

2018-2019 Annual Report



THEN NOW



AMERICAN INDIAN
COLLEGE FUND
EDUCATION IS THE ANSWER 



EDUCATION IS



Our Mission

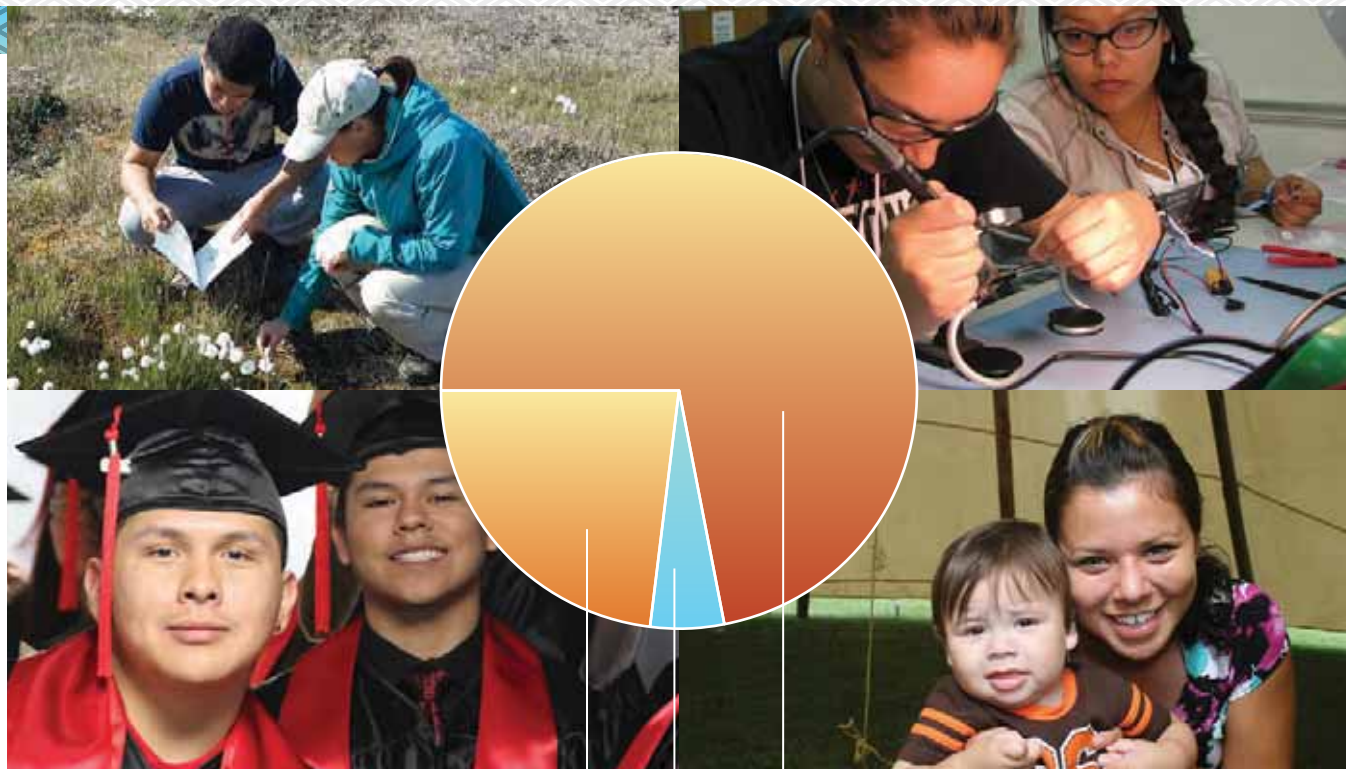
The American Indian College Fund invests in Native students and tribal college education to transform lives and communities.

THE ANSWER

Table of Contents

Your Donations/Fulfilling Our Mission	2
Message from the President	3
Our Impact 2018 -19	4
Total Contributions for 2018 -19	5
Where Our Scholars Study	6 - 7
Then and Now: How We Have Grown Our Support of Native American Students.	8 - 9
Student Support: From Opportunity to Employment.	10 - 11
The Tribal College Advantage	12 - 13
A Mother/Daughter TCU Legacy	14 - 15
Bunky Echo-Hawk Uses TCU Education as a Pathway to Give Back	16 - 17
The Culture-Carriers: Educating the Next Generation of Indigenous Leaders	18 - 19
American Indian College Fund Supporters	20 - 22
Governing Board of Trustees 2018 -19	23
Audited Financial Information: Statement of Activities Year Ended June 30, 2019	24

How Your Donations Are Used: Fulfilling Our Mission



*Percentages are a five-year average

Scholarships, Programs,
and Public Education **72%***

Management and General **5%***

Fundraising **23%***

Our Commitment to You

For 30 years, the American Indian College Fund has been committed to transparency and accountability while serving our students, tribal colleges, 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 consistently receives high ratings from Charity Navigator.

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



Message from the President

In August 2019, I celebrated seven years at the College Fund. Seven is a number with special meaning among the Lakota as it signifies all of the directions (east, west, north, south, above, below, and in the center where all of Creation is), so it prompted me to reflect on my career and what I hope the future will bring. I started working in the tribal college movement in August 1981 as a faculty member. Over the years, I have enjoyed great opportunities to be in supportive roles and in leadership roles. I've seen the maturing of our work as Indian educators and the revitalization of our identities as tribal citizens.

Tribal colleges emerged from a grassroots movement. The vision for our institutions was held in the hearts of the people in our communities who saw the possibilities for education as a tool to bring about transformative change. This change would affirm our cultures and languages and provide the resources and knowledge we needed to live in contemporary society. Many of our founders have gone on to the spirit world, but their vision of Native people creating their own education solutions and building their own nations lives on.

TCUs have grown in number over the years, from the first six institutions who founded the American Indian Higher Education Consortium to 35 accredited members today. I've seen TCUs grow and adapt the academic and vocational programs they provide in response to changing economic and social conditions. TCUs have broadened the scope of their work in language, arts, history, and science by training teachers, creating curriculum, and building partnerships across the TCU system, with the federal government and with higher education institutions. TCUs have built outreach to their communities that engages families across generations and gives community members of all ages access to traditional and contemporary knowledge and skills.

TCUs are experts in education of Native people of all ages, especially adults.

TCUs are skilled navigators of the path between worlds – the world of tribal identity and self-determination and the world of American society.

The College Fund has grown along with and in support of TCUs. We are one of the most prolific supporters of TCU faculty development and research. We support Native TCU students beyond scholarships by providing career education, coaching, and leadership opportunities. We support TCUs with developing and building knowledge in areas such as early childhood education, arts, and sustainability.



The College Fund is celebrating a milestone – the 30th anniversary of our founding in 1989. We have reflected as an organization on how far we have come in our support of Native students and the TCUs. We have increased availability of scholarships, expanded support for TCU programs and operations, and generated greater public awareness of Indigenous people. The next 30 years promise to be as amazing as the past 30 as more people join us as allies of Native education.

My vision for the future is that with your support, the College Fund will reach another milestone. My dream is to raise \$100 million a year so that all Native people who need support for an education will be able to earn a fully funded TCU education. They will be able to go on to achieve their dreams and create the brighter futures for themselves, their families, and their communities that they so richly deserve.

A handwritten signature in black ink that reads "Cheryl Crazy Bull". The signature is written in a cursive, flowing style.

Cheryl Crazy Bull
President and CEO
American Indian College Fund



Our Impact 2018-19



Number of scholarships distributed = **5,661**

Number of students served = **3,900**

Percentage of scholarship recipients that were first-generation students = **41%**

Number of colleges and universities our scholars attended = **179**

Total Contributions for 2018-19

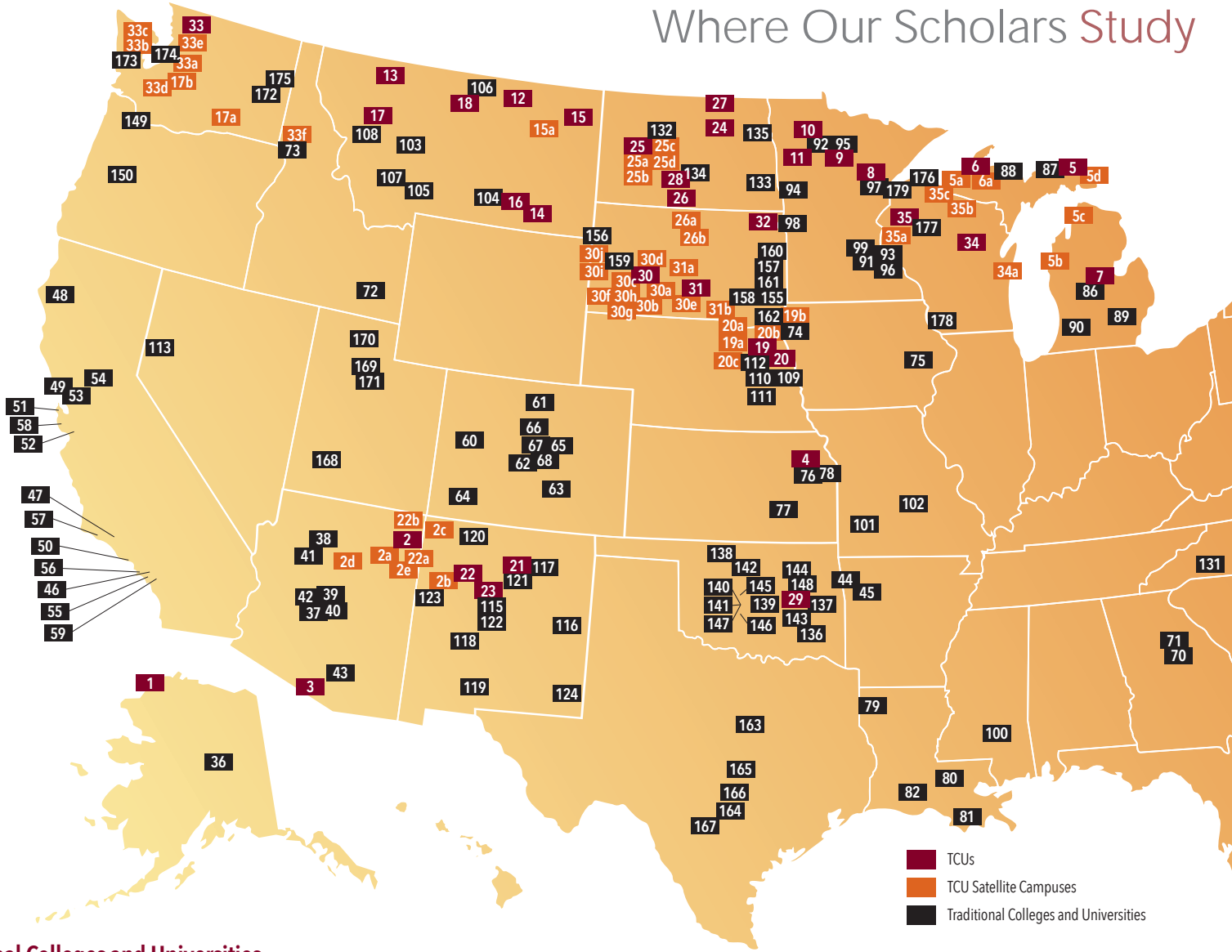


\$7.723 million in scholarship support was distributed in 2018-19

and over **\$221.8 million** in support of Native students and education has been awarded since our founding in 1989.

In 2018-19 over **\$4.98 million** was granted to programs and higher education institutions in service of Native communities. This included grants for cultural preservation, early childhood education, leadership and research projects, and faculty development fellowships.

Where Our Scholars Study



■ TCUs
■ TCU Satellite Campuses
■ Traditional Colleges and Universities

Tribal Colleges and Universities

Alaska

1 Iliasgvik College, Barrow

Arizona

2 Dine College, Tsaile*
2a Chinle
2b Crownpoint, New Mexico
2c Shiprock, New Mexico
2d Tuba City
2e Window Rock
3 Tohono O'odham Community College, Sells

Kansas

4 Haskell Indian Nations University, Lawrence*

Michigan

5 Bay Mills Community College, Brimley
5a L'Anse
5b Manistee
5c Petoskey
5d Sault Ste. Marie
6 Keweenaw Bay Ojibwa Community College, Baraga
6a L'Anse
7 Saginaw Chippewa Tribal College, Mount Pleasant

Minnesota

8 Fond du Lac Tribal & Community College, Cloquet
9 Leech Lake Tribal College, Cass Lake

10 Red Lake Nation College, Red Lake
11 White Earth Tribal and Community College, Mahanomen

Montana

12 Aaniiih Nakoda College, Harlem
13 Blackfeet Community College, Browning
14 Chief Dull Knife College, Lame Deer
15 Fort Peck Community College, Poplar
15a Wolf Point
16 Little Big Horn College, Crow Agency
17 Salish Kootenai College, Pablo*
17a Toppenish, Wash.
17b Yakama, Wash.
18 Stone Child College, Box Elder

Nebraska

19 Little Priest Tribal College, Winnebago
19a HoChunk Village
19b Sioux City, Iowa
20 Nebraska Indian Community College, Macy
20a Niobrara
20b South Sioux City
20c Walthill

New Mexico

21 Institute of American Indian Arts, Santa Fe**
22 Navajo Technical University, Crownpoint**
22a Chinle, Ariz.
22b Teec Nos Pos, Ariz.

23 Southwestern Indian Polytechnic Institute, Albuquerque

North Dakota

24 Cankdeska Cikana Community College, Fort Totten
25 Nueta Hidatsa Sahnish College, New Town*
25a Mandaree
25b Parshall
25c Twin Buttes
25d White Shield
26 Sitting Bull College, Fort Yates**
26a McLaughlin, S.D.
26b Mobridge, S.D.
27 Turtle Mountain Community College, Belcourt*
28 United Tribes Technical College, Bismarck*

Oklahoma

29 College of the Muscogee Nation, Okmulgee

South Dakota

30 Oglala Lakota College, Kyle**
30a Allen
30b Batesland
30c Eagle Butte
30d Manderson
30e Martin
30f Oglala
30g Pine Ridge
30h Porcupine

30i Rapid City
30j Wanblee
31 Sinte Gleska University, Mission**
31a Lower Brule
31b Marty
32 Sisseton Wahpeton College, Sisseton

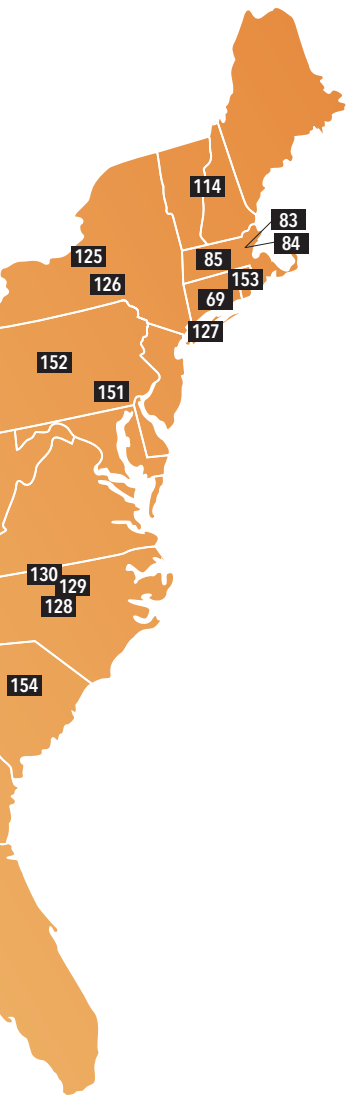
Washington

33 Northwest Indian College, Bellingham*
33a Auburn
33b Kingston
33c La Conner
33d Olympia
33e Tulalip
33f Lapwai, Idaho

Wisconsin

34 College of Menominee Nation, Keshena*
34a Green Bay*
35 Lac Courte Oreilles Ojibwa Community College, Hayward
35a Hertel
35b Lac du Flambeau
35c Washburn

* TCUs offering bachelor's degrees.
 ** TCUs offering bachelor's and master's degrees.
 All other TCUs offer associate degrees.



Traditional Colleges and Universities

In addition to providing financial and programmatic support for 35 TCUs, the American Indian College Fund provides students with scholarships at traditional colleges and universities.

Alaska

- 36** University of Alaska - Fairbanks, Fairbanks

Arizona

- 37** Arizona State University, Tempe
- 38** Coconino Community College, Flagstaff
- 39** Grand Canyon University, Phoenix
- 40** Mesa Community College, Mesa
- 41** Northern Arizona University, Flagstaff
- 42** Ottawa University - Phoenix, Phoenix
- 43** University of Arizona, Tucson

Arkansas

- 44** John Brown University, Siloam Springs
- 45** University of Arkansas - Fayetteville, Fayetteville

California

- 46** Chapman University, Orange
- 47** College of the Canyons, Santa Clarita
- 48** Humboldt State University, Arcata
- 49** Mills College, Oakland
- 50** Pepperdine University, Malibu
- 51** San Francisco State University, San Francisco
- 52** Stanford University, Stanford
- 53** University of California - Berkeley, Berkeley
- 54** University of California - Davis, Davis
- 55** University of California - Irvine, Irvine
- 56** University of California - Los Angeles, Los Angeles
- 57** University of California - Santa Barbara, Santa Barbara
- 58** University of San Francisco, San Francisco
- 59** Whittier College, Whittier

Colorado

- 60** Colorado Mesa University, Grand Junction
- 61** Colorado State University - Ft. Collins, Fort Collins
- 62** Colorado State University - Global, Greenwood Village
- 63** Colorado State University - Pueblo, Pueblo
- 64** Fort Lewis College, Durango
- 65** Regis University, Denver
- 66** University of Colorado - Boulder, Boulder
- 67** University of Colorado - Denver/Anschutz Medical Campus, Denver
- 68** University of Denver, Denver

Connecticut

- 69** Yale University, New Haven

Georgia

- 70** Georgia College and State University, Milledgeville
- 71** Philadelphia College of Osteopathic Medicine - Georgia, Suwanee

Idaho

- 72** Idaho State University, Pocatello
- 73** Lewis-Clark State College, Lewiston

Iowa

- 74** Briar Cliff University, Sioux City
- 75** University of Iowa, Iowa City

Kansas

- 76** Baker University, KS, Baldwin City
- 77** Friends University, Wichita
- 78** University of Kansas, Lawrence

Louisiana

- 79** Bossier Parish Community College, Bossier City
- 80** Louisiana State University - Baton Rouge, Baton Rouge
- 81** Nicholls State University, Thibodaux
- 82** University of Louisiana - Lafayette, Lafayette

Massachusetts

- 83** Harvard Extension School, Cambridge
- 84** Harvard Law School, Cambridge
- 85** University of Massachusetts - Amherst, Amherst

Michigan

- 86** Central Michigan University, Mt. Pleasant
- 87** Lake Superior State University, Sault Ste. Marie
- 88** Northern Michigan University, Marquette
- 89** University of Michigan - Ann Arbor, Ann Arbor
- 90** Western Michigan University, Kalamazoo

Minnesota

- 91** Augsburg College, Minneapolis
- 92** Bemidji State University, Bemidji
- 93** Concordia University - St. Paul, Saint Paul
- 94** Minnesota State University - Moorhead, Moorhead
- 95** Northwest Technical College - MN, Bemidji
- 96** St. Catherine University, Saint Paul
- 97** University of Minnesota - Duluth, Duluth
- 98** University of Minnesota - Morris, Morris
- 99** University of Minnesota - Twin Cities, Minneapolis

Mississippi

- 100** University of Southern Mississippi, Hattiesburg

Missouri

- 101** Missouri Southern State University, Joplin
- 102** Missouri University of Science & Technology, Rolla

Montana

- 103** Carroll College, Helena
- 104** Montana State University - Billings, Billings
- 105** Montana State University - Bozeman, Bozeman
- 106** Montana State University - Northern, Havre
- 107** Montana Tech of the University of Montana, Butte
- 108** University of Montana - Missoula, Missoula

Nebraska

- 109** Bellevue University (Nebraska), Bellevue
- 110** Northeast Community College, Norfolk
- 111** University of Nebraska - Lincoln, Lincoln
- 112** Wayne State College, Wayne

Nevada

- 113** University of Nevada - Las Vegas, Las Vegas

New Hampshire

- 114** Dartmouth College, Hanover

New Mexico

- 115** Central New Mexico Community College, Albuquerque
- 116** Eastern New Mexico University-Portales, Portales
- 117** New Mexico Highlands University, Las Vegas
- 118** New Mexico Institute of Mining and Technology, Socorro
- 119** New Mexico State University - Las Cruces, Las Cruces
- 120** San Juan College, Farmington
- 121** Southwestern College, Santa Fe
- 122** University of New Mexico - Albuquerque, Albuquerque
- 123** University of New Mexico-Gallup, Gallup
- 124** University of the Southwest, Hobbs

New York

- 125** Cornell University, Ithaca
- 126** State University of New York - ESF, Syracuse
- 127** The New School, New York

North Carolina

- 128** Campbell University, Buies Creek
- 129** North Carolina State University, Raleigh
- 130** University of North Carolina at Chapel Hill, Chapel Hill
- 131** University of North Carolina at Charlotte, Charlotte

North Dakota

- 132** Minot State University, Minot
- 133** North Dakota State University, Fargo
- 134** University of Mary, Bismarck
- 135** University of North Dakota, Grand Forks

Oklahoma

- 136** Eastern Oklahoma State College, Wilburton
- 137** Northeastern State University, Tahlequah
- 138** Northwestern Oklahoma State University, Alva
- 139** Oklahoma Baptist University, Shawnee
- 140** Oklahoma Christian University, Oklahoma City
- 141** Oklahoma City University, Oklahoma City
- 142** Oklahoma State University - Stillwater, Stillwater
- 143** Oklahoma State University Institute of Technology, Okmulgee
- 144** Oklahoma State University Tulsa, Tulsa
- 145** University of Central Oklahoma, Edmond
- 146** University of Oklahoma, Norman
- 147** University of Oklahoma Health Sciences Center, Oklahoma City
- 148** University of Tulsa, Tulsa

Oregon

- 149** Corban University, Salem
- 150** University of Oregon, Eugene

Pennsylvania

- 151** Arcadia University, Glenside
- 152** Pennsylvania State University, University Park

Rhode Island

- 153** Brown University, Providence

South Carolina

- 154** Clemson University, Clemson

South Dakota

- 155** Augustana University, Sioux Falls
- 156** Black Hills State University, Spearfish
- 157** Dakota State University, Madison
- 158** Mitchell Technical Institute, Mitchell
- 159** South Dakota School of Mines & Technology, Rapid City
- 160** South Dakota State University, Brookings
- 161** University Center - South Dakota, Sioux Falls
- 162** University of South Dakota, Vermillion

Texas

- 163** Tarrant County College, Fort Worth
- 164** Texas State University, San Marcos
- 165** University of Mary Hardin-Baylor, Belton
- 166** University of Texas at Austin, Austin
- 167** University of Texas at San Antonio, San Antonio

Utah

- 168** Southern Utah University, Cedar City
- 169** University of Utah, Salt Lake City
- 170** Utah State University, Logan
- 171** Utah Valley University, Orem

Washington

- 172** Eastern Washington University, Cheney
- 173** Evergreen State College, Olympia
- 174** University of Washington - Seattle, Seattle
- 175** Washington State University - Spokane, Spokane

Wisconsin

- 176** Northland College, Ashland
- 177** University of Wisconsin - Barron County, Rice Lake
- 178** University of Wisconsin - Platteville, Platteville
- 179** University of Wisconsin - Superior, Superior



How We Have Grown Our Support of Native American Students

We started with **1** scholarship program...



today we offer **225** scholarship programs!

Scholarship Programs:

- Increased number of scholarships for students, from certificate to doctorate and juris doctorate-level degrees
- Multi-year scholarship programs and larger scholarship awards based on data indicating student success measures

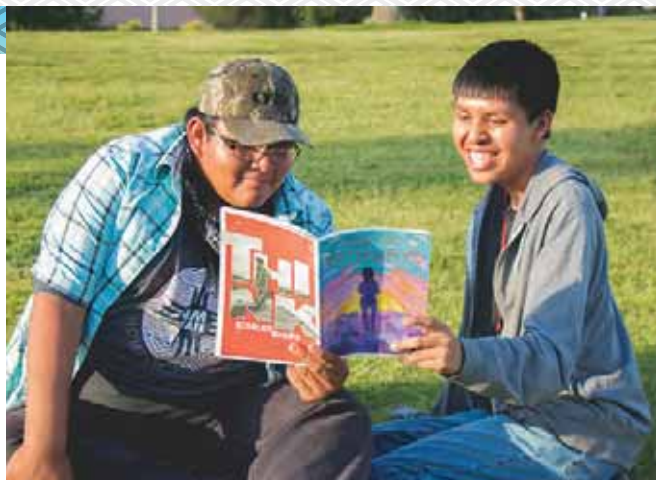
+ Student Success Programs

- Bridge programs
- College selection assistance
- College site visits
- On-line college fairs
- College application assistance
- Financial aid coaching
- First-year experience support
- Assistance with transition from two-year to four-year institutions
- College course planning and tracking to ensure graduation within reasonable timeframe
- Peer tutoring coordination

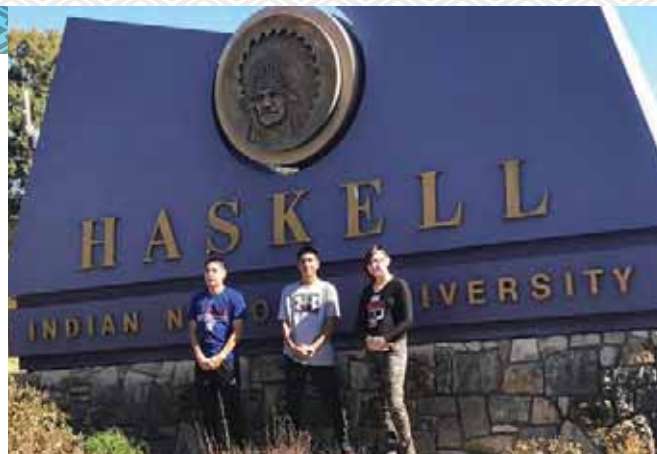
+ Career Readiness Programs

- Career selection advising
- Mentorship program
- Internships
- Job shadowing
- Resumé building
- Mock interviews
- Career fairs
- Leadership conferences
- Ambassador training
- Research opportunities

Student Support: From Opportunity to Employment



New Mexico high school students check out the new college-going guidebook, written for Native students.



The College Fund helps students visit college campuses to determine if the environment and academic programs are a good fit, ensuring retention and student success.

College-Going Guide Helps Native Students Plan Their Paths

With a college-going rate of Native students around 30% lower than other groups (state data shows it at 40%, compared to 70% for others—there is no national data) and the college-going rate even lower on reservations, the American Indian College Fund knew it needed to provide students with tools to help students plan and navigate the process to get into college.

Native Pathways: A College-Going Guidebook, is a complete reference guide written by Indigenous people for Indigenous students considering college. It details how to get into college, pay for college, and choose a college; and what to expect in the first year of college. The guide was created with support from the Andrew Mellon Foundation.

Ron Lessard, Acting Director of the White House Initiative on American Indian and Alaska Native Education, said, "I don't think there is anything like it out there... these are culturally appropriate materials."

Jakobe, a high school student participating in the New Mexico State University Dreamkeeper program, said, "It really helped me to think about questions to ask... like what major should I look into and what should I ask of a professor."

"It is 57 pages of the most valuable information I have ever seen in how to navigate the higher education system," said Dr. Henrietta Mann, Ph.D., a Native elder who served for more than 50 years in her career in Native higher education and who was one of the first two Native American educational scholars ever to be elected to membership in the National Academy of Education.

The guide was distributed to more than 1,000 high school students to date and is available on the College Fund's web site at collegefund.org/native-pathways/student-support-services-guide.html

Exploring the Next Step: College Visits

Campus visits are often beyond the budget of many Native students, but enrolling in an institution sight unseen can lead to a poor fit and students dropping out. To help students evaluate their dream schools, an American Indian College Fund program funds college visits for TCU transfer students and high school students at 30 high schools. Last year students traveled to the University of Chicago, Haskell Indian Nations University, and South Dakota State University, to name a few.

Jamison, Joshua, and Allysia, three Menominee Indian High School students, visited Haskell Indian Nations University in Lawrence, Kansas. They learned about the historic campus, experienced college life, and visited the cultural museum to find a picture of Jamison and Joshua's great grandmother, furthering their connection to the campus. The students shared their experiences with family, friends, teachers and fellow students through pictures and testimonials, saying "It's a Good Day to Be Educated."

Dane, a TCU student at Cankdeska Cikana Community College, explored transferring to North Dakota State University's Fargo campus (NDSU). Dane visited the engineering labs and met with a professor in his chosen field of mechanical engineering who "let me know about various resources to help me along my journey... I was already excited to transfer to NDSU and I thought I couldn't get any more excited. I was wrong! I am beyond stoked!"

College Fund Connect Links Students to Mentors

Students who achieve their career goals get plenty of guidance. The College Fund Connect program connects students with experienced mentors and helps students find jobs and internships. Students learn how mentors achieved their career goals and receive advice about how to turn their dreams into reality.

Students enroll online at <https://collegefund.org/student-resources/mentoring/>.



Nylana (Diné), an American Indian College Fund Ambassador, TCU student, and former NASA alumna.



Kelley Mitchell (Diné), IAIA Alumna and American Indian College Fund Senior Student Success Coach

Internships Pave the Way to the Future...on Earth and Beyond!

Providing students with early career experiences to show them what is possible is vital for professional success. College Fund career experience opportunities include internships, fellowships, employer site visits, and career conferences. In addition to gaining relevant work experience, students also create important and long-lasting professional relationships.

American Indian College Fund Student Ambassador and scholar Nylana (Diné), a student at Navajo Technical University, worked on the next generation of spaceflight hardware at the Lyndon B. Johnson Space Center in Houston, Texas during her internship. Nylana worked alongside mechanical and aerospace engineers, learning the fundamentals of testing to provide a livable atmosphere inside astronaut's space suits for space excursions. She also visited NASA's Mission Control, the Lunar Lab, and the Neutral Buoyancy Laboratory (weightless astronaut training pool).

"The experience I gained from my internship here is simply amazing," says Nylana. "I never would've seen myself learning and working alongside engineers and their hardware." She also was inspired by meetings with Astronaut Suni Williams, the ninth woman to walk in space, along with Aaron Yazzie and Seth Begay (both Diné), who opened her eyes "to greater possibilities and further motivated me to achieve my goals."

Coaching: Inspiration for the Next Generation

The American Indian College Fund has incorporated a new student coaching model with the goal of helping students become employable graduates. Coaches work with Native students to ensure their academic success and well-being, including creating an academic plan and ensuring their progress towards their goals, retention, self-care, and mental health.

In addition to working with coaches, students are encouraged to use the College Fund's online tools, such as Focus 2 (a personal career assessment platform which allows students to research careers, pay opportunities, required classes for working in the field, national professional organizations that support those careers, and schools that offer those majors), Connect (the mentoring and internships tool), and Roads (internal College Fund internship programs) applications. Coaches also work to connect students with resources at their TCUs.

Kelley Mitchell (Diné) uses her experience and training to coach Native students. Mitchell grew up in Albuquerque, New Mexico in a tight-knit Navajo family. After graduating from high school, she attended the Institute of American Indian Arts (IAIA), a tribal college. Mitchell's motivation to give back to Native students "starts from my own personal experience growing up in Albuquerque and the lack of resources and encouragement I got. It made me want to give other students more access and opportunity to pursue an education."

After graduating from IAIA, Mitchell honed her coaching experience mentoring students on Kirtland Air Force Base with AmeriCorps, managing an internship program at the Native American Community Academy, working at a K-12 Native charter school in Albuquerque, and working as a recruiter for her alma mater, IAIA. She is continuing her work as a role model for others as a Diné woman and TCU grad, while giving Native students the encouragement, tools, and support they need to achieve their dreams.



Tom Brooks is Vice President of External & Legislative Affairs, AT&T, a corporate partner with the College Fund Connect program. He is also a member of the College Fund Board of Trustees. He shared his career decision-making process as a young man.

"My career decisions started early in life... boys in our Mohawk family grew up and became ironworkers, building skyscrapers in New York City. My parents had a different perspective. They encouraged me to think about my options and to consider college and a career. Once I accepted that possibility, I had two major questions: "What career would make me happy?" and "How do I get to do it?"

The Tribal College Advantage



The American Indian College Fund provides TCUs with capital and programmatic support for Native student services and the creation of programs. That support has grown to nearly \$6 million in direct support, including for the creation of new majors and research programs.

The investment is worth it! The new *Alumni of Tribal Colleges and Universities Better Their Communities* survey report by the College Fund and Gallup is the result of a survey of 5,000 American Indian College Fund scholars about the value of an education rooted in Native American values.

The survey, funded by a grant to the College Fund by the Strada Education Network, shows TCU alumni are creating a unique, community-focused life after graduation, outpacing the efforts of graduates from mainstream academic institutions.



State-of-the-art classrooms



TCU graduates are thriving in all aspects of well-being. TCU alumni report nearly **twice as much as college grads nationwide** that they are thriving financially, socially, and in their communities and careers, according to the Gallup survey.

Science, Technology, Engineering, and Mathematics (STEM) programs



Wellness centers, community gardens, and walk paths for mind and body



Community centers and gathering areas for ceremonies



Sustainable construction and remodeling



Science labs and equipment



A place for historical archives and cultural knowledge



Restorative arts, culture, and environmental programs

TCU grads received greater support in college. TCU alumni (**43%**) are more than two times as likely as Native graduates of non-TCUs (21%) and college graduates nationally (18%) to state they had a professor who cared about them as a person, had a professor who excited them about learning, and had a mentor who encouraged them to pursue their goals and dreams.



Library and media centers



TCU grads give back to their communities. **74% of TCU alumni surveyed** have forged careers serving their communities. More than half report a deep interest in the work they do in careers. **Greater than 50%** of TCU alumni report they are deeply interested in their work (53%) and half (50%) say they have the opportunity to do work that interests them (compared to 38% and 37% of college graduates nationally).

Academic and career counseling

A Mother/Daughter TCU Legacy



Jayda (left) and her mother, Leia Fish, at Jayda's high school graduation.

Thanks to a tribal college education, Leia Fish not only got her start, she found her passion—and passed on the legacy to her daughter.

Leia is the youngest in a family with three girls on the Blackfeet Reservation. When she was 14 years old, she left home to attend high school at the Flandreau Indian Boarding School in South Dakota. Leia says that experience gave her structure and provided a foundation that she has built upon as a student, as a parent, and in her career working with the American Indian College Fund.

At boarding school, Leia was first exposed to Native people from all over the country. That gave her an appreciation for Native cultures. "Today I have friends all over Indian Country from boarding school," she says.

At age 16, Leia left boarding school and became a parent for the first time with her oldest son, who is now serving in the United States Marine Corps. She returned to her home reservation in Montana, raising her son and living on public assistance. Yet, "I knew I did not want that life—I needed a challenge," she says.

Leia's two older sisters were working in the business field. Looking to them, she decided to take advantage of her local tribal college (TCU), Blackfeet Community College, to acquire the skills she needed to forge her career. Her first order of business was to earn a graduate equivalency degree (GED). From there, she went on to get an associate degree in business management.

Leia next set her sights on earning a four-year degree from the University of Montana. She enrolled when her second child, daughter Jayda, was three years old. While a student, Leia also worked at the university, building a reputation for a strong work ethic and a love for working with students—while also modeling the values of study, work, and academics to her young daughter.

After graduating, Leia wanted to serve Native communities using her business background. That led to a position with AmeriCorps, which partnered with the non-profit American Indian Business Leaders (AIBL). She used her finance and business skills promoting financial literacy in Native communities across Montana. When her contract ended, she was invited to join the team at AIBL.

Leia found designing curriculum, teaching, and working with students in Native communities important, fun, and engaging—and tried to make her classes the same for her students by incorporating games and competitions into the mix. Her work took her to tribal colleges and universities across the country, reminding her of how much she loved TCU students, faculty, and staff, and the mission of the TCUs.

"When I was a student at BCC, I learned about my language, the history of our people, and I gained a deeper appreciation for the place where I was—and how my people fought and died for our education system."



Jayda as an entering freshman at Haskell Indian Nations University.

"When I was a student at BCC, I learned about my language, the history of our people, and gained a deeper appreciation for the place where I was—and how my people fought and died for our education system."

"TCUs provided me with so many opportunities. I wanted other students to have those same opportunities," she says. She set a career goal to work with TCUs, and when a position opened at the American Indian College Fund, she jumped at the chance.

"I was very lucky that I was what they were looking for," she says. "I still get to work with students but in a different capacity. I love that we provide funding for TCUs and students, and the best part of my job is working with TCU staff, helping to make an impact on their journey and goals and helping students to graduate, get jobs, and positively impact their careers."

As a transfer program coordinator with the Native Pathways program, Leia helps TCU students ease the process of transferring from their TCUs to a four-year institution, something she has gone through. She helps students through the financial aid process, coaches them to help them acclimate to a new home college or university, and gives them the support and confidence they need to feel like they are a part of their campus community as they build and grow their networks of support.

The relationships Leia has built with the students she serves continues after they graduate. "My first graduates are reaching out for help with their career search and other advice," she says.

Leia's skills also helped her daughter Jayda, now a freshman at Haskell Indian Nations University. When Leia relocated to Denver for her position at the College Fund, Jayda was a high school sophomore. She tested into the Mapleton Expeditionary School of Arts (MESA), a specialized school for students interested in the liberal arts. Jayda was the only Native American in her school, had just moved to Denver, and had lost her grandfather—but worked hard and thrived. She assumed leadership positions as a peer mentor and as a member of the student council, while also increasing her class ranking to the top 25.

Jayda looked at attending colleges in Colorado, but after seeing the lower costs and cultural offerings of TCUs, she made the decision to enroll at Haskell.

Leia, who at interview time was still a bit sad and storm-weary after braving thunderstorms, high winds, and highway closures en route to Kansas to deliver Jayda to campus for Haskell's move-in weekend, couldn't be prouder.

"She is going into college as a traditional student right out of high school; she is single; she has worked very hard; and she is going to have the opportunities I wanted for myself," she says. "She will be around other Native kids and will learn about her culture and other Native cultures."

Mother and daughter spent a recent weekend exploring Haskell's campus along with the many activities offered there, such as Indian dancing, athletics, and career-focused activities that will help build a foundation for her work after graduation. The duo also took time to get a refrigerator for Jayda's dorm room and stock up on snacks.

The circle of community keeps expanding. Leia ran into the mother of an incoming freshman she had coached in her role at the College Fund during move-in weekend. The mothers introduced their daughters and the young women clicked, forging the first of what will likely be many nurturing, community bonds over the years.



Bunky Echo-Hawk (Pawnee-Yakima) Uses TCU Education as Pathway to Give Back

Bunky chose to attend IAIA "because my heroes [Native artists] TC Cannon, Fritz Scholder, and other artists went there."

Once on campus, he was amazed to see Indigenous students from all over—the United States, Canada, and Japan to name a few—and from all walks of life, including recent high school graduates to older students, urban students, and students who were traditional.

"It was cool seeing other students from all over and fitting in finally," he says.

Bunky's artwork reflects deep Native roots. He says each painting, mural, or work of art tells a story. It turns out his TCU education has a lot to do with that.

"I had a double-major at first in creating writing and painting and 2D art. But we had to choose, and I chose creative writing. I got my degree in it. I was a student playwright and Terry Gomez (an IAIA alumna and playwright) and I went to New York and produced a play. I also wrote and submitted and published poetry and got my work out there.

But I also had a studio space there and painted on my own with the influence and guidance and tutelage of painting professors and other students. After graduating, I started focusing on painting."

After college Bunky took a series of jobs as he figured out his next steps. The first was in screen printing, which was "fun, I always loved being around colors, and it enabled me to have the time to think creatively, sketch, draw, and paint, because I did not have to carry stress home." He was invited to sit on the board at the Denver Indian Center and that instilled in him a desire to do work that gave back in a meaningful way to the community. He later went to work for the American Indian College Fund.

"It was a really amazing experience to work there (at the College Fund) and be a small part of a team ensuring others had the same opportunity to go to college that I had," he says. "I was really blessed to be able to do that."

It was Bunky's last job before he began working as a full-time artist.

"I was beginning to make more money with my art than at the College Fund, and realized that if I left, I could live comfortably," he said.

He also realized that through his art he could be more effective in giving a voice to issues he was passionate about that impact the Native American community.

You have to be fearless to be an artist. Unafraid to share your voice. Unafraid of criticism. And unafraid to march to the beat of your own drum, following your own pathway.

For internationally acclaimed artist, Bunky Echo-Hawk, known for marrying his contemporary style with traditional Native values, being fearless was never an issue. Bunky speaks with the calm presence of a man who knows who he is and the path he was meant to take.

Bunky says he was comfortable with his Native identity and being in the Native community from a young age. He grew up in Oklahoma until he was in the second grade, when his father accepted a position at the Native American Rights Foundation in Colorado and moved his family west. Bunky traveled as a child with his father to his work visits to Indian charter schools and boarding schools across the country. When it came time to go to college, Bunky narrowed down his choices to Haskell Indian Nations, a tribal college (TCU) in Kansas; Ft. Lewis College in Colorado; and the Institute of American Indian Arts (IAIA), also a TCU, in Santa Fe, New Mexico. His mother, a Haskell alumna, "encouraged me to pursue the opportunity to get an education and remain in a tribal community," he says.

"It was the faculty and students who carry themselves with traditional values that really lit up my path and allowed me to realize that I didn't have to have a foot in each world—I could just be myself in a contemporary and forward-thinking way while practicing my Native values, identity, and spiritualism. I could BE."

"So, I circled back. My grandma said everything in life is circular, but you should move in a spiral because with a spiral you move in a circular motion, but you are a level higher and can look back and have perspective."

Bunky was relentless with creating his work and fearless in promoting it to meet his goal of succeeding as an artist. To give back and build awareness of his art, he donated pieces to non-profits for auctions to establish a sales record and to place a value on his creations. He mailed press packets and visited 30 galleries a week in Santa Fe. And although he briefly hired an agent, he found that he didn't need one—his steadfast determination and drive built his reputation.

His grandmother was right. Bunky had achieved a higher point of view in the spiral with what he was accomplishing with his work.

"Writing informs art, because art is storytelling. Through solo exhibits and museum exhibits I am able to create a body of work, like a book, and each painting is a chapter to immerse people like me in it. I approach my work like a writer, with storytelling. I am lucky; it is harder for emerging artists to do this because it is harder for them to have the space to do this."

Today, Bunky's work is featured in galleries around the world, is purchased for private collections, and is featured in prominent art museums nationwide, such as the Museum of the American Indian in Washington, D.C. Much of his work focuses on the environment and the perception of Native culture and history.



Bunky looks back from his vantage point in the spiral to IAIA, where he got his training, as a major influence.

"It was the faculty and students who carry themselves with traditional values that really lit up my path and allowed me to realize that I didn't have to have a foot in each world—I could just be myself in a contemporary and forward-thinking way while practicing my Native values, identity, and spiritualism. I could BE."

That identity and commitment to Native people also brings Bunky back, a bit higher on the spiral, to serve Native American students and TCU communities. Most recently, he created a mural in Lame Deer, Montana, the home of Chief Dull Knife

College. He worked alongside community advisors, TCU staff, and staff from the National Water Resource Center in Alaska. He also created a blanket design for Pendleton Woolen Mills to honor longtime American Indian College Fund supporter and ad agency founder David Kennedy of Wieden+Kennedy, for his contributions to the College Fund.

As a father, Bunky is committed to instilling the values he received from his parents, community, and TCU education in the next generation of his own family. He and his partner moved to Oklahoma to raise their four children, "so they could have the same foundation I had when I was young in my crucial, developmental years—a solid foundation in the tribal community I always felt was my home."

Thanks to a TCU education, Native values, and a commitment to community, Bunky Echo-Hawk keeps soaring higher in the spiral.



Kaya Dix (left) and Joni Connelly collaborate on a project at SKC.



Kayla Dix.



The Montana Special Olympic Teams incorporated Native games into the curriculum under the leadership of Joni Connelly.

The Culture-Carriers: Educating the Next Generation of Indigenous Leaders

When people think of culture, they often think of musical performances, poetry, or artwork in a museum.

As pleasing as culture is to the senses, it also has an important role in human survival. In Native communities, singing songs educated young people to hunt and gather food; making and decorating vessels for carrying water and cooking told the story of creation and passed on value systems; and sewing clothing in a particular way protected people from the climate.

In modern times, cultural traditions serve the important function of connecting Native people to their origins, the stories of their land, the people in their tribal communities, and their value systems. And research has shown that connecting people to their languages and cultures increases physical, mental, and economic well-being.

To envision better futures for people through preserving, protecting, and teaching culture, the American Indian College Fund launched its Indigenous Visionaries program to develop the leadership skills of women tribal leaders in three tribal college (TCU) communities. The program identified two fellows each in three separate TCUs to develop leadership programs in the communities through community-based research.

Each cohort of fellows was paired with a faculty member who serves as a mentor and advisor for the projects. Project areas of focus included revitalizing Native language and traditional games through early childhood education and advocacy, teaching traditional artwork as a tool of empowerment and healing from trauma, and creating regional environmental sustainability programs.

Fellows at Salish Kootenai College (SKC), located on the Flathead Indian Reservation, saw an opportunity to collaborate. SKC launched a new Native language degree program last year. Native language is also incorporated in its early childhood curriculum for young learners.

Kayla Dix, a SKC fellow, focused on incorporating language instruction into a children's traditional horse camp, rounding out SKC's goal to increase fluent Native speakers in the community by encouraging language use in everyday conversation. Dix's work is building a link to the traditions of the past and a firm foundation for mentally and physically healthy tribal members in the future.

Joni Connelly is the second student fellow at SKC and a mother of five children. When Connelly saw her young son with special needs struggling academically and socially, she changed her major from nursing to education. Her goal is to advocate for children with special needs on the reservation and to teach parents how to advocate for their own children's needs. Dix and Connelly collaborated with the Montana Special Olympics to incorporate Native games into the program's curriculum.



From left: Salish Kootenai College Indigenous Visionaries fellows Joni Connelly, Kayla Dix, and faculty mentor Kathie Maiers.

Traditional games were important for teaching hunting skills, judgment, hand-eye coordination, and intuitive thinking (all of which are still important for children’s development in modern times) while connecting and grounding them to their culture for self-esteem.

Connelly says, “Although changing my college major was frightening and a tremendous life adjustment for me and my family, it is a blessing to be where I am today. I have stepped out of my comfort zone to begin the process of speaking up for the children that have no voice or very little advocacy.”

The Indigenous Visionaries Program is giving these women and four other Indigenous Visionaries fellows at two other TCUs the skills, confidence, and experience to pass on traditional knowledge while making a real difference in their communities. Fellows and the mentors are compensated for their work, ensuring the projects have the financial and training resources to succeed and the fellows have the resources they need to complete their educations.

Participating Tribal Colleges and Universities and Fellows

College: Sisseton Wahpeton College, South Dakota

Mentor: Erin Griffin

Fellows and Projects:

- **LaVerne Whitebear** is combining personal experience with trauma and knowledge of Plains arts, such as quillwork, using the arts as a tool for personal healing and instruction for homeless women and domestic violence survivors.
- **Jennifer Saul** is reviving a traditional art form by creating an historically inspired “possible bag” that Native people used for centuries to hold items that would prepare them for their daily work.

College: Fond Du Lac Tribal and Community College, Michigan

Mentor: Courtney Kwalczak

Fellows and Projects:

- **Arianna Northbird** and **Kayla Jackson** are creating awareness about climate change through painting, poetry reading, films, Native ecological and scientific knowledge, student research presentations, and more, during the school’s Earth Week festivities.

American Indian College Fund Supporters

The following generous individuals, corporations, and foundations have helped support Native higher education through their gifts to the American Indian College Fund.

\$100,000+

The Andrew W. Mellon Foundation ★
Anheuser-Busch Companies
Anna M. Meades Living Trust
Anonymus (4)
Arizona Public Service
AT&T Foundation
Cheryl Saban Self-Worth Foundation
for Women and Girls ★
Coca-Cola Foundation ★
Dollar General Literacy Foundation
Earth and Humanity Foundation
FedEx Corporation
Carol E. Hall
The Henry Luce Foundation, Inc. ★
Katharine Scallan Scholarship Trust
Marjorie L. Keely 🔥
Kresge Foundation ★
Margaret A. Cargill Philanthropies ★
Eliezer T. Margolis 🔥
Luchita A. Mullican
Native American Agriculture Fund ★
PayPal Giving Fund
The Peierls Foundation, Inc.
Pendleton Woolen Mills
Robert E. Ross
Rockstar Games
Shakopee Mdewakanton Sioux
Community of Minnesota
Solon E. Summerfield Foundation, Inc.
Strada Education Network ★
The Suzanne Nora Johnson and
David G. Johnson Foundation ★
Toyota Motor Sales, USA, Inc. ★
United Health Foundation ★
UPS Foundation
Frederick W. Viehe
W. K. Kellogg Foundation
Walmart Foundation
The Walt Disney Company ★
Wells Fargo ★
The Wilke Family Foundation ★

\$50,000 - \$99,000

1st Tribal Lending
Anonymus (2)
ARIA Foundation
Cargill Inc.
Doris Antun Revocable Trust ★

Calvin P. Erdman ★
ExxonMobil Matching Gift Program
Ford Motor Company Fund
& Community Services
Gaming Capital Group ★
Harold L. Horstmann ★
JCDRP Family Foundation
Johnson Scholarship Foundation
Kalliopeia Foundation
NBCUniversal
Nth Degree Scholarship Fund
Oneida Nation Foundation
Santa Fe Natural Tobacco Company ★
US Bank ★
The Weissman Family Foundation, Inc.
Yocha Dehe Wintun Nation ★

\$25,000 - \$49,999

Adolph Coors Foundation
Anonymus (2)
Anonymus Foundation Administered
By Edward G. McAnaney
Argosy Foundation
Autodesk, Inc. Corporate Giving Program
Bank of America Charitable Foundation, Inc.
Kimberly S. Blanchard 🔥
Bright Horizon Foundation
In honor of Frank H. Davison
F. Bowie and Helen Duncan
Entergy Corporation
Donald C. Farley Jr.
Aaron T. Garnett
Joel and Helena Hiltner
Johnson Foundation of the Rockies
Joseph and Sophia Abeles Foundation, Inc.
The Kathryn B. McQuade Foundation ★
Jill D. Kirshner
L. P. Brown Foundation
Robert S. Lane
David and Julie Lumley
Meta Lilienthal Scholarship Fund
B. Robert Meyer and Terri G. Edersheim
Network for Good
OJ and Mary Christine Harvey
Educational Foundation ★
Patrick A. Graham ★
Michael and Linda Purvis
The Roy Gene and Pamela Evans Foundation
Sempra Energy

Earl E. Smith
Target Corporation
George and Susan Then ★ 🔥
Donna Toeroek
Virginia Theo-Steelman and
David C. Steelman
Weil, Gotshal & Manges LLP
Grant Williams

\$10,000 - \$24,999


Agua Fund, Inc.
Robert Allen
Amaturo Family Foundation, Inc.
Amergent
John S. Andrews
Anonymus (6)
The Armstrong Foundation
Association of Gaming Equipment
Manufacturers (AGEM)
Richard J. Barber
Ben Plucknett Charitable Trust
Eleonor Bindman
The Blanton Family
The Boeing Company
Brad Lemons Foundation
Susan O. Bush
Ann S. Buxbaum
Ruth Callard
Joseph and Teresa Canfora
Katherine Cameron and Peter Vaccaro
Carol C. Johnson Charitable Foundation
Thomas and Annette Carothers
CBS Corporation
Randolph and Aya Clark
Carolyn J. Cole
Jeffrey M. Conklin
The Defense Against Thought Control
Foundation, Inc.
Dennis and Phyllis Washington Foundation
The DeVlieg Foundation
Devon Energy
James R. Dunn
Bernadine J. Duran
Ecotrust
Edward & Verna Gerbic Family Foundation
Joan T. Elliott and A. Lovell Elliott
Enerplus
Ellen L. Ferguson
Jeffrey L. Fillerup and Neeta M. Lind
in honor of Flora Sombrero Lind 🔥

David Fitzpatrick
Forest County Potawatomi Foundation
Sandra K. Fuller
John J. Garand
Gerald B. Shreiber Foundation
Gore Family Memorial Trust
William F. Harrison
Helen J. and Thomas N. Urban
Charitable Foundation
Helen Roberti Charitable Trust
Donna L. Hirst
The Hugh and Jane Ferguson Foundation
Carroll A. Huxtable
Philip D. Jackson
Stephen and Karen Jackson
The Jana Foundation, Inc.
Jane Smith Turner Foundation
John and Frank Sparacio Charitable
Foundation, Inc.
Johnson & Johnson Family of Companies
Lois K. Katnick
Bill and Ildiko Knott ★
Neil Kreitman
Lannan Foundation
Leibowitz and Greenway Family
Charitable Foundation
Erika C. Lewis
Gary and Janice Long
Janine Luke
Mabel Y. Hughes Charitable Trust
The Martha S. Farley and Donald C. Farley Jr.
Family Foundation
John Mason
Stewart and Kristen McDermet ★ 🔥
McDonald's Corporation
Metamorphosis Teaching Learning
MetLife Foundation
MGM Resorts, Intl.
Laurie Michaels
Bette Midler and Martin von Haselberg
Morgan Stanley Foundation
Michael Morris and Robin Durst
Nancy Allison Perkins Foundation
Nathan P. Jacobs Foundation
Neall Family Charitable Foundation
Nordstrom, Inc. Corporate Giving Program
Roger and Delores Odell
The Paul and Edith Babson Foundation
Edith Ann Pazmino 🔥

Warren and Ellavina Perkins
 Eliza and John Pile-Spellman
 Monique M. Regard and Rick Duffy
 Sera and Thomas Reycraft
 Maria and Arthur Richmond
 Faith R. Roessel and Matthew D. Slater
 Dave and Jill Rogers
 The Roni Horn Foundation
 Tia Rosengarten
 Rundgren Foundation
 Ryan Memorial Foundation
 Kenneth and Reine Salter 
 James and Sarah Charitable Trust
 Mareke Schiller
 Schlessman Family Foundation
 Ernest Seevers and Mary Perkins
 Elizabeth Sherwood
 The Siragusa Foundation
 The SMS Foundation
 So Hum Foundation
 Southern California Edison
 Catharine B. Stayer
 Darin Stoner
 Sysco Corporation 
 T.R.Q Family Foundation on behalf
 of Jettie Kelly
 The Tan and Balladon Family Charitable Fund
 Martha Taylor
 Thomas C. and Lois L. Sando Foundation
 The Tierney Family Foundation Inc.
 The Tho'-Nah Fund
 Gene R. Ulrich
 Veradata
 Virginia W. Hill Charitable Foundation
 Vladimir Jones
 Thomas J. Wedell
 Peter Welles
 Anthony A. Welmas Scholarship Fund
 Bonnie S. Westfall
 Phillip A. Wright in honor of Helen Wright
 and Marlene LaClair
 Inge Wykstra
 Patricia A. Yingst

\$5,000 - \$9,999

Airbus Americas, Inc.
 Samuel E. Allen
 Anonymous (28)
 Apple Matching Gifts Program

Kristin K. Armstrong
 George Baetjer 
 Max and Judith Bailey
 Joanne B. Balling
 Bassett Foundation
 The Beane Family Foundation
 Kristine Berggren
 Sharon L. Bergmann
 Lawrence Berman
 Diana L. Black
 The Boeing Company Gift Matching Program
 David and Barbara Jean Boerner
 Lorraine M. Bosche
 Dr. Mary B. Braunagel-Brown and
 Dr. Bruce Brown
 Thomas S. Brooks
 Addison W. Brown
 Barbara J. Brown
 Gary and Mary Brownell
 Stephen and Joanne Burns
 Paula S. Butler
 Carole Butler
 Rosamond J. Campbell
 Elizabeth Heller Carabillo 
 Jim and Kathy Cargill
 Ann Carr
 The Chickasaw Nation Office of the Governor
 Ann K. Clark and Charles Kirkpatrick
 Andrea D. Cockrum
 Linzee and Beth Coolidge
 Jean A. Coyne
 Daedalus Foundation, Inc.
 Peter Davies
 Educational Testing Service
 Edward H. Kaplan Revocable Trust
 Alice Ericsson
 Ernst & Young Foundation Matching Gifts
 Program
 Esmond Nissim Foundation Inc
 Judy S. Feldman
 Elizabeth S. Ferguson
 Mrs. Karin Forsblad
 Fred I. & Gilda Nobel Foundation, Inc.
 Martin and Judith Freedland
 Freeport-McMoRan Foundation
 Jean F. Gadd
 Brandon S. Gast
 Thomas T. Goodall
 Beverly H. Goodman

Google Matching Gifts Program
 Grable McLeod Trust
 Valerie J. Van Griethuysen
 Jean Hall
 Joanne Hansen
 Brian and Vivian Henderson
 Connor C. Hill
 Michael L. Hogan
 Terry and Ann Marie Horner
 Ann Horvitz
 Michael and Dawn House
 Houston Family Foundation
 Roxanne Hutton
 IBM Corporation
 The Jaeger Family
 James C. Hormel Revocable Living Trust
 Mike and Ann Johnson 
 Joyce and Donald Rumsfeld Foundation
 Elizabeth A. Kaufmann
 Greg R. Kolb
 Thomas Laco
 John B. Lane Ph.D. 
 John E. Lane
 Herbert Lassiter
 George H. Leon, Jr.
 LPL Financial
 Charles R. Mador 
 James S. Mathis
 Brian K. and Anne S. Mazar
 Stephen and Carolyn McCandless 
 JB McNeil
 Nancy O. Milne
 Anthony and Susan Morris
 Donal Mullineaux
 Namaste Foundation
 Peter Neisel
 Judith R. Nelson 
 Michael A. Nuzzo P.A.
 John Onufrak
 Lida Orzeck
 Christopher Osgood
 Robert A. Ouimette
 Constance W. Packard

Rowena Pecchenino
 Peter and Dorothy Lapp Foundation
 Ellen L. Posel and Stephen Gockley
 John O. Rees
 The Richard and Karen Whitney
 Charitable Fund
 Robert & A. Joyce Jones Foundation
 Robert R. McCormick Foundation
 Karen A. Rondestvedt
 F. Peter Rose
 Rosse Family Charitable Foundation
 William Rottschaefer 
 SAFE Foundation, Inc.
 Gloria Sankel
 Anne Schuchat
 Sheila, Dave and Sherry Gold Foundation
 Shell Oil Company Foundation
 Yoshiko and Ichiro Shinkai
 James M. Spain
 Spain Family Charitable Fund
 Diana Stark and J. Stuart Francis
 The Steve Quesy and Marna Doucette
 Fund from the Triangle Community
 Foundation
 Judith G. Stone
 David E. Stooksbury
 Sun Management Inc.
 Tides Foundation
 Tribal Alliance Partners
 The Trinidad Ortega Revocable Trust
 Allen F. Turcke M.D.
 Lenita van der Werff
 Suzanne Way
 Wege Foundation
 Gwen Weiner
 Doug and Judy Weinstock
 Wieden+Kennedy
 William and Shelia Konar Foundation
 William G. McGowan Charitable Fund, Inc.
 Naomi W. Wolf
 Philip and Carolyn Wyatt
 Karen A. Yust
 Rita Zowader

A star (★) by the donor's name indicates that this donor has created a pathway to Native student success through a multi-year commitment.

A flame (🔥) by the donor's name indicates that this donor is a confirmed member of our Circle of Vision Society and has included the American Indian College Fund in his or her estate plans.

American Indian College Fund Supporters

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

Donna Dunker Ackman	Jacqueline Kling
Dorothy Albee	Wendy Klodt
Anonymous	Jenny Kubitschek
Catherine T. Bartley	Merelice Kunratis
June Bashkin	Dorothy Light
Betty O. Bowman	Kurt Low
John F. Bremmer	Hugh McKenna Lynch
Gladys Katherine Brokhausen	Claire W. Mooers
John C. Broskey	Patricia A. Muller
Diane Buderer	Byron Napier
Barbara Burnham	Lynn Freeman Olson
Don Burnet	Amalie A. Osipoff
Michael Edward Burr	May Reynolds
Nord Cascading	Nelson H. Rose
Leland A. Croghan	Alexandra Rowan
Kathleen Dibble	Gloria Royer
Helen Elahi	Mary A. Smith
Charles Evans	Ernest Steck
Clare Elizabeth Forsythe	Ellen Johanna Stribel
Jane A. Gallant	Marion J. Turk
Veronica M. Geiger	Francis Rudolph Turner
Dennis Glasco	Virginia Weinstock
Janet L. Greenless	Anna Vivian White
Irene Gruthoff	Cora Taylor Younger
Johann H. Haller	
Robert Hanning	
Natalia Harkaway	
Carolyn B. Harrington	
Lloyd Heidgerd	

Governing Board of Trustees 2018-19



Front Row: Anne Sward Hansen, Lynn Dee Rapp, Dawson Her Many Horses, Emily White Hat (staff), Cheryl Crazy Bull (staff), David Yarlott, Jr., Sandra Boham, Gail Bruce, Dan King, Robert Martin, and Cynthia Lindquist.
 Back Row: Robert Bible, Cameron Geiger, Kimberly Blanchard, Twyla Baker, Tom Brooks, David Sanders (staff), Michael Purvis, Jeffrey Fillerup, and Meredi Vaughan.

Chair:

David E. Yarlott, Jr., Ph.D.
 President, Little Big Horn College

1st Vice Chair:

Robert Bible
 President, College of the Muscogee Nation

2nd Vice Chair:

Robert Martin, Ph.D.
 President, Institute of American Indian Arts

Resource Development Chair:

Kimberly Blanchard, Esq.
 Partner, Weil, Gotshal & Manges, LLP

Member At Large:

Michael Purvis
 Managing Director, The Blackstone Group

Twyla Baker, Ph.D.
 President
 Nueta Hidatsa Sahnish College

Dawson Her Many Horses, M.B.A.
 Senior Vice President
 Wells Fargo Middle Market Banking

Carole Falcon-Chandler, Ed.D. (honorary)
 President
 Aaniiih Nakoda College

Cameron Geiger
 Vice President, International Systems
 Walmart Stores, Inc.

Pearl Brower, Ph.D.
 President
 Iłisaḡvik College

Lynn Dee Rapp
 President
 Eagle Opportunity

Sandra Boham
 President
 Salish Kootenai College

Dan King, M.B.A.
 President
 Red Lake Nation College

Jeff Fillerup, Esq.
 Partner
 Rincon Law LLP

Justin Guillory, Ph.D.
 President
 Northwest Indian College

Joe Canfora
 CEO
 Merit Management Group

Meredi Vaughan
 CEO
 Vladimir Jones

Tom Brooks, J.D.
 Vice President - External Affairs
 AT&T External Affairs

Cynthia Lindquist, Ph.D.
 President
 Cankdeska Cikana Community College

Audited Financial Information:

Statement of Activities Year Ended June 30, 2019



2018-2019 Fiscal Year

	Total
Support, Revenue and Gains	
Contributions	\$ 26,168,032
Cypress contribution	-
Contributed public service announcements	3,494,363
Net investment return	4,340,106
Other revenue	46,034
Gross special events revenue	471,833
Less cost of direct benefits to donors	(202,838)
Net special events revenue	268,995
Net assets released from restrictions	-
Total support, revenue and gains	<u>34,317,530</u>
Expenses and Losses	
Program services expense	
Scholarships and grants	15,882,032
Public education	4,873,790
Total program expenses	<u>20,755,822</u>
Supporting services expense	
Administrative	1,299,817
Donor development	6,013,548
Total supporting services expenses	<u>7,313,365</u>
Loss on uncollectable promises to give	65,078
Total expenses and losses	<u>28,134,265</u>
Change in Net Assets	6,183,265
Net Assets, Beginning of Year (Restated)	79,400,239
Net Assets, End of Year	<u><u>\$ 85,583,504</u></u>



American Indian College Fund 2018-19 student ambassadors. Each year the College Fund selects a cohort of Native scholars to represent the College Fund to help create public awareness and support for its mission and to serve as role models for Native students aspiring to a higher education.

Our students and the American Indian College Fund thank you for your support of Native higher education. Thanks to you, the College Fund is empowering Native individuals and creating stronger Native families and communities through education.

This annual report is ©2019 the American Indian College Fund. All rights reserved.

Editor: Dina Horwedel

Copy Editors: Liana Epstein and JoAnna Thompson

Photos: American Indian College Fund

Layout and Design: ThinAirCreative, Inc.



8333 Greenwood Boulevard
Denver, Colorado 80221
www.collegefund.org



AMERICAN INDIAN
COLLEGE FUND
EDUCATION IS THE ANSWER 

8333 Greenwood Boulevard
Denver, Colorado 80221

www.collegefund.org