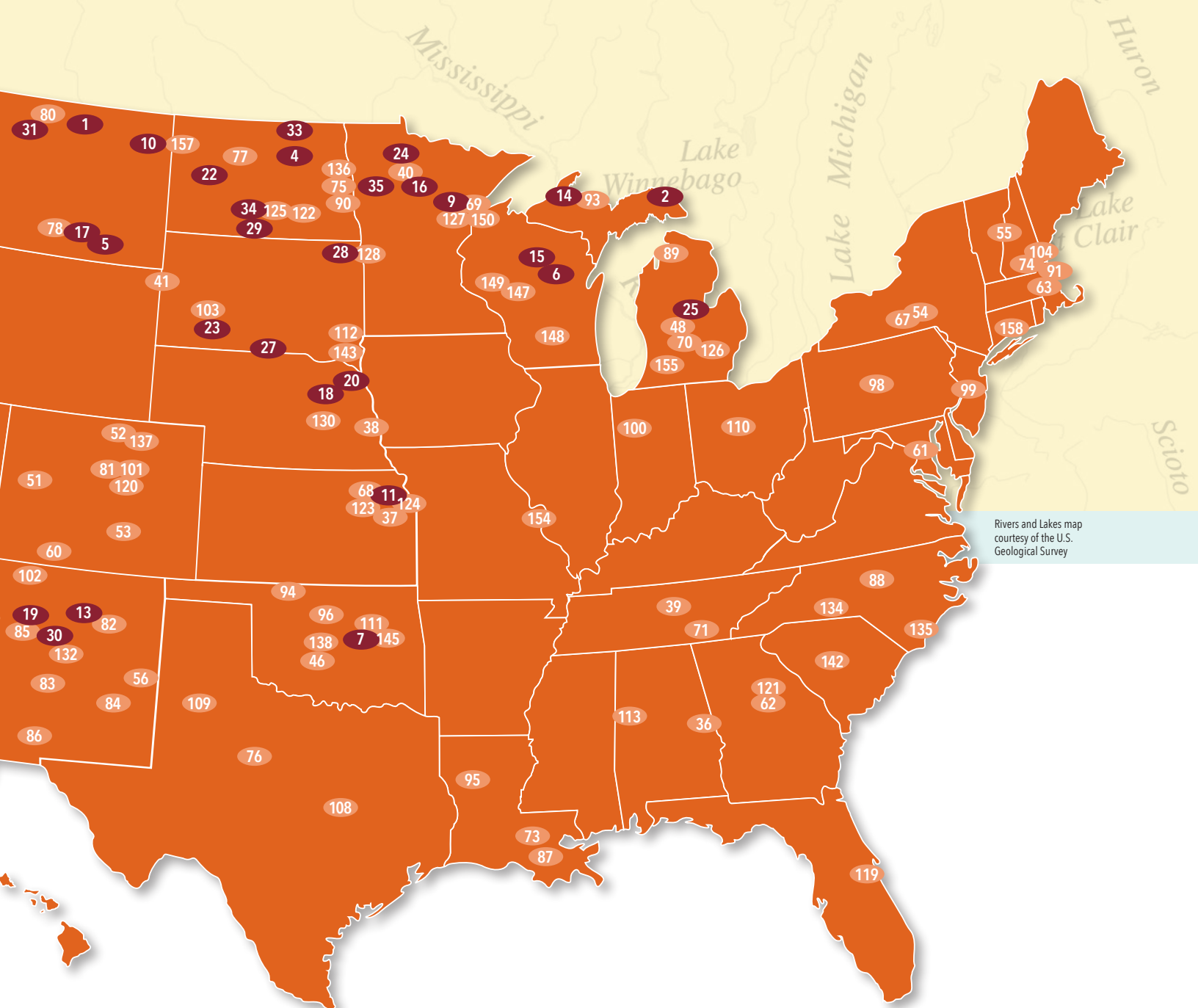


In addition to providing financial and programmatic support for 35 tribal colleges and universities (TCUs), the American Indian College Fund provides students with scholarships. This is a list of the schools our scholars attended.

* TCUs offering bachelor's degrees.

** TCUs offering bachelor's and master's degrees.

All other TCUs offer associate degrees.



Rivers and Lakes map courtesy of the U.S. Geological Survey

- 104** Southern New Hampshire University, N.H.
- 105** Southern Utah University, Utah
- 106** St. Martin's University, Wash.
- 107** Stanford University, Calif.
- 108** Texas State Technical College – Marshall, Texas
- 109** Texas Tech University, Texas
- 110** The Ohio State University, Ohio
- 111** Tulsa Community College, Okla.
- 112** University Center, S.D.
- 113** University of Alabama, Ala.
- 114** University of Arizona, Ariz.
- 115** University of California – Berkeley, Calif.
- 116** University of California – Davis, Calif.
- 117** University of California – Los Angeles, Calif.
- 118** University of California – Riverside, Calif.
- 119** University of Central Florida, Fla.
- 120** University of Colorado – Denver|Anschutz Medical Campus, Colo.
- 121** University of Georgia, Ga.
- 122** University of Jamestown, N.D.
- 123** University of Kansas, Kan.
- 124** University of Kansas Medical Center, Kan.
- 125** University of Mary, N.D.
- 126** University of Michigan, Mich.
- 127** University of Minnesota – Duluth, Minn.
- 128** University Of Minnesota – Morris, Minn.
- 129** University of Montana, Mont.
- 130** University of Nebraska, Neb.
- 131** University of Nevada, Nev.
- 132** University of New Mexico – Albuquerque, N.M.
- 133** University of New Mexico – Gallup, N.M.
- 134** University of North Carolina at Charlotte, N.C.
- 135** University of North Carolina at Wilmington, N.C.
- 136** University of North Dakota, N.D.
- 137** University of Northern Colorado, Colo.
- 138** University of Oklahoma, Okla.
- 139** University of Oregon, Ore.
- 140** University of Redlands, Calif.
- 141** University of San Diego, Calif.
- 142** University of South Carolina, S.C.
- 143** University of South Dakota, S.D.
- 144** University of Southern California, Calif.
- 145** University of Tulsa, Okla.
- 146** University of Washington, Wash.
- 147** University of Wisconsin, Eau Claire, Wis.
- 148** University of Wisconsin, Madison, Wis.
- 149** University of Wisconsin, Stout, Wis.
- 150** University of Wisconsin, Superior, Wis.
- 151** Utah State University, College of Eastern Utah, Utah
- 152** Walla Walla University, Wash.
- 153** Washington State University – Pullman, Wash.
- 154** Washington University in St. Louis, Mo.
- 155** Western Michigan University, Mich.
- 156** Western Washington University, Wash.
- 157** Williston State College, N.D.
- 158** Yale University, Mass.

How We Shape a Student's Journey

Culturally based early childhood educational programs for self-esteem and education success



Academic and college readiness planning assistance



Financial aid, college, and scholarship application assistance



Scholarships



Mentoring



Tutoring



Internships



Workforce education

Adult basic education



Cultural preservation programs



Research opportunities



Leadership training



College transfer planning



Graduate education fellowships



The Tribal College Advantage

As part of its mission, the American Indian College Fund supports 35 tribal colleges and universities (TCUs). Located on or near Indian reservations, these institutions create scholars, strong families, communities, and tribal nations through higher education.

Open enrollment



Accredited programs from certificate programs to master's degrees



Affordable education close to home



Culturally appropriate curriculum, including Native history, traditions, and spiritual practices



A caring atmosphere steeped in Native values



Native teachers, elders, and community members in the classroom as role models



Assistance for students in need including meals, food pantries, and emergency aid



Place-based internships

Tribal colleges and universities give Native youth the support and tools they need so that they can succeed academically and in life. TCUs foster pride in students' spiritual and cultural beliefs and their accomplishments, giving them greater confidence and self-esteem, a proven foundation for success.

Research opportunities



Early childhood centers



Open to the whole community



Technology centers



Classes about culturally appropriate food and nutrition



Library and cultural centers



Activities for the whole community

Creating a Unique Path for College Success



Matthew Makomenaw, Ph.D. (Grand Traverse Band of Ottawa and Chippewa Indians), the College Pathways Administrator at the American Indian College Fund, travels to high schools to visit with high school counselors and support ways to encourage more Native youth to attend college.



Thanks to the Native Pathways to College Program, college admissions coaches provide guidance and resources to high school students considering a higher education. Students receive assistance with campus visits, college fair participation, and the admissions process.

Research shows that employers increasingly require a college degree, where previously a high school diploma would have been sufficient.

The reasons are many. Technology changed the nature of many jobs, requiring workers to have more technical and critical thinking skills to use complicated tools.

In addition, employers see a college degree as evidence of a person's commitment to a vision, believing this same determination and work ethic will benefit both the individual and employer in the workplace.

Unfortunately, as the demand for college degrees increases, Natives are at a disadvantage. Only 13.8% of American Indian and Alaska Natives age 25 and older have a bachelor's degree, which is less than half of the completion rate of the overall population of the United States.

The American Indian College Fund knew it was on the right path by working to increase the number of Native people holding a college degree. But the College Fund discovered it was not enough to only provide scholarships. The College Fund also needed to create a college-going culture with prospective students to help smooth the way there.

Creating a path to college requires that students consider their career options with their families, then take the necessary high school coursework to lay the foundation for college success.

This includes learning how to prepare for college entrance exams, financial planning, and more. But many Native students, especially first-generation students (and their parents), do not know what questions to ask to make sound planning decisions. Thanks to the College Fund's Native Pathways to College Program, funded by the Mellon Foundation, Native students and families receive assistance creating and navigating a path to college. And once students are in college, the program gives them training and tools to create an associate degree and choose a four-year institution where they can earn a bachelor's degree.

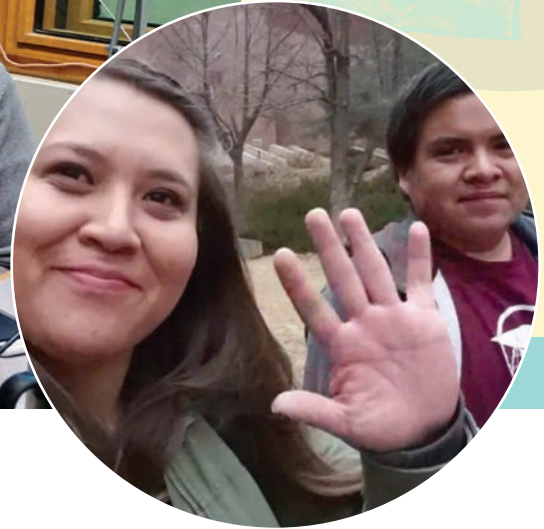
The Native Pathways to College Program has three components: The High School Admissions Pathway, the First Year Experience Pathway, and the Tribal College Transfer Pathway.

Under the High School Admissions Pathway, students receive one-on-one coaching and participate in workshops to prepare them for college. They also receive opportunities to visit campuses, participate in college fairs, and get valuable information about tuition, financial aid, and the admissions process.

After students are enrolled in their first year of college, coaches provide individualized support for students under the First Year Experience Pathway. Students learn how to build successful study



Davida Delmar (Diné), a college admissions coach with the Native Pathway program, records a podcast for Native college-going students with Matthew Makomenaw.



habits, set academic and career goals, and gauge their academic progress in the short and long-term while building a sense of community. All of these skills ensure long-term success.

Finally, tribal college students graduating with an associate degree who want to earn a bachelor's degree are eligible to participate in the Tribal College Transfer Pathway. Students attend personal coaching sessions and receive assistance in applying to higher education institutions with competitive admissions requirements. Transfer students receive valuable information about how to choose a college or university that provides Native students with additional scholarships, tuition-waivers, and in-state tuition. They also learn which schools offer a comfortable and welcoming environment for Native students.

The Tribal College Transfer Pathway program also helps transfer students to make campus visits. When living on remote, rural reservations with limited transportation and funds, many students cannot afford campus visits. By providing transfer students with this opportunity, the program allows them to make informed choices about furthering their education.

The Native Pathways to College Program and its work with students on the Pine Ridge Reservation was featured in the August 2, 2017, issue of *The Atlantic* in an article titled "The Real Legacy of Crazy Horse," showcasing why young Natives see a higher education as a key to reclaiming their culture, identity, and future.

All students participating in The Native Pathway to College Program receive ongoing phone support, mentoring, access to informational interviews, and social media updates about important information to ensure their success. This program is the first of its kind in Native communities and has already made a difference in the lives of students.

Dane Allapowa, a student at Cankdeska Cikana Community College, a tribal college on the Spirit Lake Reservation in Fort Totten, N.D., visited North Dakota State University (NDSU) as part of the Tribal College Pathway program. During his visit he received assistance completing his application and met with professors in mechanical engineering, his chosen career field.

Dane decided NDSU was the next step in his career path. "After my campus visit at NDSU, all I wanted to do is go back to Cankdeska Cikana Community College and kick it in gear and score a good GPA for my application," Dane said.

Chloe (Northern Cheyenne): Much More Than a Label

When Chloe was growing up, her mother told her stories of when she was a young girl, digging fence post holes to earn money for school clothes. Chloe's father also toiled, picking vegetables for 25 cents per day.

Her parents' legacy of hard work made Chloe, who had a strong love of science and educational videos, realize she wanted to work hard in school and go on to college to forge a better life for herself than her family had.

But just a few days before Chloe was ready to start her college career, her oldest brother passed away, plunging the family into grief. Chloe decided to postpone her education to care for her mother, who was inconsolable.

After a year at home, Chloe decided the time was right to go to college. She started classes at Chief Dull Knife College in Lama, Montana. She was scared because during the year she had not been outside of her home often and "I thought I don't know if I can do this." But Chloe decided to try. "I just kept telling myself over and over again that I was going to graduate with my associate degree in science," she said.

"I learned there are always going to be times when you're scared and it's okay, just don't let it stop you. We all have strength that has been instilled in us and we just need to discover it again," she said.

Chloe credits the American Indian College Fund with helping her to succeed by providing her with the scholarship support to pay for her tuition, fees, books, and transportation to college, and by believing in her ability to succeed. "It was such a relief to have someone believe in me when sometimes I didn't believe in myself," she said.

The College Fund was right—Chloe did succeed. After graduating with her associate degree from Chief Dull Knife College, she transferred to the University of Montana, where she continues her science studies, majoring in biology and media arts so she can one day make educational videos herself.

"Native American students are so much more than the stereotypical perceptions of us. I am Native American and proud. I'm Northern Cheyenne, but I'm also Latina. I'm a biology major, I'm a daughter, and I'm a granddaughter. I'm so much more than these labels. I hope everyone can strive to be whatever they want to be," Chloe said.

"Education is everything to me because you don't stop learning."



"The thing I look forward to the most is making myself and my family proud."

Johnny (Yakama Nation): Creating a Sustainable Future through Education

*"I'm reclaiming my identity
through education."*



Growing up in a subsistence hunting and fishing village in Washington State, Johnny didn't see the need for college.

"Nobody was formally educated in my grandparents' generation, not even at boarding schools or with any western education. It was a rural and isolated village."

But things change. Johnny's elders urged him to go to college to contribute to his community.

The culture shock was too much. After two semesters, Johnny returned home.

Back at home, tribal elders continued to educate him. They taught Johnny their traditions and ceremonies. He learned his tribal language and how to advocate for policies to protect the land.

"I got to spend time with elders advocating in different spaces... with other tribes, the county government, state government, and all the way up to the national government, with the Department of Defense and the Department of Energy," Johnny said. He worked with his tribe's cultural resources department, excavating archaeological sites and repatriating human remains.

Through his work, Johnny learned a Native perspective is one which discerns the links between the sacred and the scientific. He began to see he needed formal training in science, engineering, and law to be able to conduct research, cite evidence, and create documentation in "the language of the people making decisions. We didn't have that. We just had our elders who were telling powerful stories."

He took courses part-time online while working full-time, but something happened that made earning a degree even more urgent.

Johnny became a father.

He said of his daughter, "I knew it was important for her to value education and to see me succeed."

Johnny turned to the American Indian College Fund for scholarships and enrolled at Northwest Indian College.

His life made easier without financial worries, Johnny focused on student life as a single dad. "I was able to have more financial security, with money for a safe living and learning environment and healthy foods in our cupboard." Scholarships allowed him to spend more time with his daughter, investing in her education, too.

Johnny is now an honors student, and this past year finished a research project in conjunction with Harvard University. The experience helped him set his own career goals on remediating soil and water pollution along the Columbia River Basin. Nuclear projects in the 1940s and 1950s left the area the most contaminated waste site in the western hemisphere and endangered the drinking water, marine and plant life, and the people who live there.

"I want to demonstrate what's possible for younger generations in my community," he said. "I'm reclaiming my identity through education. I can use education to connect me with my community and its needs directly."

Traditional Arts and Knowledge Grant Preserves Heritage and Culture



The American Indian College Fund received a \$1 million grant to continue its Restoration and Preservation of Traditional Native Arts and Knowledge program at tribal colleges and universities (TCUs). Thirteen Native communities across the Midwest are rediscovering their lost or dying art forms and are recovering a vital part of their culture at the participating TCUs, thanks to the generosity of the Margaret A. Cargill Philanthropies.

The College Fund has long known that arts and language are the glue that holds cultures together. Exploring and mastering the arts, celebrating them, and passing them on to successive generations allows people who share a connection to social values, spiritual belief systems, and customs, to come together.

For American Indians, this is especially important given that Native cultural arts were almost eliminated through generations of government policies and forced assimilation.

The College Fund's Restoration and Preservation of Traditional Native Arts and Knowledge Grant provides resources for TCUs to develop and implement more formalized traditional Native arts academic and community outreach programs. It starts by placing elders in TCU classrooms and community extension programs, and then giving them the opportunity to teach and preserve endangered art forms and to share their knowledge, experiences, and stories that have been passed down for generations.

With teachers who are master artists and elders, apprentices and artists-in-residence have the opportunity to learn cultural knowledge first-hand. This teaching method helps American Indian

students and community members to better understand previous generations and their cultural and spiritual practices, relationships with the land and animals, lifeways, and history, creating stronger community unity. This teaching method both reinforces the Native traditions of oral history and teaching, and the importance of elders in the community, providing students with a grounding in the arts and Native cultural values. In turn, the students become the next generation of culture bearers and master artists, fully fluent in their community art forms.

When Native students and community members come together to learn and practice their Native cultural arts, they gain a better understanding of who they are as Native people—strengthening their own identity and self-esteem, making them healthier as individuals and stronger as a community.

The Restoration and Preservation of Native Arts Grant was awarded to the following participating TCUs to strengthen and expand their existing traditional arts. Quarterly grants are provided to TCUs wishing to enhance their traditional Native Art forms and knowledge by developing new academic classes and activities through TCU community extension programs.

Minnesota: Leech Lake Tribal College (Cass Lake)

North Dakota: Turtle Mountain Community College (Belcourt)

South Dakota: Oglala Lakota College (Kyle)
Sinte Gleska University (Mission)



The program also provides quarterly grants to TCUs to enhance traditional Native arts forms and knowledge by developing new academic classes and activities through TCU community extension programs. Institutions participating include:

Minnesota: Fond du Lac Tribal and Community College (Cloquet)
White Earth Tribal and Community College (Mahnomen)

North Dakota: Cankdeska Cikana Community College (Fort Totten)
Nueta Hidatsa Sahnish College (New Town)
Sitting Bull College (Fort Yates)
United Tribes Technical College (Bismarck)

South Dakota: Sisseton Wahpeton College (Sisseton)

Wisconsin: College of Menominee Nation (Keshena)
Lac Courte Oreilles Ojibwa Community College (Hayward)

Bridget Skenadore (Diné), the Program Officer of Native Arts and Culture, manages the program. Skenadore holds a master's in fine arts degree from the Rhode Island School of Design and is instrumental in sharing her passion for art and art practice with the TCUs and their communities while growing the program.

"Just like our languages, it is important to revive and restore traditional Native art forms. They are part of our history and our culture. The TCUs that are participating in this program are providing great programming to their institutions by bringing back a part of their culture to those who want to learn," Skenadore said.



Student Ambassadors: Today's Community Leaders, Tomorrow's World Leaders



*Inspiring.
Courageous.
Tenacious.*

American Indian College Fund 2016-17 Ambassadors include, from left this page: Joaquin Gallegos (Jicarilla Apache and Pueblo of Santa Ana), law student, and Tada Vargas (Cheyenne River Sioux Tribe), graduate science student. Next page, from left: Sadie Red Wing (Spirit Lake Tribe), earning a graduate degree in art; and alumus Len Necefer (Diné), a government scientist and graduate of Carnegie Mellon University.

Every day our work at the American Indian College Fund introduces us to Native students and graduates doing incredible work.

We are inspired as they gracefully overcome monumental challenges to do so.

We knew our students' stories were too awe-inspiring not to share.

And we knew that if our students shared their stories in their own words, they would enlist others to support the American Indian College Fund's work while helping more Native students see their dreams are possible with hard work and help from the College Fund.

We imagined a program in which our students and graduates would share their stories at tribal colleges and universities, at College Fund events, and in the media. Armed with a vision, we developed the American Indian College Fund's Student Ambassador Program.

The 2016-17 cohort marked the program's second year of bringing a dozen Native scholars together at the College Fund's Denver headquarters. Student ambassadors receive training in public speaking, interview techniques, writing for publication, and networking. Students are interviewed on screen, participate in professional photo shoots, and above all, hone their storytelling skills.



All the while, they discover their strength, build confidence, and fulfill their desire to give back.

Our 2016-17 ambassadors have conducted critical scientific research, traveled to the White House, appeared with world leaders on an international stage, revitalized languages, and helped other Native students get to and succeed in college.

Our work starts with one person. We hear our students say, again and again, "It meant so much to me to know someone believed in me enough to invest in my future."

Our goal is to multiply that belief—and opportunity—exponentially to make believers out of others. "Education is the Answer" to making dreams come true.



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American Indian College Fund Supporters



The following individuals have left a lasting legacy by generously ensuring American Indian students have access to higher education through their estate plans. We honor their memories here:

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services expenses	5,210,774	-	-
	6,384,326	-	-
incomes to give	-	-	-
losses	-	26,878	-
	27,576,315	26,878	-
	104,552	1,110,184	-
	24,291,360	21,124,209	1,230,000
	<u>\$ 24,395,912</u>	<u>\$ 22,234,393</u>	<u>28,178,425</u>

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Please download our audited financial statements and Form 990 at www.collegefund.org/financials.

You may also request a copy be mailed or e-mailed to you. Please contact info@collegefund.org and provide your mailing address.

For additional questions, please contact the American Indian College Fund at 303-426-8900.

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in our future.*



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