

2019-2020

ANNUAL REPORT



OUR COMMUNITY IS OUR STRENGTH

AMERICAN INDIAN
COLLEGE FUND
EDUCATION IS THE ANSWER





OUR MISSION

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

EDUCATION IS THE ANSWER





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HOW YOUR DONATIONS ARE USED: FULFILLING OUR MISSION



Scholarships, Programs, and Public Education **72.08%***

Administration **4.55%***

Fundraising **23.37%***

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OUR COMMITMENT TO YOU

For more than 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.



*Percentages are a five-year average functional expense.

OUR IMPACT 2019-20

Total Scholarships Distributed: **6,084**

Students Served: **3,967**

Scholarship Support in 2019-20: **\$9,254,000**

First-Generation Scholars Served: **54.8%**
(2,175 of 3,967)

Other Direct Student Support: **\$1,779,000**

Program Support Distributed: **\$4,200,000**

Top Five Student Majors: business administration,
general studies, liberal arts, American Indian/Native
American studies, early childhood education

Total Scholarship Support Since 1989:
\$128,949,000

Total Student, Program, and Institutional
Support Since 1989: **\$237,100,000**





MESSAGE FROM THE PRESIDENT

Dear Friends,

Indigenous people have experienced inequity and injustice since the arrival of Europeans in the Americas. Today, nearly 600 years later, Indigenous people still struggle with access to our nation's education, political, and economic systems. Yet this year has been remarkable, despite the challenges.

COVID-19 revealed the deep fault lines of inequity in our country. Indian Country has been the hardest hit by the ongoing pandemic due to reservations' limited access to quality health care and safe housing, their remote locations in food and technology deserts, and more. Yet Native people united to respond quickly to protect and support their communities, serving as role models for the rest of the nation as we worked to protect our elders, to identify and implement protocols for safe education and other gatherings, and to deliver food and other essential items to those in need. And our students called upon their innate resilience to continue their mission to earn a higher education to serve their communities.




Then, on the heels of the coronavirus, came the murder of George Floyd. People nationwide—and indeed, around the world—came together to demand justice, equity, and visibility for people of color. This shined a spotlight on the rights of Indigenous people in a way not seen since the Civil Rights Movement, the era in which tribal colleges and universities (TCUs) were born.

Governments, corporations, professional sports franchises, universities, and high schools nationwide are discussing diversity, equity, and inclusion. They are discussing treaty rights and cultural preservation. They are considering the psychological impact that place names, flags, team mascots, and statues have on our nation's first inhabitants and other people of color.

Indigenous people are being seen and our voices are being heard.

In response to these remarkable times, the American Indian College Fund and our partners saw both the need and the opportunity to strengthen our focus on higher education. We know that education is the answer to creating a more equitable future for Native people. It is through education that students develop the skills they need to participate and maintain the principles of democracy—principles that have been ingrained in Indigenous cultures for centuries.



During the crisis, our conversations with our students inspired us. Their commitment to education as a tool to better their lives for themselves, their families, and their communities is unwavering. Yet while most college students struggled to transition to online learning, we were alarmed to learn of the number of our scholars that were faced with having to drop out of school due to lack of access to technology or for other reasons. Forty-four percent of our scholars major in science, technology, engineering, health care, and education. Native communities desperately need educated professionals in these fields. We knew we could not afford to lose a generation of skilled, educated workers in Indian Country.

The College Fund quickly sprang into action to raise funds to meet our students' emergent needs. They included the technology and tools needed to attend online classes; food, medicines, and hygiene supplies necessary to shelter in place; and more.

We also provided support to TCU faculty to help them transition their skills to distance learning environments and adapted the College Fund's services to students and TCUs to provide online delivery while we increased personal outreach.

The College Fund was able to explore impact, advocate for our students and TCUs, promote visibility, provide aid, and plan for future support because of the generosity of our supporters. This generosity is also powerfully symbolic, representing their continued belief in education as a tool to create equity, which is fundamental to a vibrant democracy and resiliency, as our supporters, too, face many of the challenges Native people and institutions are facing.

The stories in this annual report are told by our students and data. They illustrate together the many ways our alliances as educators, allies, and supporters have upheld the promise and importance of educational success for Native people, and what that means for all of our futures.

Through your support we will continue to work towards our shared vision of educational success and a brighter future for all Native people, and, indeed, all people.

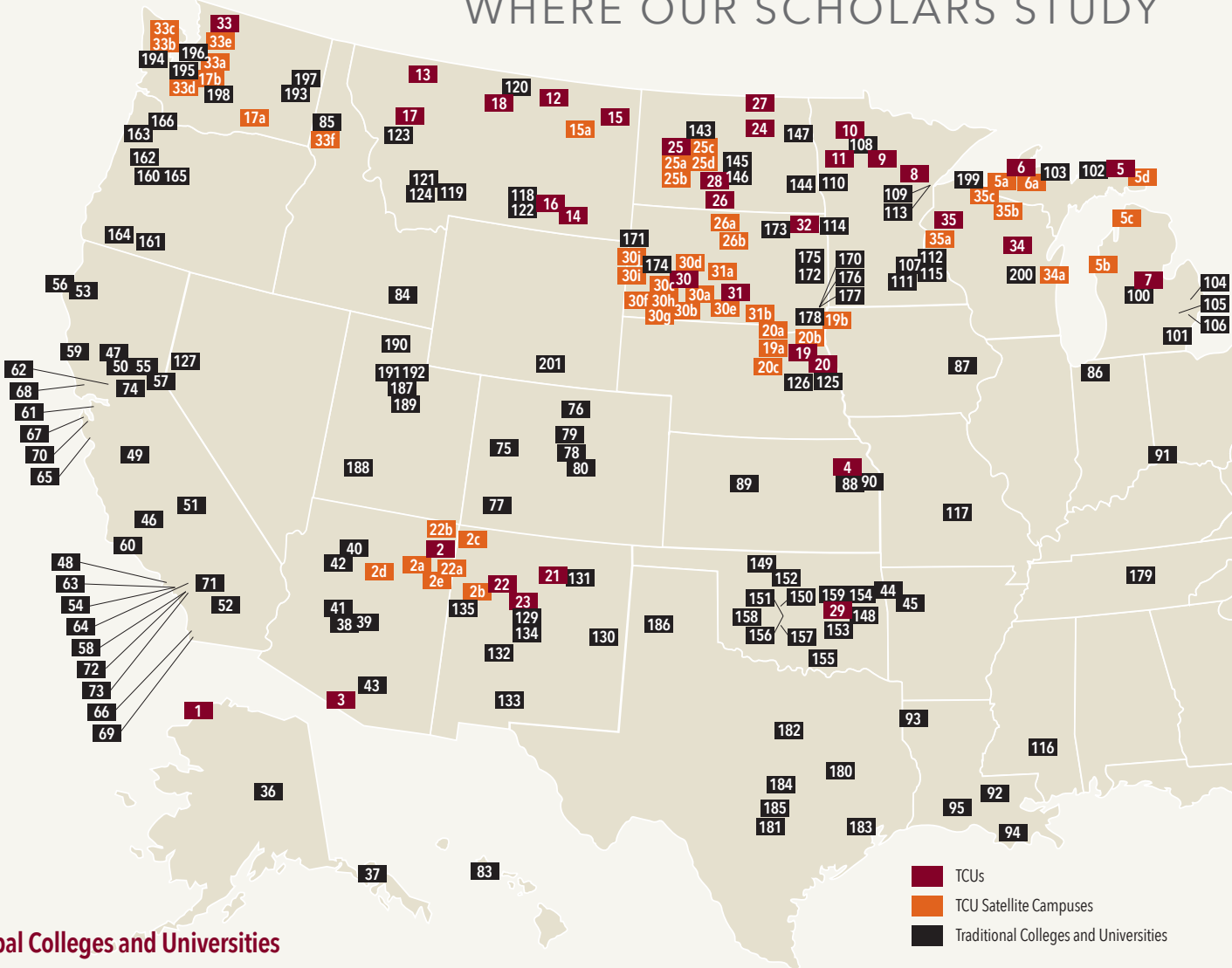
Sincerely,



Cheryl Crazy Bull
President and CEO



WHERE OUR SCHOLARS STUDY



EDUCATION IS THE ANSWER

Tribal Colleges and Universities

Alaska

1 Iilisaqvik 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, Washington
- 17b** Yakama, Washington
- 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, Arizona
- 22b** Teec Nos Pos, Arizona

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, South Dakota
- 26b** Mobridge, South Dakota
- 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

- TCU
- TCU Satellite Campuses
- Traditional Colleges and Universities

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

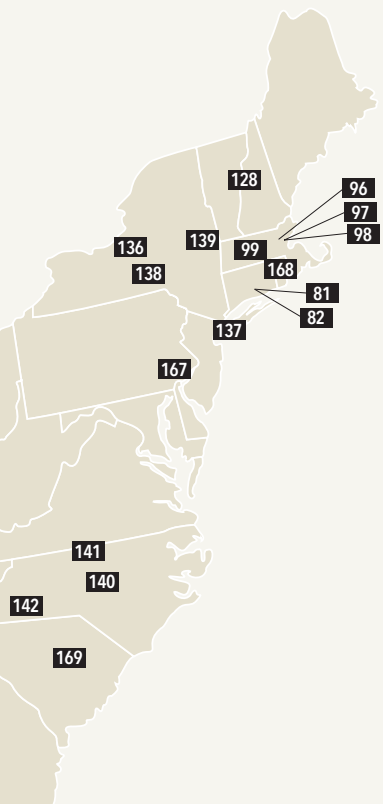
Washington

- 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 Ojibwe College, Hayward
- 35a** Hertel
- 35b** Lac du Flambeau
- 35c** Washburn

*TCUs offering bachelor's degrees.
 **TCUs offering bachelor's and master's degrees.
 All TCUs listed offer certificate and 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
- 37** University of Alaska - Southeast, Juneau

Arizona

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

Arkansas

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

California

- 46** California State University - Bakersfield, Bakersfield
- 47** California State University - Chico, Chico
- 48** California State University - Dominguez Hills, Dominguez Hills
- 49** California State University - Fresno, Fresno
- 50** California State University - Sacramento, Sacramento
- 51** Cerro Coso Community College, Ridgecrest
- 52** College of the Desert, Palm Desert
- 53** College of the Redwoods, Eureka
- 54** Concordia University - Irvine, Irvine

- 55** Cosumnes River College, Sacramento
- 56** Humboldt State University, Arcata
- 57** Lake Tahoe Community College, Lake Tahoe
- 58** Los Angeles Mission College, Los Angeles
- 59** Mendocino College, Ukiah
- 60** Pepperdine University, Malibu
- 61** University of California - Berkeley, Berkeley
- 62** University of California - Davis, Davis
- 63** University of California - Irvine, Irvine
- 64** University of California - Riverside, Riverside
- 65** University of California - Santa Cruz, Santa Cruz

- 66** San Diego State University, San Diego
- 67** San Francisco State University, San Francisco
- 68** Sonoma State University, Rohnert Park
- 69** Southwestern College, Chula Vista
- 70** Stanford University, Palo Alto
- 71** University of Redlands, Redlands
- 72** University of Southern California, Los Angeles
- 73** Whittier College, Whittier
- 74** Yuba College, Marysville

Colorado

- 75** Colorado Mesa University, Grand Junction
- 76** Colorado State University - Ft. Collins, Ft. Collins
- 77** Fort Lewis College, Durango
- 78** Regis University, Denver
- 79** University of Colorado - Boulder, Boulder
- 80** University of Colorado - Denver|Anschutz Medical Campus, Aurora

Connecticut

- 81** Quinnipiac University, Hamden
- 82** Yale School of Medicine, New Haven

Hawaii

- 83** University of Hawaii - Manoa, Manoa

Idaho

- 84** Idaho State University, Pocatello
- 85** University of Idaho, Moscow

Indiana

- 86** Valparaiso University, Valparaiso

Iowa

- 87** University of Iowa, Iowa City

Kansas

- 88** University of Kansas, Lawrence
- 89** Baker University, Baldwin City
- 90** Fort Hays State University, Hays

Kentucky

- 91** Northern Kentucky University, Highland Heights

Louisiana

- 92** Louisiana State University - Baton Rouge, Baton Rouge
- 93** Louisiana State University - Shreveport, Shreveport
- 94** Nicholls State University, Thibodaux
- 95** University of Louisiana - Lafayette, Lafayette

Massachusetts

- 96** Bentley University, Waltham
- 97** Harvard Law School, Cambridge
- 98** Harvard University, Cambridge
- 99** University of Massachusetts - Amherst, Amherst

Michigan

- 100** Central Michigan University, Mt. Pleasant
- 101** Eastern Michigan University, Ypsilanti
- 102** Lake Superior State University, Sault Ste. Marie
- 103** Northern Michigan University, Marquette
- 104** Oakland University, Rochester
- 105** University of Michigan, Ann Arbor
- 106** Wayne State University, Detroit

Minnesota

- 107** Augsburg College, Minneapolis
- 108** Bemidji State University, Bemidji
- 109** College of St. Scholastica, Duluth
- 110** Minnesota State University - Moorhead, Moorhead
- 111** Normandale Community College, Bloomington
- 112** St. Catherine University, St. Paul
- 113** University of Minnesota - Duluth, Duluth
- 114** University of Minnesota - Morris, Morris
- 115** University of Minnesota - Twin Cities, Minneapolis

Mississippi

- 116** University of Southern Mississippi, Hattiesburg

Missouri

- 117** Missouri University of Science & Technology, Rolla

Montana

- 118** Montana State University - Billings, Billings
- 119** Montana State University - Bozeman, Bozeman
- 120** Montana State University - Northern, Havre
- 121** Montana Tech of the University of Montana, Butte
- 122** University of Montana - Billings, Billings
- 123** University of Montana - Missoula, Missoula
- 124** University of Montana - Western, Dillon

Nebraska

- 125** Nebraska Methodist College of Nursing and Allied Health, Omaha
- 126** Northeast Community College, Norfolk

Nevada

- 127** University of Nevada - Reno, Reno

New Hampshire

- 128** Dartmouth College, Hanover

New Mexico

- 129** Central New Mexico Community College, Albuquerque
- 130** Eastern New Mexico University-Portales, Portales
- 131** New Mexico Highlands University, Las Vegas
- 132** New Mexico Institute of Mining and Technology, Socorro
- 133** New Mexico State University - Las Cruces, Las Cruces
- 134** University of New Mexico - Albuquerque, Albuquerque
- 135** University of New Mexico-Gallup, Gallup

New York

- 136** Cornell University, Ithaca
- 137** Long Island University, Brooklyn
- 138** State University of New York - Environmental Science and Forestry, Syracuse
- 139** SUNY at Albany, Albany

North Carolina

- 140** Campbell University, Buies Creek
- 141** University of North Carolina at Chapel Hill, Chapel Hill
- 142** University of North Carolina at Charlotte, Charlotte

North Dakota

- 143** Minot State University, Minot
- 144** North Dakota State University, Fargo
- 145** Bismarck State College, Bismarck
- 146** University of Mary, Bismarck
- 147** University of North Dakota, Grand Forks

Oklahoma

- 148** Northeastern State University, Tahlequah
- 149** Northwestern Oklahoma State University, Alva
- 150** Oklahoma Christian University, Edmond

- 151** Oklahoma City University, Oklahoma City
- 152** Oklahoma State University - Stillwater, Stillwater
- 153** Oklahoma State University Institute of Technology, Okmulgee
- 154** Rogers State University, Claremore
- 155** Southeastern Oklahoma State University, Durant
- 156** University of Central Oklahoma, Edmond
- 157** University of Oklahoma, Norman
- 158** University of Science and Arts of Oklahoma, Chickasha
- 159** University of Tulsa, Tulsa

Oregon

- 160** Lane Community College, Eugene
- 161** Oregon Institute of Technology, Klamath Falls
- 162** Oregon State University, Corvallis
- 163** Pacific University, Forest Grove
- 164** Southern Oregon University, Ashland
- 165** University of Oregon, Eugene
- 166** Warner Pacific University, Portland

Pennsylvania

- 167** Philadelphia College of Osteopathic Medicine - Georgia, Philadelphia

Rhode Island

- 168** Brown University, Providence

South Carolina

- 169** Clemson University, Clemson

South Dakota

- 170** Augustana University, Sioux Falls
- 171** Black Hills State University, Spearfish
- 172** Dakota State University, Madison
- 173** Presentation College, Aberdeen
- 174** South Dakota School of Mines & Technology, Rapid City
- 175** South Dakota State University, Brookings
- 176** Augustana University, Sioux Falls
- 177** University of Sioux Falls, Sioux Falls
- 178** University of South Dakota, Vermillion

Tennessee

- 179** Middle Tennessee State University, Murfreesboro

Texas

- 180** Texas A&M University - College Station, College Station
- 181** Texas State University, San Marcos
- 182** Texas Woman's University, Denton
- 183** University of Houston, Houston
- 184** University of Mary Hardin-Baylor, Belton
- 185** University of Texas at Austin, Austin
- 186** West Texas A&M University, Canyon

Utah

- 187** Independence University, Millcreek
- 188** Southern Utah University, Cedar City
- 189** Brigham Young University-Provo, Provo
- 190** Utah State University, Logan
- 191** Western Governor's University, Salt Lake City
- 192** University of Utah, Salt Lake City

Washington

- 193** Eastern Washington University, Cheney
- 194** Evergreen State College, Olympia
- 195** Tacoma Community College, Tacoma
- 196** University of Washington - Seattle, Seattle
- 197** Washington State University - Spokane, Spokane
- 198** Yakima Valley Community College, Yakima

Wisconsin

- 199** Northland College, Ashland
- 200** University of Wisconsin - Oshkosh, Oshkosh

Wyoming

- 201** University of Wyoming, Laramie



MEETING CHALLENGES IN THE WAKE OF THE PANDEMIC: COMING TOGETHER FOR NATIVE STUDENTS, TRIBAL COLLEGES, AND EDUCATORS

C OVID-19 is a symptom of systemic inequity with regard to race, economics, and health, hitting Native communities hardest due to problems rooted in centuries of policy. **Currently, 44% of Native students major in science/technology/engineering/math (STEM), healthcare, and education. Our Native communities need them to graduate and enter the workforce more than ever.**

Prior to the pandemic, the College Fund was already working hard to close the college attainment gap. Compared to 31.5% of the overall population, only 14.5% of American Indian and Alaska Native people age 25 and older have a bachelor's degree or higher.

Today the need to close that gap is even greater. The pandemic has the potential to devastate Native students and communities by interrupting or stopping them from completing their degrees.

Without qualified college graduates, Native communities will continue to experience shortages of desperately needed healthcare workers, teachers, and other professionals.

The American Indian College Fund reached out to the students, faculty, staff, and institutions we serve to learn what tools and support they needed to continue students' educations. We were inspired by our students' optimism and faith that they could achieve their education goals and listened to their needs.

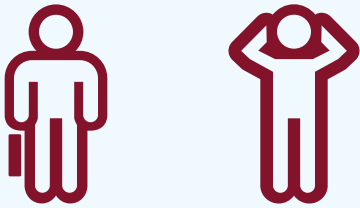
We next created a plan to meet those needs and reached out to our supporters, who creatively and flexibly worked with us to meet our communities' needs.

Together we moved mountains! Our work is not finished but have made a difference—while creating strength from interconnectedness.

EDUCATION IS THE ANSWER

Our Scholars' Needs: Essentials

Job Loss May Lead to Dropping Out



50% of TCU scholars work full-time or part-time to support their families while attending college.

> 50% are the primary source of income for their families.

American Indian College Fund Full Circle Scholars may have to drop out of college due to finances:

- Fall 2019: **1 in 10**
- Spring 2020: **1 in 5**

Data source: American Indian College Fund surveys.

Food and Housing Insecurity



50% of all TCUs provide food and housing to students. All were closed in spring 2019, threatening to create even greater food and housing insecurity among TCU students.

2019 **62%** of TCU students reported being hungry or food insecure in the previous year.

2020 **69%** of TCU students reported being housing insecure.

Source: #RealCollegeSurvey, The Hope Center at Temple University.

Access to the Internet and Technology

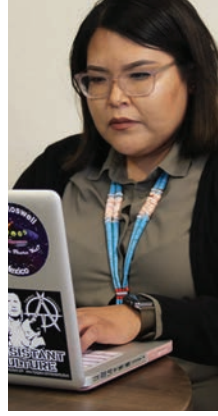


Most reservation communities lack widely available broadband service.

20% of Native students surveyed do not have home computers and internet access.

Less than half of students surveyed have a printer.

The most reliable computers and internet connections are at TCUs, which are no longer widely accessible with distance learning.

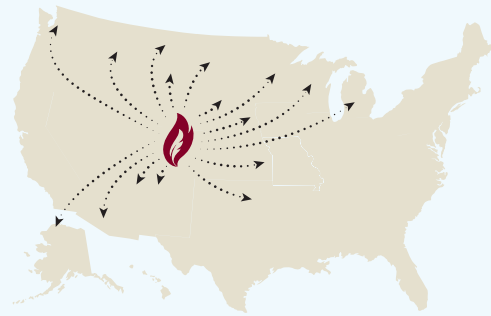


"As of today, I am concerned about the coronavirus. My university just extended spring break, but they have not yet said if we are switching to online classes or not. I enjoy all my classes in person, so I am not too sure how switching to online will affect how I learn and study. I also have an apartment, with other monthly bills, but without the money I make with work-study, how will I pay those bills? Do I get a job in the meantime, and can I even find a job living on a reservation, where programs are already shutting down due to the virus?"

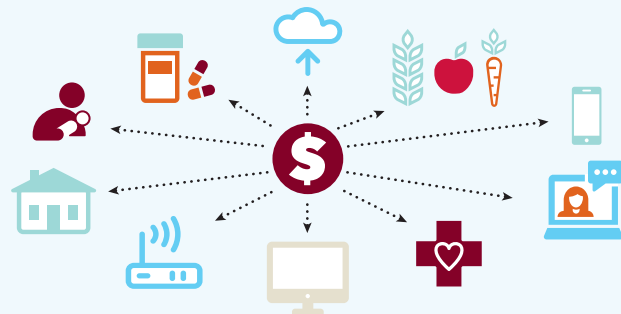
- College Fund Scholar and Survey Respondent



\$2.42 Million in Monetary and In-Kind Donations Distributed to All 35 Accredited TCUs for Pandemic Relief



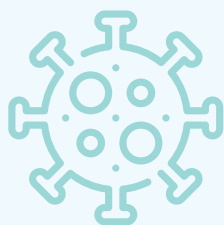
Ways Donations Are Being Used



We funded computers and tablets, modems, wireless hot spots, wireless service, phone cards, food, housing, medicine, health care, and faculty training to transition to online instruction—everything students need to stay in school and keep on track to complete their educations.



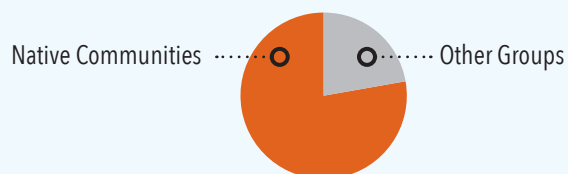
RX FOR HEALTHY COMMUNITIES: INVESTING IN EDUCATION



CORONAVIRUS INFECTS AND KILLS NATIVES AT RATES MUCH HIGHER THAN WHITES

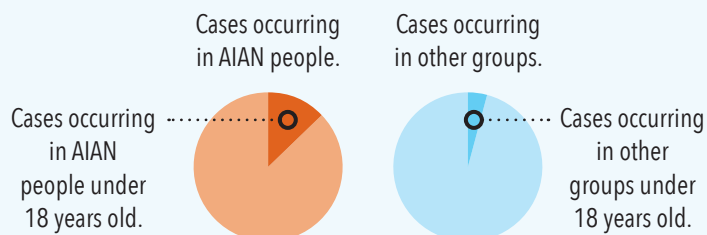
The coronavirus has infected and killed Native Americans at a disproportionate rate, the Centers for Disease Control and Prevention (CDC) said in its Morbidity and Mortality Weekly Report, or MMWR, in August 2020. **The CDC found that in 23 states, those who identify as American Indian or Alaskan Native (AIAN) have a rate of confirmed coronavirus cases that is 3.5 times that of white people.**

Native Communities Suffer from COVID-19 Illness at Rates 3.5 Times That of Other Groups, According to the Centers for Disease Control.



Even though AIAN people constitute only 0.7 percent of the U.S. population, they accounted for 1.4 percent of coronavirus cases where race and ethnicity data were available.

AIAN People Infected with Coronavirus Tended to Be Younger Than White Patients, with Nearly 13% of AIAN Cases Occurring in People Under 18 Years Old – 3x the Rate of Cases in White Patients the Same Age.



But the full extent of the disparity is difficult to quantify because coronavirus data for AIAN people remains woefully incomplete. The report said this “excessive absence of data” represents “an important gap” and “suggests a need for additional resources to support case investigation and reporting infrastructure” in AIAN communities.

The coronavirus has impacted all of our TCU communities with high rates of infection, illness, and death. Yet Native people know that education is needed in their communities. TCUs scrambled to continue to provide their students with an online education this spring and are continuing to serve their communities with online and hybrid education platforms, while serving as distribution centers for food and other necessities.

TCUs EDUCATE FUTURE HEALTH CARE PROFESSIONALS IN THEIR COMMUNITIES

Certificate and Associate Degree Programs at TCUs

Twenty-six TCUs offer health-related certificate and degree programs for careers in nursing, EMT, substance abuse counseling, public health and community health, dental assisting, dental therapy, medical coding, human services, home health technician, fitness and wellness, medical assisting, phlebotomy, and more.

At some TCUs, clinical affiliate agreements support rotations with students in the allied health programs in which students must participate in clinical rotations to become certified to step into their careers after graduation. And many other TCUs create student pathways to a four-year degree with local colleges and universities as transfer students.

Graduates fill high-demand and hard-to-fill positions in local, often very rural, Native communities.

Salish Kootenai College First TCU to Offer Four-Year Nursing Degree

Salish Kootenai College (SKC), located in Pablo, Montana, is the first TCU to offer a bachelor’s degree in nursing this fall. SKC has offered a two-year nursing degree since 1989. The new four-year program was designed to help graduates successfully enter the job market where four-year degrees are considered the standard.

Twenty-Six TCUs Have Health-Related Certificate and Degree Programs.





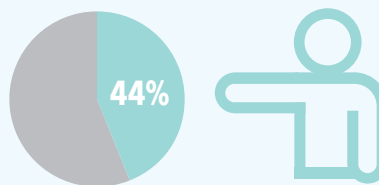
Structural inequity, poverty, and the remote nature of reservations located in food deserts are just some of the factors that contributed to the highest rates of chronic disease nationwide among American Indians and Alaska Natives (AIAN) prior to the pandemic. These aforementioned illnesses led Native communities to suffer from COVID-19 illness at rates 3.5 times that of other groups, according to the Centers for Disease Control.

Health inequities caused by inadequate education, centuries of disproportionate poverty, and inaccessible or total lack of access to health care fueled the pandemic. According to Indian Health Services, Native people suffered greater rates of diabetes, obesity, heart disease, and cancer than other groups prior to the pandemic, putting them at greater risk.

In addition to physical illness, Natives also had much greater rates of anxiety, depression, and suicide than other groups prior to the pandemic, according to the Office of Minority Health, U.S. Department of Health and Human Services. In 2017, suicide was the second leading cause of death for AIAN people between the ages of 10 and 34. The overall death rate from suicide for AIAN adults is about 20 percent higher as compared to the non-Hispanic white population. Natives are also twice as likely to experience the feeling that “everything is an effort,” all or most of the time, as compared to non-Hispanic whites. The pandemic adds even more pressure to Native people who were already struggling.

The solution is education. Our talented and dedicated scholars are exactly what Native communities need now and in the future. Forty-four percent of our Native scholars are pursuing degrees in healthcare, education, and STEM, many at tribal colleges and universities (TCUs). These accredited higher education institutions located on or near Indian reservations offer associate degrees in allied health fields, like nursing, counseling, and other programs, allowing students to study at home and forge careers that serve their communities.

Forty-Four Percent of American Indian College Fund Scholars Are Majoring in Health Care or Education Fields, According to American Indian College Fund Data.



Never in modern history has the need for investment in health education in our communities been so relevant than today. Culturally competent health care providers help prevent and fight the coronavirus today and will also serve as lifelines to their communities in the future, ensuring their fellow citizens thrive physically, emotionally, economically, spiritually, and culturally.

We invite you to meet a few of the scholars we support in the health care field in the following pages.



BRANDON (DINÉ) - KINESIOLOGY/PRE-MEDICINE, UNIVERSITY OF UTAH

EDUCATION IS THE ANSWER



The biggest obstacle that stood between Brandon and his dream of becoming a medical doctor was finding the money to pay for a college education. Knowing his parents could not help, Brandon set to work to make his dreams a reality.

He met with his high school counselor to formulate a plan of attack. He focused on getting good grades and applying for scholarships. And once in college, Brandon ensured he maintained exceptional grades to continue earning scholarships, as it was the only way he could pay for his education.

Motivated by the great need in his community, Brandon's determination never flagged. Now a senior, his next step is medical school.

Brandon's grandmother inspired his path. When he was a young man, she shared her knowledge of medicinal plants with him, planting the seed for his career as a healer.

Prior to the pandemic, Brandon had visited the small health center in his community on the Navajo reservation in Crownpoint, New Mexico. As the coronavirus spread, he worried that the small 32-bed facility and its limited services would not meet the needs of the mostly elderly 20,000 Navajo people it served. After seeing what the pandemic has done to the Navajo Nation, Brandon is even more committed to becoming a doctor.

On lockdown while attending college in Salt Lake City, Brandon focused on what he could control: his studies. He says he feels grateful to continue his education thanks to the security of scholarships from the American Indian College Fund. He shares that many of his classmates were forced to withdraw after being furloughed, leaving them unable to afford their education.

Brandon says, "This is a time where I can't help but feel extremely blessed to have scholarships and financial aid. If I did not have these resources, I would not be able to stay in school and finish my degree successfully. I am grateful to the American Indian College Fund for the aid they have provided to me and other Native American students, especially during these unprecedented times. Our dreams of helping our own Native American communities in the future can still be fulfilled as we are able to remain in school, despite the many new challenges that we are facing."

Brandon plans to work on his home reservation after completing medical school, saying the benefits of having committed healthcare professionals that are invested in the Native American community cannot be understated. "This is a need that I would be honored to fill."

"Native Americans have many disparities when it comes to quality access to health care. I have pursued becoming a physician so I can better the needs of my people and the many Native communities that do not have the same access to health care services as the rest of America. COVID-19 is just another strong reminder of the dire need for physicians and other medical professionals in Indian Country. There was already a very limited amount of healthcare professionals on the reservation... It is so important that Native students pursuing the medical field continue their schooling at this time. The work the American Indian College Fund is doing right now to respond to this crisis to keep Native students in school is extremely important because skilled citizens are needed now more than ever."

LEVI (DINÉ) - REGISTERED NURSE, BAY MILLS COMMUNITY COLLEGE AND LAKE SUPERIOR STATE UNIVERSITY ALUMNUS

When Levi graduated from nursing school last spring, he did not realize how quickly his skills would be put to the test. Levi, a registered nurse (RN) working at a small hospital near the border of the Bay Mills Indian community (Ojibwe) in northern Michigan, had just welcomed his second baby with his wife and was adjusting to long shifts in his new career when the coronavirus hit.

It is no surprise that Levi's concerns were for his community and the ability of the health care system to meet both the everyday and urgent needs of tribal members, in addition to the health of his young family. Levi comes from a family that modeled the importance of caring for others. His parents helped those who were less fortunate by providing them with housing, food, and financial assistance.

When it came time for Levi to choose a career, it was natural for him to focus on a life of service. He says a career in nursing was "the chance to serve my people in the way they deserve to be served, with love, compassion, honor, and respect."

He credits the American Indian College Fund's donors for giving him the chance to serve Native people as a RN. "I can attest first-hand to the blessings that come from these scholarships." And he credits Bay Mills Community College with providing him with the supportive environment to flourish in college and his career. There he earned academic honors and after graduating, transferred to Lake Superior State University, where he continued to earn honors and thrive. Levi graduated last spring with a bachelor's degree in nursing.

Levi knew he wanted to serve Native people because they "deserve more than good doctors and nurses; they deserve great doctors and nurses who understand the ways of our people." His wish has been a blessing for the Bay Mills Indian Community: they have a great nurse in Levi.





ALAYNA (LAC COURTE OREILLES TRIBE) - HUMAN SERVICES, LAC COURTE OREILLES OJIBWA COMMUNITY COLLEGE

In Native communities, children are sacred. Alayna, a devoted full-time mom to her four children and a first-generation college student, is investing her career in her community's children. She is so dedicated to her future career that on her first day back to classes last year, she gave birth to her fourth son that evening and returned to school five days later.

A social services major at her tribal college in Wisconsin, Alayna plans to earn a bachelor's degree and work as a social worker in Indian child welfare, helping Native children in foster care and parents who have lost custody of their children.

Alayna says her goal is to help parents locate resources to find safe and affordable housing, career services, counseling services, and more. The end goal is preserving the entire Native family unit, while supporting the safety and physical, mental, and spiritual health of the children.

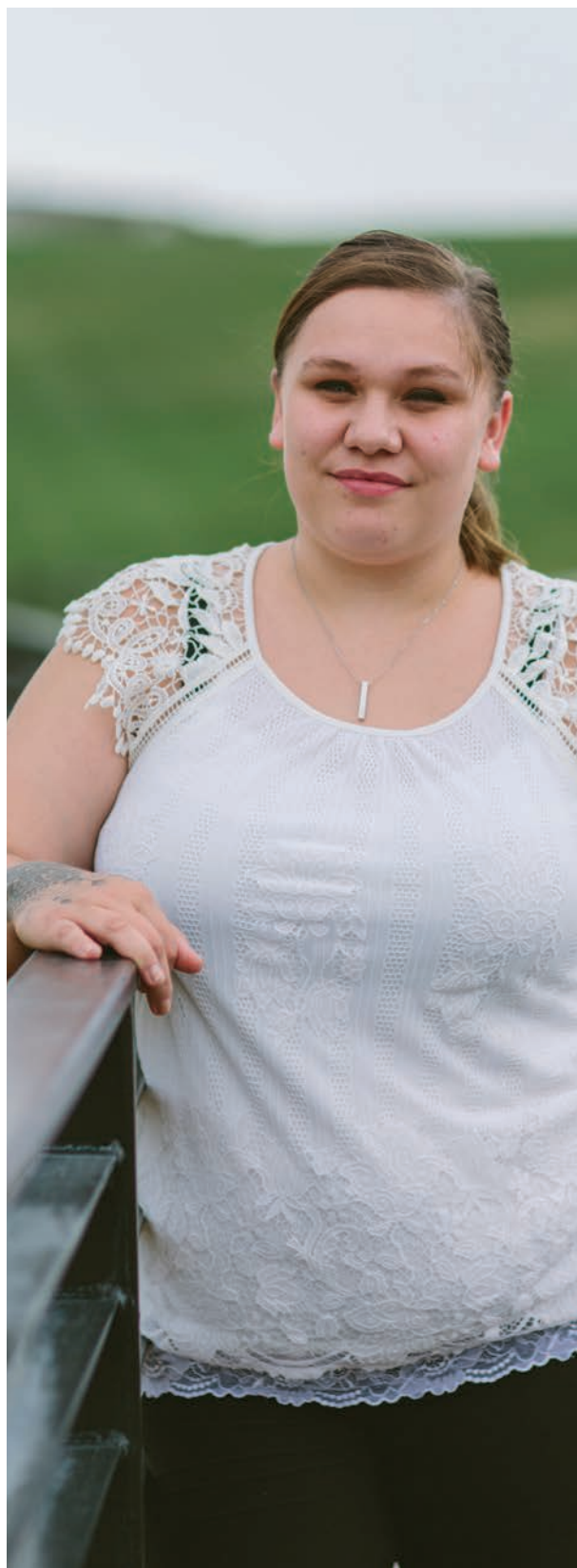
Keeping Native children connected to their families (while ensuring their safety) ensures they remain connected to their identity and culture, which is essential to their future well-being.

"I want to be able to help the parents get back on their feet and correct their mistakes so that they can bring their kids home... It's important for [the children] to be a part of their culture and their traditions so that they can stay in touch with themselves... [and] it's important for them to remain with Native families until they're able to be placed with one of their parents..."

Alayna says her sister, who was a foster parent to a young child, inspired her career, but it was her oldest son that inspired her to go back to college and pursue it. When she asked him what he wanted to be when he grew up, he told her he planned to work at the tribe's casino. She urged him to go to college—and says she knew she had to finish her own schooling to be a role model for him and her other children.

The support from the American Indian College Fund helps Alayna focus on her studies without worrying about her bills, but more importantly, "it means that somebody believes in me and in my dreams." And Alayna is paying it forward. With her degree, she plans to be the person that believes in the people in her community.

"Because maybe all it takes for somebody to get back on their feet is one person to believe in them and help them. I would like to be that person," Alayna says.



JADE (DINÉ)—ALLIED HEALTH AND PRE-NURSING GRADUATE, STONE CHILD COLLEGE; FOOD AND NUTRITION, MONTANA STATE UNIVERSITY

Healthy and nutritional food are foundational to good health. Jade is a first-generation college student and graduate of Stone Child College, a tribal college in Box Elder, Montana. There she earned an associate degree in allied health and a pre-nursing certificate. Knowing she wanted to understand environmental impact on health, Jade transferred to Montana State University to complete a bachelor's degree in food and nutrition specializing in dietetics. Her career goal is to become a licensed dietitian and to practice in her community.

Jade says a healthy—and traditional—diet is vital to reversing the disproportionate number of Native people suffering from diabetes. This is even more important today as the disease, which in many cases can be managed with diet and exercise, can also be fatal if left untreated. Diabetes can also serve as a pre-existing condition, making people more susceptible to illnesses such as COVID-19.

Reintroducing traditional foods into Native peoples' diet is one way to fight diabetes, obesity, and cardiovascular disease. Traditional foods are not only nutritionally important, but they are culturally important. Native people gain greater awareness of their environment and how their ancestors lived and worked with traditional foods as tribal people, Jade says. "It is important to understand that natural foods play a huge role in Native peoples' lives, while also understanding the challenges ancestors had with working in surroundings to produce healthy food." Native people overcame those challenges while understanding how to remain healthy in harsh climates like Northeast Montana. "Our ancestors learned how to overcome these harsh realities," she says.

Jade says getting access to healthy foods is difficult in many tribal communities, especially rural communities, where people live two to three hours away from stores and towns. "We need to make sure that our people have the access just as much as anyone else not just to healthcare, but also to healthy eating." Access to knowledge about planning, budgeting, and evaluating the nutritional value of commercial foods, ready-to-eat-meals, and snacks as compared to wholesome and traditional foods that can be obtained through gardening and cropping is important as well. Jade plans to help her community re-learn how to create healthy meals with Indigenous foods and incorporate them into peoples' regular diets.

Jade is determined to see her education through, despite the challenges of living at home and studying in a busy household of seven people during the pandemic. As she tries to ensure her health and that of her family members, she is confident she will succeed. "[Native people] have that drive and we have resilience, and we have this power inside of us to actually make a difference. . . we want to break stereotypes. We want to make that difference in our communities."



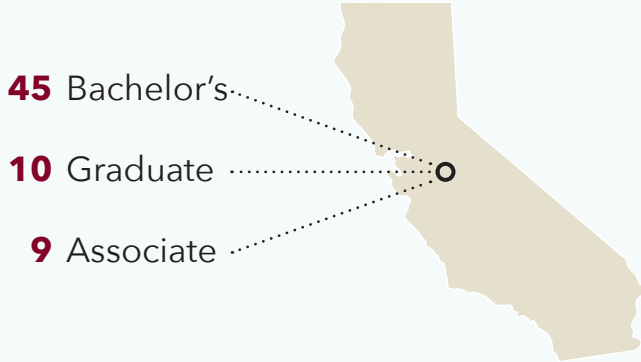


CALIFORNIA TRIBE INVESTS IN STATE'S FUTURE LEADERS

The Wi'áaṣal (Great Oak) Future Leaders Scholarship Fund awarded \$821,081 in scholarship funds to 64 California Native students representing 26 tribes in 2019-20, the inaugural year of the program. Thanks to the generous initial grant of \$6 million from the Pechanga Band of Luiseño Indians to the American Indian College Fund, this new scholarship will make it possible for thousands of students to attend school and achieve their dreams.

Enrolled members of California tribes which receive little or no gaming or agricultural revenue from the state can apply for the scholarship if they are seeking a professional certification or an associate or undergraduate degree.

Breakdown of Scholars' Degrees



Of the 64 scholars who participated in the program this year, 45 pursued bachelor's degrees, 10 pursued graduate degrees, nine pursued an associate degree, and 21 students graduated. In addition to receiving scholarship support, 21 Wi'áaṣal Future Leader scholars received emergency COVID-19 aid from the College Fund to help with rent, utilities, internet access, and food.

The Pechanga Band of Luiseño Indians will develop generations of Native student leaders in California who will positively impact the economic, environmental, physical, spiritual, and mental health of the Native American communities in the state for generations to come.



The Wi'áaṣal (Great Oak) Future Leaders Student Spotlight: Christopher Villaruel (Pit River Tribe) combines tribal traditions with forestry education.

FOREST HEALTH IMPACTS US ALL

California once prohibited Native tribes from using the prescribed burns they used to maintain forests and protect their communities for more than a thousand years. Those practices created a buffer between tribal communities and naturally occurring fires on high mountains and hills. Prescribed burns also opened areas for game and plants to thrive, providing berries and materials for basket making. Regular burns also kept waterways from being overloaded with ash from runaway fires, flooding, and mudslides.

Christopher Villaruel, a senior forest hydrology major at Humboldt State University and a member of the Pit River (Ajumawi) tribe or “River People,” has proven that fire and water are not opposites—they are inter-related. Christopher is incorporating his tribe’s river traditions with forest and watershed health studies to create a safer and healthier landscape in the state of California.

Raised by his grandmother, Christopher was a high school dropout. Grandma stressed the importance of education and their tribe’s traditional ways—and Christopher listened. He earned a GED at age 19 and went on to complete an associate degree before transferring to Humboldt State University. There his exploration of extracurricular activities and experiential learning led him to join the Watershed Club and Students Association of Fire Ecology.

Passionate about his career and the environment, Christopher sacrificed his spring break and many weekends to earn his fire certification and to explore traditional tribal burning. Rising at 5 a.m. and driving two hours for each session, Christopher was one of two firefighters chosen to participate in the Fall Training Exchange (TREX), hosted by the Yurok tribe’s Cultural Fire Management Council last October.

Christopher says the experience was a spiritual and cultural highlight of his life. “Fire is a powerful tool that we as intelligent people utilized.” The experience taught him that as scary as it can be, he needed to build a relationship with fire in his work. “I felt like I was in a prayer ceremony... I felt calm, fulfilled.”

Christopher continues to reinforce his studies with summertime and weekend work in the forests near his home. Last year he worked as a sawyer, performing various thinning and forestry activities at a sustainable tree farm. This year he worked with a program offered by Salish Kootenai College with the neighboring Hoopa Valley Tribe.



Although Christopher shoulders a heavy load as an employed student who is also a single father of two, his desire to help other Native students achieve success led him to join the College Fund’s student ambassador training program this year.

As Christopher blazes a trail for himself, his family, and other Native students, he says he is thankful for the support he has received with this scholarship. He hopes to pay it forward by caring for the water and earth of his ancestral lands.



NATIVE REPRESENTATION IN ARTS AND STUDENT SUCCESS ARE WOVEN TOGETHER INTO PARTNERSHIP WITH PENDLETON WOOLEN MILLS



Pendleton's American Indian College Fund blanket line.

EDUCATION IS THE ANSWER

Pendleton Woolen Mills, the Portland, Oregon-based lifestyle brand known for its stunning woolen blankets prized by American Indian tribes for apparel and ceremonial use, began its collaboration with the College Fund more than 20 years ago. Since then, each year Pendleton creates a new blanket for its American Indian College Fund Collection. The line has included designs inspired by the histories and cultures of Indian tribes from Alaska to the Great Plains and Southwest. It features blanket robes (sized for bedding and ceremonial use), saddle blankets (for decorative use and for riding), and crib blankets.

The duo's work has not just resulted in beautiful blanket designs cherished by families for generations—it is also a sustainable way for the College Fund to meet the educational needs of its scholars.

The Pendleton-American Indian College Fund partnership includes a royalty agreement by which Pendleton pays a royalty on the wholesale price of each licensed product sold. Pendleton also makes an additional annual donation to the College Fund. The royalties and donations, in combination with a scholarship endowment Pendleton established in partnership with the College Fund, have provided nearly \$1.65 million in higher educational support for American Indian and Alaska Native students.

The College Fund's partnership with a corporation for the benefit of its non-profit mission earned the College Fund the CPA firm *Eide Bailly's Resourcefulness Award* grand prize in 2017 for Colorado. The award recognizes the creative and sustainable work non-profits do to serve their community's needs—and provided an additional \$10,000 to the College Fund for its work.

But the team did not stop there. In 2019, the College Fund and Pendleton examined additional ways to elevate the voices and representation of tribal college and university (TCU) students. The result was the Tribal College Blanket Design Contest.

The Tribal College Blanket Design Contest is open to all Native American TCU students. The contest provides a new, high-profile platform to recognize promising artists' work. It also helps raise the voices and representation of Native students through internationally distributed products while developing Native designers' skills and talents. The completed blankets help the College Fund raise awareness of Indigenous art, culture, and important stories with their supporters and in the media. And perhaps even more important, contest winners receive scholarships and other monetary support for their education.

Each year from November to January, Native TCU students may submit for consideration up to two original artistic designs expressing their culture and identity. Formal artistic study and textile design experience are not required. Submission guidelines and applications are available on the American Indian College Fund's web site at <https://collegefund.org/pendletoncontest>.

Design winners are selected each year by a committee comprised of Native American artists and College Fund and Pendleton staff. Prizes include the following:

- **Grand Prize winners:** \$2,000 cash, a \$5,000 scholarship, and six winning blankets.
- **Second Place winners:** \$500 cash and a \$2,500 scholarship.
- **Third Place winners:** \$250 cash and a \$1,500 scholarship.



"...I hope that whoever is able to put on the design or wear it is able to get comfort from it...I hope it makes them feel good because I put good thoughts into it."



The Courage to Bloom (Front)



The Courage to Bloom (Back)

2020 TRIBAL COLLEGE BLANKET DESIGN WINNER

"The Courage to Bloom" Honors Murdered and Missing Indigenous People

Deshawna's blanket design "The Courage to Bloom" was selected as the 2020 Tribal College Blanket Contest winner. Deshawna is a College Fund scholar and tribal college student at Little Big Horn College in Crow Agency, Montana, where she studies business administration.

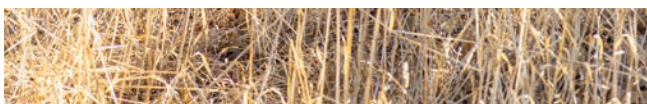
Deshawna explained that the arrow shapes in her design symbolize finding a good path in life, while acknowledging that every path holds pitfalls and opportunities. To honor the loss of missing and murdered Indigenous people, an hourglass shape at the base of the largest blossom symbolizes life's spiritual journey through the most difficult circumstances.

A visual learner, Deshawna became interested in art as an education tool and to communicate her perspectives and experiences to others. Her inspiration is drawn from the Apache and Crow cultural landscapes, from the Crazy Mountain Range in the Northern Rockies of Montana to the Salt River Canyon (which has been described as the most scenic vista in Arizona). She also incorporates elements of historic and contemporary Apache beadwork, quillwork, and burden baskets (conically shaped and fringed baskets that traditionally were used by women to carry everyday items like food and firewood) in her work.

Dr. David Yarlott, President of Little Big Horn College, says, "What a tremendous boost in morale and confidence for a tribal college student to be recognized and rewarded for talent in Native thought and design! The thought that went into the design that symbolizes a contemporary issue for our Native community tugs at our hearts and emotions and raises awareness. We at Little Big Horn College are certainly proud of our student for this honored recognition from the American Indian College Fund and Pendleton Woolen Mills. Thank you to the College Fund and Pendleton for the opportunity for our TCU students!"



The Courage to Bloom was chosen from 48 entries and will be available for purchase in spring 2021 in Pendleton's American Indian College Fund blanket collection.





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Ed.D. - honorary**
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Aaniiih Nakoda College

Dan King
President
Red Lake Nation College

The Honorable Brenda Pipestem
Supreme Court Appellate Justice for
Eastern Band of Cherokee Indians and
Mississippi Band of Choctaw Indians



AUDITED FINANCIAL INFORMATION:

STATEMENT OF ACTIVITIES YEAR ENDED JUNE 30, 2020

2019 - 2020 Fiscal Year

	Total
Support, Revenue and Gains	
Contributions	\$ 47,055,681
Contributed public service announcements	3,478,865
Net investment return	807,032
Other revenue	73,430
Gross special events revenue	87,397
Less cost of direct benefits to donors	(60,935)
Net special events revenue	<u>26,462</u>
Net assets released from restrictions	-
Total support, revenue and gains	<u>51,441,470</u>
Expenses and Losses	
Program services expense	
Scholarships and grants	18,492,015
Public education	5,432,696
Total program expenses	<u>23,924,711</u>
Supporting services expense	
Administrative	1,366,000
Donor development	5,969,523
Total supporting services expenses	<u>7,335,523</u>
Loss on uncollectable promises to give	122,197
Total expenses and losses	<u>31,382,431</u>
Change in Net Assets	20,059,039
Net Assets, Beginning of Year	85,583,504
Net Assets, End of Year	<u>\$ 105,642,543</u>

THANK YOU

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Editor: Dina Horwedel

Copy Editors: Liana Epstein and Joanna Thompson

Photos: American Indian College Fund, Bay Mills Community College, Navajo Technical University, Oglala Lakota College, and Pendleton Woolen Mills.

Layout and Design: ThinAirCreative, Inc.

Photo this page: Justina (Oglala Lakota), an American Indian College Fund Student Ambassador, models the Pendleton Water Blanket in the American Indian College Fund line.

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