

2007-2008 Annual Report

*Celebrating 40 Years
of the Tribal
College Movement*



AMERICAN
INDIAN
COLLEGE
FUND

Educating the Mind and Spirit



Mission

The American Indian College Fund transforms Indian higher education by funding and creating awareness of the unique, community-based accredited Tribal Colleges and Universities, offering students access to knowledge, skills, and cultural values which enhance their communities and the country as a whole.

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President's Message



Dear Friends and Relatives--

Our great nation faces serious challenges. There has been no shortage of crises in the headlines over the past year. An oil crisis caused gasoline prices to climb, affecting the price of food and commodities. Global climate change spawned flooding and hurricanes from the Midwest to the Gulf. The sub-prime mortgage crisis birthed a financial meltdown that shook Wall Street, foreign markets, and investor confidence. Our sense of optimism and unity in the face of adversity, historically the wellspring of our strength, has given way to negativity and finger-pointing in a heated election year.

But there is hope. Long-held Native practices and beliefs have enabled American Indians to endure brutal wars and harsh conditions for centuries. These valuable skills are being taught in America's tribal colleges and universities, whose curricula combine ancient wisdom with modern technological advances. Perhaps American Indian culture can help the rest of our nation endure the storm to come out stronger.

The cure for an addiction to oil? Conservation combined with home-grown innovations in clean power and energy will allow us to grow our economy without growing consumption. The College of Menominee Nation, Oglala Lakota College, and Northwest Indian College provide students with the knowledge to do just that through environmental sustainability programs.

The tools to combat global climate change? American Indians are experts in climate management, having lived closely with nature for years. Classes in preventing soil erosion, preserving local ecosystems; and sustainable forestry, fishery, and water quality management are just some of the many courses our tribal colleges offer. Students like Tyson Oreiro (Lummi), an environmental science graduate at Northwest Indian College, are starting businesses that do not contribute to deforestation, are mindful of fair labor practices, use Native principles of ecology, and bring jobs to their people.

The tools to combat a financial crisis? Reinvent our economy from one based on consumerism to one fueled by invention. Native

people have lived sustainably while innovating for generations, not merely because they had to, but because this was part of their tradition. To innovate, our nation needs to educate. Without an opportunity for an education, we are squandering our country's most valuable resource—future generations.

The tools to renew faith in leadership? To implement positive change, we need to put aside our differences and lead in a new way. American Indian leadership values are centered first on respect; building necessary relationships with those one is leading; taking responsibility for personal behavior and working hard to ensure results; and using reasoning to guide actions. Schools like Little Big Horn College offer leadership programs based on Native principles. Vincent Townsend (Paiute), a business graduate from Haskell Indian Nations University, embodies these qualities. Vincent has worked with the Small Business Administration, the U.S. Department of Agriculture, and NASA. As a leader, he is “taking on the old ways of thinking to instill change, work with each other, and make things better. This doesn't mean that people should abandon their culture, history, beliefs, and life ways. When we don't believe in our people, we lose our spirituality.”

We cannot maintain our role as a world leader without economic power. Economic power relies on an educated workforce to provide innovative solutions in world markets. *Education for innovation needs to be our motivation.* All people deserve the chance to learn, and our country desperately needs them to learn. Despite what American Indian students have to offer our country, as a group they face the biggest hurdles to achieving an education. Poverty rates in reservation communities are still nearly twice that of other racial groups. In the past 20 years, the number of American Indian tenth graders who expect to complete a college degree has more than doubled. Yet as the number of students entering college grows, so does the need, with 95% of the growing number of students requiring financial assistance. As we face difficult times, please remember that our students' lives are even more difficult. That is why we are relying on your partnership today more than ever to ensure that we can educate American Indian youth to overcome our shared challenges—in a good way.

A handwritten signature in blue ink that reads "Richard B. Williams". The signature is fluid and cursive, with a long horizontal line extending to the right.

Richard B. Williams
President and CEO
American Indian College Fund

Chairwoman's Message



Nahaa, nii ii naw hawbaan Dowhatsinitaan naw Nii hawtowun!

It has been an honor to serve as Chair of the American Indian College Fund Board of Trustees this past year. I regret that my last term will come to an end during the spring of 2009. It has been a joy to work with the American Indian College Fund Board and staff and experiencing their dedication and commitment. They are infused with intense energy, ensuring our college students continue to achieve success without worrying about having enough money to complete their educations.

Our colleges are more than academic institutions; culture and language revitalization is a focus of every tribal college and university in the nation. As a result, our students leave with pride in their academic achievements and their culture, which helps them to tackle anything in their lives.

The social and economic conditions on most reservations lead our young people to believe they are not deserving of success. The lives of young Indian people today still parallel my life as a young woman. When I began my "training" at boarding school, my teachers did not encourage me to attend college, although my father had that dream for me. Tribal colleges then were non-existent.

Today, many students who enter our institutions continue to reflect the confined attitude of my teachers or low self-image. They ask, "What am I doing here? I don't think I can make it." But they can succeed. They have the talent and just need to be encouraged to believe in their capabilities and themselves as Indian people.

An example is my daughter, who had one year of training at a broadcasting school in Washington before working for a large corporation in Oregon. She was always passed over for promotions because she did not have an advanced education. Her work record was impeccable. She stayed with the company for 11 years, but then returned home. After a year off, she was encouraged to enroll at a tribal college, but was hesitant, and possessed no self-confidence. She eventually enrolled in tribal college and received several scholarships to support her studies. Upon receiving her associates degree in natural resources, she was awarded the highest cumulative grade point average of 4.00. She is currently seeking a baccalaureate degree.

Without the encouragement of the tribal colleges and assistance from the American Indian College Fund, many of our students would not achieve their dreams. We need to encourage every student because we need their talents. They begin their journey at tribal colleges and some return to their communities, where they use their skills as educators, health care professionals, and tribal leaders.

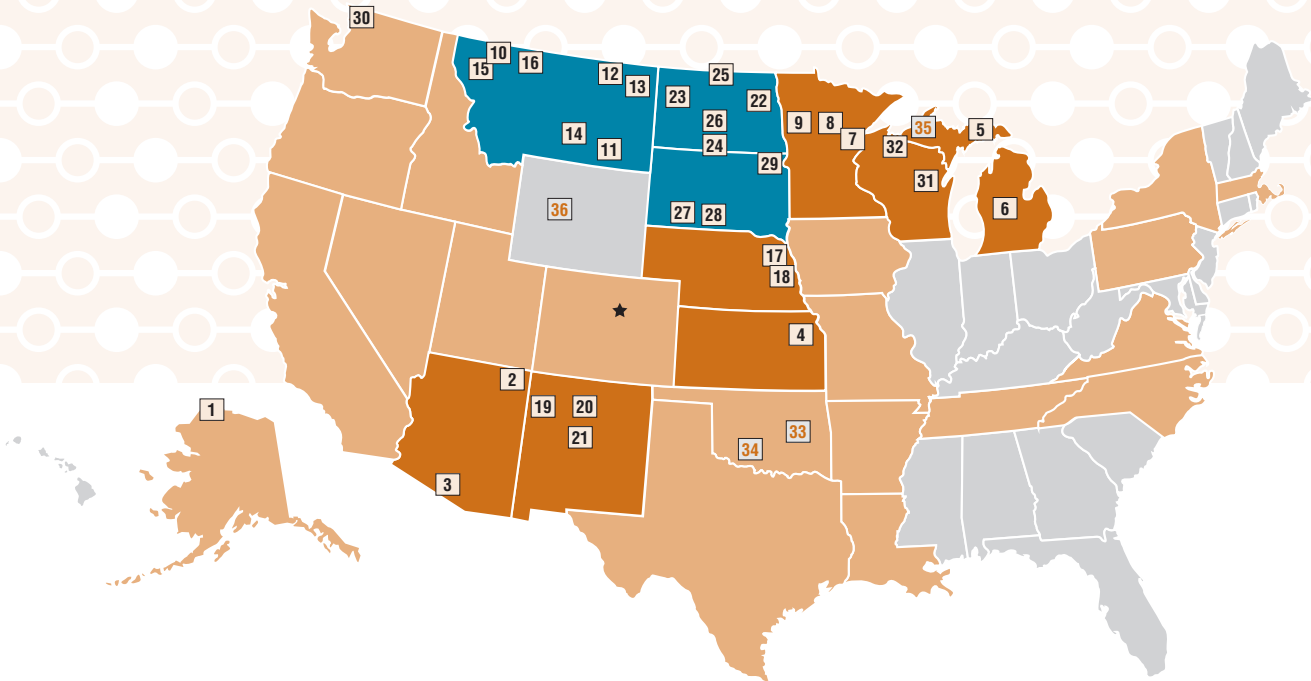
We appreciate your contributions to the success of our students. The tribal college student's success is our success. Your generosity and caring makes the hard work and achievement become a reality for students attending the 32 tribal colleges and universities across this nation.

With humility...ginnehan (thank you),

A handwritten signature in blue ink that reads "Carole Falcon-Chandler". The signature is fluid and cursive.

Carole Falcon-Chandler
American Indian College Fund Chair,
and President, Fort Belknap College

Tribal Colleges and Universities and Students by State



Number of Scholarship Recipients by State



Tribal College and University Locations by State

MEMBER TRIBAL COLLEGES

Alaska

1 Ilisagvik College
P.O. Box 749
Barrow, AK 99723
(907) 852-3333
www.ilisagvik.cc

Arizona

2 Diné College
P.O. Box 67
Tsaile, AZ 86556
(928) 724-6630
www.dinecollege.edu

3 Tohono O'odham
Community College
P.O. Box 3129
Sells, AZ 85634
(520) 383-8401 • www.tocc.cc.az.us

Kansas

4 Haskell Indian Nations University
155 Indian Ave.
Lawrence, KS 66046
(785) 749-8404 • www.haskell.edu

Michigan

5 Bay Mills Community College
12214 West Lakeshore Dr.
Brimley, MI 49715
(906) 248-3354 • <http://bmcc.edu>

6 Saginaw Chippewa Tribal College
2274 Enterprise Dr.
Mount Pleasant, MI 48858
(989) 775-4123
www.sagchip.org/tribalcollege

Minnesota

7 Fond du Lac Tribal and
Community College
2101 14th St.
Cloquet, MN 55720
(218) 879-0800 • www.fdlcc.edu

8 Leech Lake Tribal College
P.O. Box 180
Cass Lake, MN 56633
(218) 335-4200
<http://lltc.edu>

9 White Earth Tribal and
Community College
202 South Main Street
Mahanomen, MN 56557
(218) 935-0417 • www.wetcc.org

Montana

10 Blackfeet Community College
P.O. Box 819
Browning, MT 59417
(406) 338-7755 • www.bfcc.org

11 Chief Dull Knife College
P.O. Box 98
Lame Deer, MT 59043
(406) 477-6215 • www.cdkc.edu

12 Fort Belknap College
P.O. Box 159
Harlem, MT 59526
(406) 353-2607 • www.fbcc.edu

13 Fort Peck Community College
P.O. Box 398
Poplar, MT 59255
(406) 768-6300 • www.fpcc.edu

14 Little Big Horn College
P.O. Box 370
Crow Agency, MT 59022
(406) 638-3100 • www.lbhcc.mt.us

15 Salish Kootenai College
52000 Hwy 93
P.O. Box 70
Pablo, MT 59855
(406) 275-4800 • www.skcc.edu

16 Stone Child College
RR1, Box 1082
Box Elder, MT 59521
(406) 395-4313
www.stonechild.edu

Nebraska

17 Little Priest Tribal College
601 E. College Dr.
Winnebago, NE 68071
(402) 878-2380 • www.lptc.bia.edu

18 Nebraska Indian Community College
College Hill / P.O. Box 428
Macy, NE 68039
(402) 837-5078 • www.thenicc.edu

New Mexico

19 Navajo Technical College
P.O. Box 849
Crownpoint, NM 87313
(505) 786-4100
www.navajotech.edu

20 Institute of American Indian Arts
83 Avan Nu Po Rd.
Santa Fe, NM 87508
(505) 424-2300 • www.iaia.edu

21 Southwestern Indian
Polytechnic Institute
9169 Coors Rd. NW
Albuquerque, NM 87120
(505) 346-4766 • www.sipi.bia.edu

North Dakota

22 Cankdeska Cikana
Community College
P.O. Box 269
Fort Totten, ND 58335
(701) 766-4415 • www.littlehoop.edu

23 Fort Berthold Community College
P.O. Box 490
New Town, ND 58763
(701) 627-4738 • www.fbcc.bia.edu

24 Sitting Bull College
1341 92nd St.
Fort Yates, ND 58538
(701) 854-3861 • www.sittingbull.edu

25 Turtle Mountain Community College
P.O. Box 340
Belcourt, ND 58316
(701) 477-7862 • www.tm.edu

26 United Tribes Technical College
3315 University Dr.
Bismarck, ND 58504
(701) 255-3285 • www.uttc.edu

South Dakota

27 Oglala Lakota College
P.O. Box 490
Kyle, SD 57752
(605) 455-6000 • www.olc.edu

28 Sinte Gleska University
P.O. Box 105
Mission, SD 57555
(605) 856-8100
www.sintegleska.edu

29 Sisseton Wahpeton College
P.O. Box 689
Sisseton, SD 57262
(605) 698-3966 • www.swc.tc

Washington

30 Northwest Indian College
2522 Kwina Rd.
Bellingham, WA 98226
(360) 676-2772 • www.nwic.edu

Wisconsin

31 College of Menominee Nation
P.O. Box 1179
Keshena, WI 54135
(715) 799-5600 • www.menominee.edu

32 Lac Courte Oreilles Ojibwa
Community College
13466 West Trepania Rd.
Hayward, WI 54843
(715) 634-4790 • www.lco.edu

AIHEC ASSOCIATE TRIBAL COLLEGES

Oklahoma

33 College of the Muscogee Nation
Okmulgee, OK
(918) 758-1480 • www.mvsktc.org

34 Comanche Nation College
Lawton, OK
(580) 591-0203 • www.cnc.cc.ok.us/

Michigan

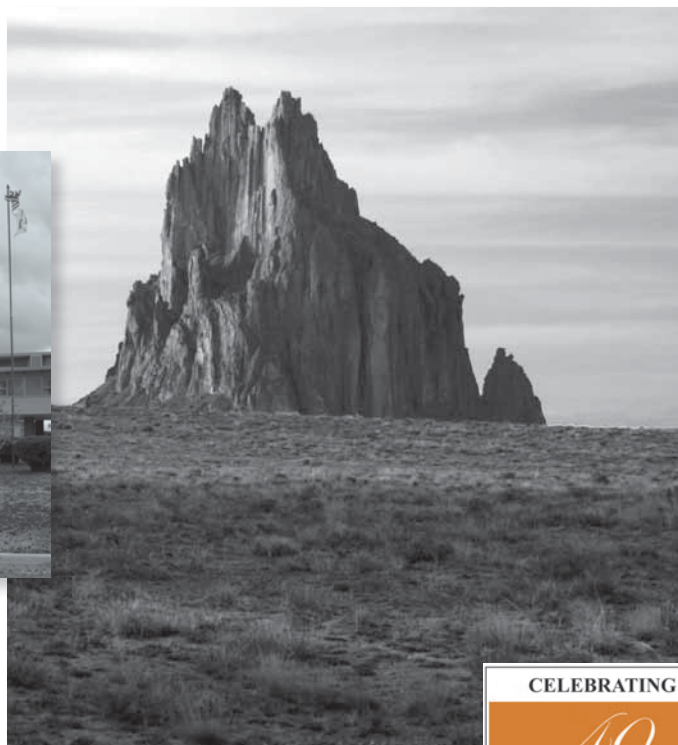
35 Keweenaw Bay Ojibwa
Community College
Baraga, MI
(906) 353-8243 • www.kbcc.org

Wyoming

36 Wind River Tribal College
Ethete, WY
(307) 335-8243
www.wrtribalcollege.com

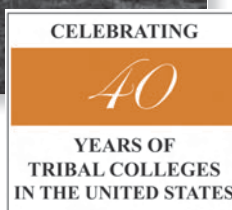
★ American Indian College Fund
8333 Greenwood Blvd.
Denver, CO 80221
(303) 426-8900
www.collegefund.org

Celebrating 40 Years of Tribal Colleges and Universities



“We can start the path of education at our tribal doorstep and then take our values and beliefs to other places where others can see who we really are.”

Dan Hawk (Menominee)
Mathematics and Nutrition Major
College of Menominee Nation



The road has been long, but tribal colleges and universities (TCUs) have traveled far. It has been 40 years since Navajo leaders established the first tribal college, Diné College (founded as Navajo Community College) in Tsaile, Arizona. The college was founded in response to the need to train future leaders in both traditional and contemporary subjects, with American Indians, rather than the federal government, determining curriculum.

Today there are 32 accredited TCUs across the U.S. To qualify as a TCU, a school must be tribally chartered; the majority of American Indians must serve on their boards; and a majority of students (51%) must be American Indian citizens.

TCUs serve more than 16,900 full-time enrolled college students nationwide, representing 250 tribes, and provide much-needed services to American Indian communities. They are the conduits of health care education, serve as daycare and health centers, provide libraries and computer centers, serve as the hub for indigenous research and language preservation for communities, and provide opportunities for community activities and lifelong learning.

Students such as Dan Hawk (Menominee), a sophomore mathematics and nutrition major at the College of Menominee Nation in Wisconsin, note that the education and cultural aspects of a TCU education have strong appeal. “We can start the path of education at our tribal doorstep and then take our values and beliefs to other places where others can see who we really are,” Hawk says. Some of those values are especially important today, he notes. “In the case of the Menominee, they can take sustainable development that their elders taught them, and teach the rest of the world what their elders knew.”

Diné College and five of the first established tribal colleges founded the American Indian Higher Education Consortium to maintain high common standards of quality in American Indian education; support development of new tribally controlled colleges; promote and assist in developing legislation to support American Indian higher education; and encourage Native people to develop higher education policy.

The American Indian College Fund was created in 1989 to raise scholarship funds and provide support for the tribal colleges. The Fund has raised millions of dollars for scholarships and capital funding for TCU infrastructure, and last year awarded nearly 4,500 scholarships to American Indian students.

Despite the progress, there is still a lot to be done. TCUs remain the most poorly funded higher education institutions in the country. To keep college affordable, TCUs keep tuition rates low so that the 95% of tribal college students demonstrating financial need can attend. Average tuition cost at a tribal college is approximately \$2,500, while the average per capita income on reservations is less than \$8,000 per year, according to the U.S. Census Bureau.

For Ronald Tsosie (Navajo), a sophomore biology, general sciences, and health occupations major at Diné College, low tuition and close proximity to home is important. Ronald is raising her three children and two of her brother's children, while also running a family business. She hopes to earn a pharmacy degree and serve her people while serving as a role model to her children.

Welcome Iisagvik College!

Iisagvik Community College in Barrow, Alaska is now a member of the American Indian Higher Education Consortium, joining the tribal college community.







Located in the north slope of the Arctic Circle, Iisagvik College, whose motto is “honoring your past, preparing for your future,” is a two-year community college offering post-secondary academic, vocational, and technical education aimed at matching workforce needs. Like other tribal colleges, Iisagvik is dedicated to preserving, strengthening, and honoring the culture, language, values, and traditions of its people—the Inupiat (Eskimo).

Scholarship Statistics

“I had to overcome coming from an alcoholic home environment. I was pregnant at 16 years old and had to get a job and raise a child... My goal is to work in tribal administration in programs that are membership-service driven. I want to give back to all the services that were provided to me while I was struggling as a single parent. I have been working for the tribe in several different areas serving the membership and would like to continue by ensuring that our language is delivered in a good way to our kids and youth, along with adults who also want to continue to learn.”

Elaine (Sault Tribe of Chippewa Indians)
Anishinaabe Pane Immersion Program Major
Bay Mills Community College

2000 Poverty Rate from U.S. Census Bureau

| | | |
|------------------------------|---------------|---|
| American Indians | 25.9 percent* |  |
| Blacks | 22.1 percent |  |
| White, non-Hispanics | 7.5 percent |  |
| Asians and Pacific Islanders | 10.8 percent |  |
| Hispanics | 21.2 percent |  |
| All people | 11.3 percent |  |

The nation’s poverty rate dropped from 11.8 percent in 1999 to 11.3 percent in 2000, the lowest in 21 years. Yet American Indians’ and Alaska Natives’ poverty level did not drop along with all other groups (including Blacks, White, non-Hispanics, Asians and Pacific Islanders, and Hispanics).

From reports, *Money Income in the United States: 2000* and *Poverty in the United States: 2000*.

*Averaging 1998-2000, the poverty rate for American Indians and Alaska Natives was 25.9 percent. Averages were used because the American Indian and Alaska Native population is relatively small and multiyear averages provide more reliable estimates.

Average Cost of College Tuition











| | |
|-------------------|--|
| Private four-year | \$ 23,712.00 (up 6.3 percent from last year) |
| Public four-year | \$ 6,185.00 (up 6.6 percent from last year) |
| Public two-year | \$ 2,361.00 (up 4.2 percent from last year) |
| Tribal College | \$ 2,500.00 (stable from last year) |

The average surcharge for full-time out-of-state students at public four-year institutions is \$10,455.

The average tuition at a tribal college is lower than most colleges, at approximately \$2,500 per academic year. However, with an average per capita income of less than \$8,000 annually on reservations where tribal colleges are located, college is a luxury.

With escalating college tuition fees combined with the economic infeasibility of moving families from the reservation, and the desire to be educated in one’s community and culture, tribal colleges and universities offer students both strong financial and cultural incentives for attending.

Scholarships by Field of Study

| | | |
|-------------------------|-----|---|
| Business | 717 |  |
| General Studies | 332 |  |
| Education | 319 |  |
| Health | 769 |  |
| Liberal Arts | 356 |  |
| Computer | 268 |  |
| Environmental | 198 |  |
| American Indian Studies | 154 |  |
| Engineering | 35 |  |
| Language preservation | 21 |  |

Average Student Age/Gender of Recipients

The average age of an American Indian College Fund scholarship recipient is 21.

The average student is female.

Scholarships Disbursed by Amount

| | |
|------------------------|--------------|
| General Scholarships = | \$ 2,941,000 |
| Special Scholarships = | \$ 763,199 |
| Student of the Year = | \$ 31,000 |

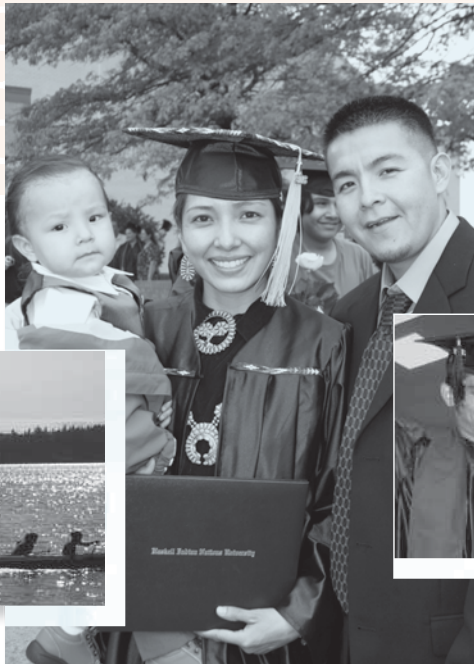
Number of Scholarships Disbursed

4,438

Our Student Community

“If it were not for tribal schools, I would probably have dismissed my heritage and missed out on the great things happening with our Indian communities.”

Wyatt (Choctaw Nation of Oklahoma)
Tribal Law and Environmental Science Major
Northwest Indian College



The pride in one's place, family, and achievement were seen across Indian Country last year.

- The American Indian College Fund supports 4,438 undergraduate, eight graduate, and seven doctoral program students.
- The majority of first-time entering degree-seeking students are between 16-24 years of age.
- Ninety-five percent of tribal college students demonstrate financial need. U.S. Census data shows 25.9% of all American Indians and Alaska Natives live below the poverty line, contrasted with a national poverty rate of 11.3%. The gap is even larger for people living on reservations with limited economic opportunities, with 51% of the population living below the poverty line.
- Fifty-six percent of tribal college graduates go on to a four-year institution, a far greater number than the transfer rate of community colleges in general.
- According to the National Center for Education Statistics, in 2000 11% of American Indian/Alaska Natives received a bachelor's degree versus 31% for the total U.S. population.
- Over the past 25 years, the number of associate's, bachelor's, and master's degrees conferred to Native students doubled.
- In the past 20 years, the number of American Indian tenth graders who expect to complete a college degree has more than doubled to 76%.
- Educational attainment correlates with economic prosperity. The American Indian College Fund provides a means for Native people to rebuild communities. Despite up to 85% unemployment rates on reservations where tribal colleges are located, one year after graduating, 82% of tribal college students are working or pursuing a higher degree, 64% of tribal college students continue their education, and more than 50% pursue a higher degree.
- Tribal college students want to use their education to help others. Seventy-three percent of graduates attend college to make a better life for their families; 64% want to use their education to help their people.

Scholarships

“In my family, I am the first to go to college and get a bachelor’s degree. When my mom was going through school, she never got past eighth grade. If I wouldn’t have had a scholarship, there was no way I could pay for school myself. There’s just absolutely no way. Not with four kids, a wife, and family.”

Richard (Confederated Salish Kootenai Tribes) Forestry Graduate
Salish Kootenai College

Attitudes about education have been changing exponentially in Indian Country thanks to the tribal college movement. When once American Indian people were suspicious of education due to years of forced cultural assimilation attempts and abuse in government schools, now American Indian students are entering college in record numbers. In 1982, 2,100 students attended tribal colleges. Today tribal colleges serve approximately 17,000 full-time students.

The reason for changing attitudes about education can be attributed to the focus of tribal colleges. These accredited institutions, run by tribes for American Indian students, provide supportive and culturally relevant learning environments. Students study their culture, languages, and traditions alongside mainstream education curriculum. Tribal colleges are the leading force in economic development in impoverished American Indian communities, with graduates going on to serve their people as teachers, health care practitioners, lawyers, tribal leaders, and entrepreneurs.

Yet despite the progress being made, American Indian communities still lag behind the nation economically. More than one-quarter of American Indians off the reservation and one-half of people on the reservation live below the government’s official poverty level. Many have family responsibilities (more than one-quarter of American Indian college students have children), and most students cannot afford a higher education. Today’s financial problems are more pronounced, with skyrocketing fuel costs (reservations are rural communities, with no public transportation infrastructure, and commutes are vast, with students traveling as far as 70 miles one way to attend classes), food costs, and increasing unemployment.



As more American Indians seek a better way of life through education, the American Indian College Fund works to meet scholarship needs to ensure students can achieve their dreams and a better life.

Last year, the Fund provided a total of 4,438 scholarships to American Indian students. Of that number, 252 special scholarships established by corporations were awarded to tribal college, mainstream, and graduate students. In addition, five students pursuing terminal degrees were awarded scholarships for the first year of The Vine Deloria Scholarship program. And four faculty scholars received a \$30,000 fellowship through the Fund’s Andrew W. Mellon Foundation Ph.D. Faculty Career Enhancement Fellowship Program.

Although the American Indian College Fund is making a difference, there is a large gap between the number of students needing scholarships and the actual number the Fund can help. The economy has impacted everyone nationwide, but the downturn has most severely impacted the less fortunate. Because the Fund is a 501(c)(3) nonprofit organization that receives no government dollars, it relies on individual, corporate, foundation, and tribal supporters to meet the needs of existing scholarship recipients, while seeking to expand its reach to enable the growing ranks of aspiring American Indian students to realize their dreams.



Top: Richard, a Forestry Graduate of Salish Kootenai College.

Bottom: Misty, an Environmental Studies Graduate from Salish Kootenai College.

“When things were rough, I didn’t have the finances. I couldn’t pay the electricity, I couldn’t buy the groceries, I couldn’t provide for my son. I didn’t have the means. My sister would tell me, ‘Hang in there; apply for scholarships. You can do this.’ It was a tough road. It was terrifying.”

Misty (Blackfeet)
Environmental Studies Graduate
Salish Kootenai College

Individual Giving

"I am amazed at what I am learning, and learning something new each day, especially in the area of O'odham culture and language. I think it is awesome that Tohono O'odham Community College has incorporated it into its curriculum. It gives me the opportunity to learn things that my parents didn't pass on."

Kristan (Tohono O'odham)
Senior Business Major
Tohono O'odham Community College

Individual donors number 22,000 at the American Indian College Fund. Anyone that doubts the impact that one person can make in the world need only look at the ranks of donors that believe in American Indian education. Their contributions number \$3,857,313, proving that the impact an individual can make is much like a ripple in a pond. Whether donating to the Fund's mission or creating an endowed or named scholarship, our donors make a difference.

Leah Austin, a supporter of the Fund, is one example of the principle of the ripple effect. Austin established The Austin Family Scholarship Endowment to celebrate the lives of her late husband Sam Marion Austin and his siblings, Wauhillau Austin Gale and Malacha Austin Gaddy, of Choctaw descent. Austin says her gift is meant to celebrate her husband's family's heritage; their love of the state of Oklahoma; and the value their family placed on a higher education. The endowment provides an incentive for students with financial need who are enrolled in associate degree programs at tribal colleges to continue their education. Selected Austin Scholars will be eligible to receive support at tribal colleges, and to receive support to continue toward a baccalaureate degree at either the University of Oklahoma or Southeastern Oklahoma State University. Students representing tribes from Oklahoma will be eligible to apply.

The Austin family has cultivated a value for philanthropy, and that value has extended to younger generations. Austin's granddaughter, Margalit "Maggie" L. Berusch decided to become a young donor herself. At her bat mitzvah, a celebration of womanhood in the Jewish community commencing when a girl reaches the age of 13, Maggie asked friends and family to donate money to The Austin Family Scholarship Endowment in lieu of gifts.

Another ripple extended across the pond when Leah Austin's former employer, the Lumina Foundation, also a Fund supporter, announced that its Board of Directors were honoring her upcoming

American Indian College Fund Giving Circles

Individuals giving gifts large or small all have a place in the American Indian College Fund family. Every donation helps an American Indian student realize the dream of a college education.

President's Circle – These individuals have demonstrated a major commitment to American Indian education.

Circle of Leadership – This group represents the core foundation of our annual scholarship program.

Circle of Vision – Individuals who have committed to include the American Indian College Fund in their estate plans.

Circle of Strength – Individuals who participate in the Fund's Monthly Giving Program.

Left: Leah Austin and her husband, the late Sam Austin, for whom The Austin Family Scholarship Endowment was established.

Right: Musician Robbie Robertson



Celebrity Donor: Musician Robbie Robertson

In 2006, renowned guitarmaker C.F. Martin & Co. embarked on a landmark project with Rock n' Roll Hall of Fame musician Robbie Robertson. Their goal was to build a guitar inspired by the one Robbie used during his days with The Band, a Grammy Lifetime Achievement Award-winning influential rock group of the 1960s-70s. The result was a superbly crafted and strikingly beautiful acoustic guitar available in Italian Alpine spruce and Hawaiian flamed Koa woods.

As part of his collaboration with Martin Guitars, Robertson chose the American Indian College Fund to receive a portion of the sale proceeds from each limited edition Signature Guitar. This year the Fund received \$22,292 from C.F. Martin & Co.

Robinson has been a friend to the Fund for years, and was originally introduced to the organization by founding board member Gail Bruce. He is the son of a Mohawk mother, and grew up on the Six Nations Reservation near Toronto, Canada. His music is heavily influenced by his Native heritage and culture. In 1994 Robertson collaborated on a record with the Red Roots Ensemble titled *Music for the Native Americans*.

The Fund cherishes the support of both an historic figure in American music and one of the world's finest instrument-makers.

retirement by contributing an additional \$25,000 to The Austin Family Scholarship Endowment.

Many other donors gave or increased the amount or frequency of their gifts to the American Indian College Fund. Other longtime friends of the Fund passed on, but their giving spirits were felt long after their passing with generous bequests.

Many individuals took advantage of The Pension Protection Act of 2006, IRA Charitable Rollover Provision in 2007. This allowed people age 70½ years old or older to enjoy tax savings for the years 2006-07 by making a gift to the Fund of up to \$100,000 per year directly from an IRA without funds being subject to income tax.

Individuals supported our vision to Educate the Mind & Spirit at their places of employment through federal, state, municipal and private sector payroll deduction programs. We were especially honored to receive workplace contributions from members of the U.S. Armed Services.

Our contributors touch the lives of students through their caring and thoughtfulness. Every act of generosity, no matter how large or small, helps to save lives and build communities.

Special Events

"A tribal college education allows me to walk in two worlds."

Jason
Northwest Indian College



From the Big Apple to the waters of the Pacific Northwest, American Indian College Fund supporters immersed themselves in Indian culture. Whether attending a tribal college tour or an event that sponsors American Indian education, participants were thrilled to see how lives are being changed at tribal colleges, while learning about the important work being done there.

Journeys for the Mind and Spirit allowed supporters to visit with students, professors, and tribal college staff to witness how students' lives and entire communities are transformed by a tribal college education. In addition, they saw first-hand how American Indian culture, language, and traditions are being preserved and the tribal colleges' funding needs.

The Big Sky tour included visits to Little Big Horn College and Chief Dull Knife College in eastern Montana. Participants also enjoyed an historic interpretation of the Battle of Little Bighorn from a Native perspective at the Bighorn Battlefield National Monument and participated in the opening dance of Crow Fair.

In North Dakota, several participants attended a one-day seminar on American Indian History and Policy before the official tour kicked off with visits to Sitting Bull College and United Tribes Technical College. Cultural events included aboriginal dancers and traditional dancers at the United Tribes International Powwow.

The Northwest Tour also included a one-day seminar on American Indian History and Policy prior to visiting Northwest Indian College (NWIC) on the Lummi Reservation near Bellingham, Washington. Tour participants toured the college's aquaculture program, visited tribal elders in their homes, and participated in the Stommish Water Festival. The crowning event was NWIC's graduation ceremony.

The 2007 Annual Flame of Hope Gala was hosted at the United Nations Delegates Dining Room in New York City November 8. The event raised more than \$400,000. Guests enjoyed tours of the United Nations. Student scholarship recipient Trivia Afraid of Lightning (Miniconjou Band of the Cheyenne River Sioux Tribe) spoke about how education transformed her life. *The New York Times* advertising department and Toyota Motor Sales USA, Inc. were honored for their support, along with Fund volunteer Judi Gott.

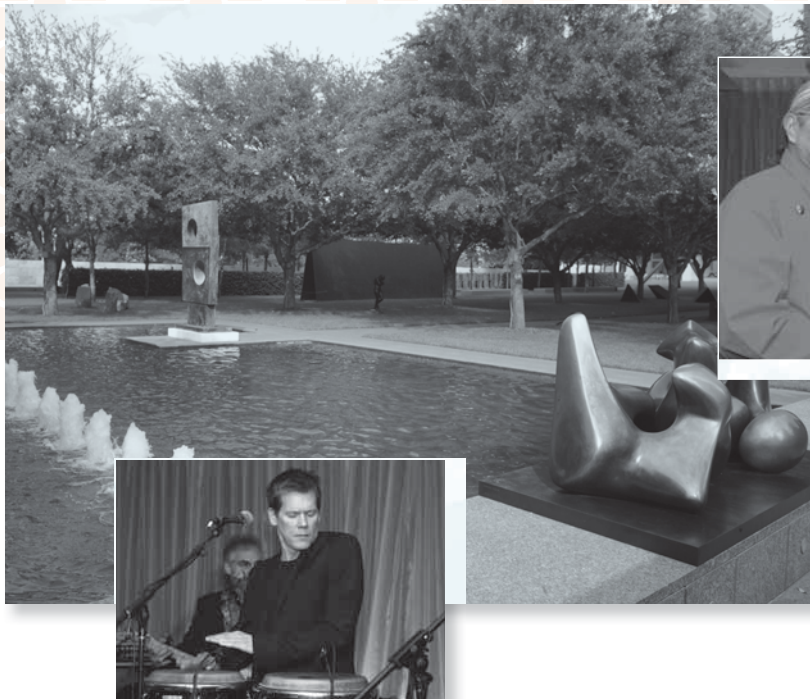
Top left: North Dakota Tour participants at Sitting Bull College.

Top right: Tribal college graduates prepare to walk at a commencement ceremony.

Lower left: A Lummi man shows Northwest Tour participants how to carve a totem pole.

Lower right: Carl Dalstrom, President and CEO of USA Funds, addresses attendees at the 2007 Flame of Hope Gala.





The 350 partygoers enjoyed traditional Native dance performed by the Redhawk Dance Troupe and rocked out to the music of The Bacon Brothers, featuring acclaimed actor Kevin Bacon.

The Dallas Regional Event raised \$60,000 for student scholarships. Fund board members Steve Denson of the Edwin L. Cox School of Business at Southern Methodist University and Chuck Hensley of Williams Financial Group co-hosted the event. This year's event celebrated the 40-year anniversary of tribal colleges, and was held at The Nasher Sculpture Center May 1. Honorees at the event included Mildred Carrethers, Diversity Manager at ExxonMobil Corporation; Jerry Swank, founder of The Swank Group; and Rich Beck, Executive Vice President of PepsiCo for their support. The Fund also honored the Choctaw Nation of Oklahoma by repatriating \$25,000 worth of historical artifacts received from a private donor.

USA Funds sponsored a "friend-raiser" in Indianapolis March 19 at the Eiteljorg Museum of American Indians and Western Art. In honor of the 40th anniversary of tribal colleges and universities, USA Funds presented \$40,000 to the Fund for scholarship support.



"The school has come a long way in such a relatively short time; one can only hope that the progress continues into the future. It is truly the center of the community and is providing much-needed educational opportunities for the area."

George and Susan Then, in a letter to President David Yarlott, Little Big Horn College.



Top Photos:

Top left: The Nasher Sculpture Garden in Dallas, Texas.

Lower left: Kevin Bacon performs at the 2007 Flame of Hope Gala.

Top right: John Gritts, representing the Institute of American Indian Arts, left, with Richard B. Williams, far right, president of the Fund, honoring volunteer Judi Gott in New York.

Lower Right: President David Yarlott of Sitting Bull College honors Mildred Carruthers, Diversity Manager of Exxon Mobile Corporation, by wrapping her in a blanket.

Bottom Photo:

Left: A traditional drummer arrives for a performance at the Dallas event.

Corporations, Foundations, and Tribes

“Going to school is 24-hours, seven-days a week until your last final. I have to work to pay my living expenses, since the school does not provide family housing, so we live off campus. This scholarship will help me spend more time with my family and school so that I can get higher grades and achieve my overall goals.”

Nadine (Navajo)
Arts and Sciences Major
Haskell Indian Nations University



Thanks to the support of its corporate, foundations, and tribal contributors, the American Indian College Fund encourages and celebrates indigenous knowledge in a variety of ways.

Foundation Supporters

The Andrew W. Mellon Foundation Research Fellowship encourages tribal college faculty to gain valuable research experience and conduct research on behalf of tribal governments and Indian communities and bring the knowledge back to the tribal college classroom. The fellowship was implemented last year.

The fellowship program funds faculty research for one year, along with participation and presentation costs for a research conference. Fellows must also agree to publish at least one scholarly article related to their field of interest and mentor an undergraduate student of their choosing. These undergraduates get research opportunities that are usually reserved for graduate students, while also giving the tribal colleges the chance to “home-grow” future professors.

The Andrew W. Mellon Foundation continued its generous support for American Indian education through its seminal programs. The Mellon Faculty Research Program awards two to three research fellowships each academic year, for a total of eight Fellows over three years. The total yearly award for Fellows is \$34,000 to allow selected scholars to take the necessary time off to complete research projects. At the conclusion of the three-year program, the Fund will publish a manuscript of research projects and student papers, and make them available to the public. Four Mellon Fellows graduated in 2008.

The Dennis and Phyllis Washington Foundation gave \$10,000 for scholarships to American Indian students attending Montana tribal colleges. The funding for the scholarships was divided evenly among the state’s seven tribal colleges. The scholarship applications and recipient selection were administered through each college, and were awarded for the fall 2008 semester.

The FISH Foundation, Inc. donated \$10,000 for scholarship support to students attending White Earth Tribal and Community College in Minnesota after Foundation representatives toured the college. The Foundation believes in working to develop spiritual health by balancing the body, mind, and spirit, thereby providing grants for health, education, or spiritual reasons. The scholarships were disbursed for the 2008 fall semester.

Tribal Supporters

Tribal nations are continuing the American Indian tradition of philanthropy through gifts to the American Indian College Fund. The Sovereign Nations Scholarship Fund Endowment (SNSFE) was established by and for American Indians with the first gift of \$900,000 in 2001 from the Shakopee Mdewakanton Dakota Sioux Community to establish a permanent endowment supported by American Indian nations, Native-owned businesses, foundations, and individual donors. The endowment provides scholarships to American Indian students in perpetuity, and are available to students of any major, undergraduate, graduate, or professional school who are attending either tribal colleges or mainstream universities. Last year the Shakopee community put forth another \$300,000 challenge grant. Through the generosity of the Native community, the Fund awarded 26 student scholarships totaling \$48,000 to both undergraduate and graduate students attending tribal colleges and mainstream institutions last year.

The San Manuel Band of Mission Indians granted the Fund \$100,000 for scholarships. Fifty thousand dollars of the grant was used for the SNSFE. The remaining \$50,000 of the grant continued a named scholarship to support tribal college students. Stephanie Bustamante, Business Committee member of the San Manuel Band of Mission Indians, said, “Caring for our community is more than a slogan to the San Manuel Band of Mission Indians—it’s a belief. Social responsibility has always been a hallmark of the Tribe, and it pleases us to see others with this belief as well.”

The National Indian Gaming Association (NIGA), a non-profit organization of 184 Indian nations with other non-voting associate members representing organizations, tribes and businesses engaged in tribal gaming enterprises from around the country, also provided scholarship support to the American Indian College Fund. One student was named as a Sovereignty Scholar at each of the nation’s tribal colleges and universities. They received a \$2,000 scholarship per semester. Sovereignty Scholars will also be chosen for the 2008-09 academic year. All Sovereignty Scholars are identified by the tribal colleges based on financial need and community involvement.

Top left: Participants at The Andrew W. Mellon Foundation retreat in October.

Lower right: Rick Williams honors John Cooper, human resource manager at UPS in Denver, of the UPS Foundation, for its gift.

Kalliopeia Foundation Helps Preserve Native Languages

Kalliopeia FOUNDATION

Language is intertwined with culture. As all people develop oral communications, the foundations of language serve as a vessel to carry cultural narratives forward to future generations. Studies also show that students fluent in their native tongue perform better on standardized tests and have a stronger self-esteem. But Native languages are dying out, due to years of failed government policy that discouraged or forbade American Indian people from speaking their languages and aging populations of Native-language speakers. In the younger generations, many people don't speak their Native tongue, or have a limited knowledge of it.

Thanks to a \$40,000 grant from Kalliopeia Foundation, the American Indian College Fund is helping to preserve Native languages. In the fall semester of 2007, the Fund provided 22 scholarships to students enrolled in tribal college teacher training programs who plan to teach native languages.

"My unci (grandparents) always used to say, 'So long as the grass grows, the language will never die.' As a Lakota language instructor, I can help ensure that our language never dies," says Ronald Mousseau (Rosebud Sioux), a scholarship recipient at Oglala Lakota College.



Top left: Students stop to visit with Fund staff members Deborah Esquibel Hunt, far left, Bridget Skenadore, second from right, and Vicky Stott, far right, at the seventh annual Career Fair hosted by Citi Corporation in South Dakota.

Lower right: Representatives of The Allstate Foundation present Rick Waters of the American Indian College Fund with a check.

Corporate Supporters

Corporations know the value of an educated workforce, and continued to support American Indian education through the Fund last year.

New supporters include the Cargill Corporation, which gave \$100,000 to benefit 25 student scholarships and a professional development initiative called "Backpacks to Briefcase" to ensure the successful transition of students to their professional lives. Scholarship recipients were chosen based on their financial need, education enrollment status, and community involvement.

The Sara Lee Foundation awarded a grant to further American Indian women's education for the 2007-08 academic year scholarships through the Sara Lee Tribal College Scholarship Program. American Indian women who are residents of Illinois, Michigan, Missouri, North Carolina, Ohio, Tennessee, Texas, Virginia, or Wisconsin, with a grade point average of 2.5 or higher who are enrolled in a tribal college are eligible for the program based on financial need, education enrollment status, and community involvement.

AT&T reconnected with the Fund to support American Indian students studying science, education, technology, mathematics, or business with a \$50,000 grant.

Another old friend of the Fund doubled its support. The UPS Foundation awarded the American Indian College Fund \$128,000 for scholarships benefiting American Indian students, doubling the amount of its commitment from the previous year. Funds were made available for 2008-09 academic year scholarships.

In addition to scholarship support, corporations also provided funding for student programs. Citi Foundation hosted the seventh annual Career Fair at Sisseton Wahpeton College in Sisseton, South Dakota. The event focused on post two-year education to develop future tribal leaders and exposed students and the community to post-associate's degree education and career opportunities. This support is in addition to the \$80,000 the Citi Foundation provides for 20 scholarships totaling \$4,000 each for South Dakota tribal college students.

The Coca-Cola Foundation and Allstate continued to combine their support for the LeaderShape Institute, sending outstanding tribal college students to a workshop on leadership training and diversity. Attendees committed to a personal vision and learned principles that will help them facilitate change and lead with integrity in their communities.

In December, Morgan Stanley gifted the Fund with \$120,000 to continue the Morgan Stanley Scholars Program. The program provides 20 tribal college students enrolled in business and related degree programs with scholarships of \$2,500, and five \$10,000 scholarships for students enrolled in four-year institutions with an interest in the financial services industry.

The tribal colleges and students the Fund supports are blessed to enjoy the support of its many contributors. All foundation, tribal, and corporate sponsors who gave \$2,000 or more are listed on pages 20 and 21.



A graduate proudly displays a diploma from Oglala Lakota College.

Woksape Oyate Wisdom of the People

In 2007, the American Indian College Fund announced an historic grant from Lilly Endowment Inc. The five-year, \$17.5 million grant initiative, named *Woksape Oyate*, Lakota for “Wisdom of the People,” aims to strengthen the intellectual capital of tribal colleges. Tribal colleges will design and tailor education programs to address their individual needs, while strengthening the tribal college system and Native communities.

Woksape Oyate is geared to enhance recruitment, retention, and development of tribal college faculty, staff, and students. Leadership development programs, increased fellowship and sabbatical opportunities, and pipeline programs to bring the best and brightest students back to teach at their tribal colleges are being developed.

A summary of the projects approved in the 2007-08 fiscal year include:

Bay Mills Community College will develop the capabilities of younger college faculty and staff, focusing on tribal members, to fulfill the roles and undertake the duties and responsibilities of older personnel who may be retiring or leaving.

Blackfeet Community College will create a Center of Excellence for the preservation of Pikanii (Blackfeet) culture and language while focusing on faculty professional development.

Cankdeska Cikana Community College is hiring a recruiter and coordinator to strengthen their Tribal Administration and Indian Studies programs to give students a better understanding of history, culture, language, and governance.

Chief Dull Knife College will become the only college in the nation to serve as a repository for the collection, archiving, and publication of Northern Cheyenne history and language.

The College of Menominee Nation is developing a bachelor’s degree program in public administration focusing on governmental, public, tribal entities, tribal government, or the not-for-profit sector, with a special emphasis on serving rural communities.

Fort Belknap College will increase efforts to recruit talented students, while strengthening communication and technology skills of faculty and staff.

Fort Berthold Community College will initiate the *Ma’da Aru Caa’wauo Gaxee’ Adish* project, a Hidatsa phrase meaning “The Place Which Perpetuates Our Way of Living,” to create curriculum packets utilizing cultural concepts and serve as the backbone for a bachelor’s degree program in Tribal Studies.

Fort Peck Community College will focus on professional development, faculty recruitment and retention, student engagement, and leadership.

The Institute of American Indian Arts will enhance the Liberal Indigenous Studies degree program to provide its students with cultural and entrepreneurial skills to operate small businesses.

Lac Courte Oreilles Ojibwa Community College will create a comprehensive professional development program for administrators, faculty, and staff.

Leech Lake Tribal College will create a Writing Center and Math Tutoring Center and offer teaching skills workshops.

Little Big Horn College will create a Student Leadership program to recruit and mentor top Native students, recruit new Native faculty by seeking tribal members enrolled in graduate programs, and offer professional development courses for faculty.



Top: President Laurel Vermillion at Sitting Bull College

Lower left: Ft. Belknap College Cultural Center

Far right: Sitting Bull College's new Science and Technology Center

Little Priest Tribal College will host training sessions and workshops, develop a policy and procedure manual, clarify faculty and staff roles and responsibilities, establish a salary structure that recognizes degree completion, develop an orientation program, offer sabbaticals, and create an incentive program for outstanding performance.

Northwest Indian College will develop a faculty handbook; explore contemporary Native issues and experiences through reading groups, guest presentations and study topics; create a manual and toolkit for effective teaching methodologies for tribal college faculty who serve a diverse Native population; and offer fellowships to Native faculty for research opportunities and graduate study.

Oglala Lakota College The *Taniyohila Lakota Woyakakta* (Everyone Will Speak Lakota) project will develop a Center of Excellence for Lakota language by expanding and sustaining the Lakota Language Institute, upgrading the Lakota Studies and Education Departments, and collaborating with Head Start and K-12 schools.

Salish Kootenai College will provide scholarships to 12 Native faculty members enrolled in an advanced degree program at two institutions who commit to five years of service to the college after graduation. Funding will be provided for two staff members per year to attend the National Association of Student Personnel Administrators.

Sinte Gleska University will create a Center for Teaching Excellence to encourage individual inquiry, team learning, collaboration, and professional development. The Center will award faculty grants to support local research that will aid in improved instructional methodologies and faculty sabbaticals for master's and doctoral program assistance. It will also support academic programs and degree development by educating faculty about instructional technologies.

Sitting Bull College will establish the 7th Generation Academic Excellence Center. The Center will focus on writing, reading, speaking, and professional development skills, and will collaborate with community stakeholders to impact the local education system.

Stone Child College will increase the number of Native faculty members at their institution by financially and intellectually supporting 11 of their best students to further their educations, with an agreement that these students will return to become faculty members. The program will ensure that its cohort will have the necessary skills and support to finish their programs.

Tohono O'odham Community College will create a summer course for incoming high-school students to ensure a seamless transition between high school and college, indigenize the curriculum and assess student learning, and offer faculty and staff professional development opportunities.

United Tribes Technical College will implement bachelor-level degrees in Business Administration, Criminal Justice, and Elementary/Special Education.

Public Education

"I take my work very seriously. I've done artwork that reflects the community in a positive light such as murals and paintings. I want to mitigate the negative perceptions of my people."

Cornelius (Ft. Peck Sioux)
Art Major
Ft. Peck Community College

A writer once said, "Stories tell us of what we already knew and forgot, and remind us of what we haven't yet imagined." Part of the American Indian College Fund's mission is to tell the story of the tribal colleges and their students to several audiences: the Native community, the general public, and donors. The Fund also helps the Indian community remember its own stories of strength and survival, while educating the public and donors about the role of tribal colleges in Indian Country, students' successes, and the transformative role of a college education in Native communities.

The basic art of storytelling in a high-tech era has not changed, but the way that stories are disseminated is as varied as the stories of our students. The Fund uses its web site, social networking sites such as Myspace and Facebook, podcasts on the web site and iTunes, photographs, radio, television, and traditional print as mechanisms for getting the good word out.

The Fund's web site is the primary vehicle for information about the Fund, including student stories; pod casts of student speeches and donor visits; photos of events; information about corporate gifts; project updates; and student scholarship information. The web site is updated monthly, with breaking news appearing as soon as it hits the streets. A new web site section for the *Woksape Oyate* Wisdom of the People project, funded by the Lilly Endowment, is available, featuring the tribal colleges' projects and their progress. *In a Good Way*, the blog by Fund President Richard B. Williams, also appears on the web site and is updated weekly.



The Fund continues to show and disseminate its documentary video, *Hope on the Rez*. An abbreviated version of the video is available for Fund supporters. Students at Haskell Indian Nations University also made a video thanking the Fund and donors for their support. The video was shown at the Wal-Mart Stores, Inc. headquarters all-employee meeting in November. The video also appeared on the Fund web site at graduation time.

When it came to moving pictures, the Fund was involved with a Hollywood picture, produced by and starring Eddie Murphy, titled *Nowhereland*. Fund staffers reviewed the script to ensure that the humor was not offensive to Native people and cultural references were accurate. In October, Richard Williams traveled to the Denver set and met with producer Lorenzo Di Bonaventura. Williams was interviewed on camera for the DVD, where he discussed his American Indian heritage, the mission of the Fund, the Fund's role with the film, and how Hollywood portrays American Indians on screen. In addition, three Fund staffers served as extras in the film. The film will be released in late 2008.



Page 16:

Top: Richard B. Williams in front of the cameras for an interview about American Indian culture for the film *Nowhereand*.

Bottom: A dancer prepares for a ceremony at the Institute of American Indian Arts.

Page 17:

Part of the American Indian College Fund's mission is to educate the public about the 32 tribal colleges that serve American Indian students, like the students pictured on this page at various tribal college graduations this spring.

As we rang in 2008, the public education staff met with the creative team at Wieden+Kennedy to brainstorm a theme for a new public service announcement. The *If I Stay on the Rez* campaign is winding down, and will be phased out at the end of 2008 with a new campaign taking its place. The public education team screened students for the new ad campaign at the American Indians in Higher Education student conference in North Dakota in March. Wieden+Kennedy delivered the creative concept in May. It has been hard to keep a secret, but we don't want to spoil the unveiling of this beautiful work, so stay tuned!

If I Stay on the Rez will be a tough act to follow, with more than \$3.5 million in donated advertising space this fiscal year. Several of the Fund's incumbent media partners have continued their support by placing the ads repeatedly. In addition to ads in *The New York Times Magazine*, *Harpers*, and several in-flight magazines, including United Airlines' *Hemispheres*, *Marie Claire* from the Hearst family of magazines joined the roster of supporting publications. Public education efforts also targeted philanthropy, western enthusiast, and regional markets with placements in *Mother Jones*, *Westword*, and *True West*.

The campaign's radio spots, produced last year, continue to run successfully on national, regional, and tribal radio stations. And the *If I Stay on the Rez* television commercial, which was launched in fiscal year 2006-07, continues to run during well-established national news and syndicated programming, with placements during the *CBS Morning News*, *Frasier*, *CSI Miami*, and *King of Queens*. The

spot (all three lengths combined) ran more than 1,200 times on more than 100 stations and at least 20 different cable and broadcast networks in the past fiscal year. Despite this success, many media outlets are demanding something fresh, and the new campaign will be well-timed to meet those needs.

The Fund also garnered significant press in the past fiscal year in both mainstream newspapers and magazines, including *The New York Times Magazine*, *Harpers*, *Marie Claire*, *Vice*, *The Chronicle of Philanthropy*, *Forbes Business News*, *The Chicago Daily Herald*, *The Rocky Mountain News*, and *The Denver Post*. The Fund continued to get coverage in Native and education media, including *SAY* magazine, *Native Peoples* magazine, *Whispering Wind*, *Indian Country Today*, *Minority Business News*, and *Community College Times*.

Public education staffer and photographer Patterson Yazzie traveled to several tribal college graduations this spring to capture on film the joy and sense of accomplishment that tribal college students and their families share. His stunning images continue to be featured on the web site, in print brochures, direct mail campaigns, and the annual report, proving the adage that a picture really is worth a thousand words.

Combining the tools of language, photos, moving pictures, and sounds, public education continues to tell the enduring stories of tribal colleges and the students and communities they serve.



Full Circle Pendleton Blanket Design Contest

“If we don’t pass [Native] knowledge on to kids now, we as a culture are going to lose what we know. It is important to incorporate these lessons into our modern culture.”

Thomasina Stevens (Three Affiliated Tribes/Ft. Peck Sioux)
Education Major
Ft. Berthold Community College



The Painted Pony student-designed saddle blanket.

This year’s student-designed blanket reflects the horse culture of the Plains. *The Painted Pony* blanket was the first-place winning design, and was woven by Pendleton Woolen Mills as part of the American Indian College Fund’s limited edition student blanket line.

The artist, Thomasina Stevens, 37, is a member of the Three Affiliated Tribes/Ft. Peck Sioux, and is attending Fort Berthold Community College in New Town, North Dakota. She was raised traditionally and danced at powwows since she was a young girl. Her traditional upbringing affected her design, and she says after she learned she was the winner, she discovered that her paternal grandfather raised horses, many of them paints. In what she says seemed to be a fated twist, she had designed *The Painted Pony* blanket as a tribute to her grandfather.

Stevens has been married for 12 years to husband Mike Stevens, the director of the technology department at Fort Berthold Community College and a computer programming teacher. She has four children, three boys and a girl, ranging from ages 8 to 17. Coming from a family of educators, she is also married to a teacher (both of her parents and a sister are educators, her two other sisters are paraprofessionals in education). Stevens said she decided to go back to school so that her children would have a better future. She chose to study teaching, and will enter the field as a high school science teacher after graduation. She attends a tribal college because “I did not have to leave home; I could be there for my kids. The school

also offers online courses, which is a big factor. I could not have done this if I had to go away.”

As part of her student teaching and curriculum design programs, Stevens says that she is required to design curriculum with an American Indian cultural component. Coming from a family that raised horses, one day she asked her father why horses turned their backs to face the wind. He explained that the wind raised the hair on the horse, creating static electricity (energy), thereby providing warmth to the horse in the windy Great Plains winters. Through Native observation, Stevens said that American Indians had identified a property called electron transfer. Stevens works to pass on the Native way of scientific observation to her students so that they are proud of and preserve their cultural heritage and celebrate Native intelligence. “If we don’t pass [Native] knowledge on to kids now, we as a culture are going to lose what we know. It is important to incorporate these lessons into our modern culture,” she says.

The contest criteria include how compelling the design is, how the pattern will look after being woven, and the artist’s background and intent. The contest is open to all tribal college students, regardless of their field of study.

Stevens received \$500 for her design, and her expenses will be paid to attend the Santa Fe Indian Market or the Fund’s New York City Gala in November.

One hundred percent of proceeds from *The Painted Pony* blanket sales will fund student scholarships. It is available for purchase on the American Indian College Fund web site for \$185, on the Pendleton Woolen Mills web site, and at select retailers nationwide.

Event Sponsors

“As a single mother with no formal education or training, I was struggling to make ends meet financially. With the birth of my new child, I realized I had to make a change in order for our lives to improve in many different ways. I could also see that our family was one of thousands within our community that would benefit from my choice. I decided to enroll in college and seek a degree.”

Kara (Cheyenne River Sioux)
Elementary Education Major
United Tribes Technical College

We gratefully acknowledge the following sponsors who made our events possible.

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University of North Texas
Verizon



Top: Flame of Hope Gala attendees enjoy cocktails before the event.

Center: Details of a dancer's jingle dress.

Bottom: Trivia Afraid of Lightning, the student speaker at the Flame of Hope Gala.

Corporate, Foundation, and Tribal Contributions

We would like to acknowledge the following corporations, foundations, and tribal contributors that have demonstrated a lasting commitment to American Indian education by contributing \$2,000 or more in the fiscal year 2007-08.



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“I like to take the modest approach and say that like everyone, I will be faced with problems that seem to have no solution or end in sight. I have come to understand that although it may take several tries to reach your goals, with determination they will eventually be reached.”

Lonnie (Sicangu Lakota)
Law Student
University of South Dakota

Page 20: Miss Haskell Indian Nations University 2007-08, Twila White Bull, (Hunkpapa Lakota).

Page 21: A young man poses in regalia before a powwow.

Corporate and Tribal Donors

Advanced Marketing
Allstate Foundation
Allstate Insurance Company
American Electric Power Service Corporation
American Express Foundation
AT&T Foundation
Barona Band of Mission Indians
Barrow, Hanley, Mewhinney & Strauss, Inc.
BET
Boeing Matching Gift Program
Bridgestone Firestone Trust Fund
Cargill Inc.
C. F. Martin & Co., Inc.
Chevron-People Making a Difference Campaign
The Chrysler Foundation
Citi Foundation
Coca-Cola Foundation
The College Board
Connecticut General Life Insurance Company
Corporate Commission of the MLB
Coors Brewing Company
Costco Wholesale
Cummins Foundation
Eastman Kodak Company
Ernst & Young Foundation
Exelon Corporation
ExxonMobil Foundation
Family Care Visiting Nurse and Home Care Agency
Fond Du Lac Reservation Enterprises
Ford Motor Company

General Mills Foundation
Goldman Sachs & Co.
Hilton Hotels Corporation
IBM Corporation
International Gaming Technology
The Jamar Company
Johnson & Johnson
Kraus-Anderson Construction Co.
Macia Inspection & Testing Labs, Inc.
Macy's East
Men's Wearhouse
Merrill Lynch and Co, Inc.
MetLife Foundation
Metropolitan Mechanical Contractors, Inc.
Microsoft – Giving Campaign
Milberg Weiss LLP
Mohegan Sun
Morgan Stanley Foundation
Murphy Oil Corporation
National Indian Gaming Association
Nelnet, Inc.
New York Times Company Foundation
NFC Foundation
Novartis Matching Gift Center
Oneida Nation Foundation
P&G Fund
Packaging Corporation of America
Paramount Pictures
Parsons
Pechanga Resort and Casino
Pendleton Woolen Mills
PepsiCo Inc.
Pfizer Foundation Matching Gifts Program

Quaker Oats Foundation
Raytheon
Saginaw Chippewa Indian Tribe of Michigan
Salt River Pima-Maricopa Indian Community
San Manuel Tribal Administration
Santa Fe Natural Tobacco Company
Sara Lee Foundation
Seneca Niagara Casino & Hotel
Shakopee Mdewakanton Dakota Sioux Community of Minnesota
Shell Oil Company Foundation
Sony Electronics Inc.
Spotlight 29 Casino
State Farm Companies Foundation
Steelcase Foundation
The Swank Capital, LLC
Target Corporation
Thalden-Boyd Architects
Time Warner Inc.
Toyota Motor Sales, USA, Inc.
Travelers Foundation
Travois Incorporated
UBS Financial Services, Inc.
UPS Foundation
USA Funds
Verizon Communications
Wal-Mart Stores, Inc.
Walsh Bishop Associates, Inc.
Wieden + Kennedy
The Williams Foundation
Wm. Wrigley Jr. Company Foundation
Yavapai Prescott Indian Tribe
Yum! Brands

Individual Contributors

“Each of us has the power to shape the course of his or her life or destiny. In giving, in serving our fellow man, we make the impression upon the world, contributing to the hope and destiny of mankind. It is thrilling to know that our actions and deeds, and the way that we choose to live, have an effect on those around us, and that these people in turn have an effect on others, and so on, in an endless chain of mutual influence. Each of us in our own way helps shape the world around us. Together we shape the future of mankind.”

Mary (Chippewa-Cree)

Human Services/Addiction Studies Major
Stone Child College

We would like to recognize the following individuals for their contributions of \$5,000 or more in 2007-08.

President's Circle

Barbara Annan
Leah Meyer Austin
Dianne Batzkall
Kimberly S. Blanchard
John C. Bogle
Stephen and Joanne Burns
Paul and Jean Burtness
Susan and Jim Cargill
Patricia Erisman
William H. Fessler
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Christine Thomas
George Thornton
CleoBell and Sidney Tice
Chris and Rhonda Tilghman
Jannett Timmerman
Judith E. Trimble and Edward A. Long
Allen F. Turcke, M.D.
Jacqueline V. Tynan
Theodore J. Tyson
Dan G. Wieden
Lucy S. Winton
Elton Wylie

Legacy Gifts

“Without your blessings I would not have been here today, and from the bottom of my heart I am greatly appreciative for everything that you have been to me. I would also again just like to say thank you, and may the Great Creator continue to bless you with great success as you continue to bless the students of the American Indian College Fund.”

Robert (Crow)
Information Systems
Little Big Horn College

We were blessed by our special friends who left a lasting legacy to the American Indian College Fund through bequests.

Carl Bassler
Tristan E. Beplat
Ethel J. Bowen
Christopher W. Canino
Dorothy G. Cooley
Mark Eisner Jr.
Kathryn M. Eschenberg
Robert C. Hancock
Carl E. Kern
La Veda M. Kovar
Marie L. Lavallard
Virginia B. Lloyd
Clyde Marr
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Goldie Otters
Joseph F. Palmisano
Bill D. Perkins
Robert M. Ramp
Evelyn B. Scott
Henry Silver
Florence C. Smith
Emma Ruth Romine Spangler
Nelle Tobias



Inside the Fund

"I love being here and being supported by my people and helping support them and learning more about my culture."

Kristina (Spirit Lake Nation)
Senior Art and Marketing Major
United Tribes Technical College

As an American Indian organization, the American Indian College Fund's commitment to improving American Indian communities doesn't stop with the students it serves. The Fund also works with the Native community at home, whether in Colorado or right in its own offices.

An annual Elder's Dinner in December gives local Native elders a chance to dust off their party shoes and enjoy a hearty meal and fellowship. The event starts well before Christmas. The Fund works with the Denver Indian Center to publicize and organize the event. Then Fund staffers plan the menu and get food and drink donations for the meal. Rick Williams asked the elders what they wanted for the meal, and they clamored for buffalo. Their wishes were heard, and The Intertribal Bison Cooperative in South Dakota donated 150 pounds of the meat. Fund staffers divided the buffalo and roasted it at home the night before the event, returning the next day with a jumble of crock pots. Jeff Santangelo and Baldoria Catering also provided food for the event.

The day of the dinner was clear and sunny with no snow, ensuring a large turn-out, with 200 elders arriving for the festivities. Fund employees pitched in at the All Saints Catholic Church, which donates the hall space, to decorate a Christmas tree, arrange tables and chairs, fill a goodie bag for each elder with a donated Wal-Mart gift card, ham, bag of candy, and note cards. After a blessing and traditional songs, staffers served the elders at their tables with steaming plates heaped with fried chicken, roast buffalo, vegetables, and mashed potatoes, followed by pie and cake. Rick Williams donned a red baseball cap with a white pom-pom and served as the emcee for the evening, and told the story of how the Indians saved Christmas.

Top: Indian Santa Claus meets with a Denver-area American Indian elder at the annual Elder's Dinner in December.

Bottom: The American Indian College Fund staff cookbook.



After everyone's bellies were full, an Indian Santa, wearing a Pendleton suit and a war bonnet, danced into the hall, where he joked and presented each elder, whose eyes were twinkling, with a gift bag. A chorus sang Christmas carols as folks visited, many for the only time during the year, as they are shut-ins.

A full-page photo of Indian Santa appeared on Christmas Eve on the front page of *The Rocky Mountain News*, with an article inside, creating greater awareness of Denver's diverse Indian community, its elders, and the Fund.

The Fund is also committed to improving the lives—and health—of its employees, who serve as role models in the Denver Native community. In February, the Fund kicked off a health initiative, thanks to a \$5,000 Native American Prevention of Obesity grant from the Native American Cancer Research Corporation.

The Fund used the grant to hire a nutritionist, who presented a session on how to cook healthier meals and measure sodium, sugars, and fiber in ingredients. After the session, employees used these tips to prepare a dish each week using healthy ingredient substitutions to share with the office. Employees also shared their recipes with the staff, what the food meant to them, memories about certain dishes, healthy cooking tips, and how they cook to manage diabetes and other health issues.

At the conclusion of the initiative, the recipes were combined into the *Cooking with the Fund: The American Indian College Fund's Guide to Healthy Cooking* cookbook. The book also includes tips for ways to increase fiber and vitamins and decrease fats and sugar in recipes. Each member of the Fund received a copy of the book at a picnic held for all staffers in June. The cookbook is also being distributed to members of the Native community in Denver, tribal colleges, and Native scholars.



Board of Trustees

“Our leaders of years gone by had to deal with so much more; from the introduction of smallpox to the decimation of the buffalo population and ultimately the Native way of life. They had to make life or death decisions. I only hope that what I can offer as a future Native leader will have as much influence as those respected elders.”

Terrance (Turtle Mountain Band of Chippewa)
Community Health Major
United Tribes Technical College

Front row (seated) left to right: Dr. David M. Gipp, Barbara Gohr, Carole Falcon-Chandler, Dr. Joseph McDonald, Ferlin Clark, Steven Denson, Olivia Vanegas-Funcheon.

Back row (standing) left to right: Gail Bruce, Dr. David Yarlott, Jr., Richard B. Williams, Jeff Kaufman, Michael Oltrogge, Arthur “Chuck” Hensley III, David Kennedy, Dr. Cynthia Lindquist Mala

Not pictured: Dr. Verna Fowler, Lawrence Gutstein, Brian C. McK. Henderson, Dr. Richard Littlebear, Dr. Laurel Vermillion, Cheryl Crazy Bull, Dr. Gerald Gipp, Anne Sward Hansen, and Paul Mico.



American Indian College Fund Board of Directors, Fiscal Year 2007-08

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American Indian College Fund Staff

“I have learned to accept my handicap, so I never let these things bring me down, because each time this disability gives me obstacles I always overcome them. I feel that God gave me a gift of intelligence and knowledge thus far. Hopefully those things take me a long way.”

Gabriel
Stone Child College

Richard Williams (*Oglala Lakota/Northern Cheyenne*)
president and CEO

Patti Archambault (*Hunkpapa Lakota*)
data entry specialist

Carrie Basgall
executive assistant

Leslee Lovato-Caballero (*Northern Arapaho/Sicangu Lakota*)
development officer

Tammy Miller-Carlson
chief operations officer

Gina Del Castillo
human resources manager

Tanksi Clairmont (*Sisseton-Wahpeton Oyate/Sicangu Lakota*)
programs administrative assistant

Debra Derryberry
administrative coordinator/resource development

Eileen Egan (*Hopi*)
director of individual & planned giving

Jonas Greene (*Laguna/San Juan Pueblo*)
media placement manager

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database manager

Dina Horwedel, Esq.
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project officer

Casey Lozar (*Kootenai*)
development officer

Elizabeth Nakai (*Navajo*)
resource development coordinator

Lucia Novara
special events coordinator

Marissa Nuvayestewa (*Hopi/Tewa*)
corporations fundraising coordinator

Christina Olguin
data entry specialist

Jo Ann Otero
controller

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scholarship grant administrator

Veronica Schultz
accountant/product manager

Bridget Skenadore (*Navajo*)
scholarship coordinator

Kirsten Jorgensen Smith
product coordinator

Vicky Stott (*Ho-Chunk Nation*)
director of foundations & programs

Marsha Whiting (*Sicangu Lakota/Chippewa Cree*)
project grants administrator

Patterson Yazzie (*Navajo*)
web/graphic design manager

Wilma Yellow Cloud (*Oglala Lakota*)
resource development assistant

Independent Auditor's Report

To the Board of Trustees of The American Indian College Fund:

We have audited the accompanying statement of financial position of The American Indian College Fund (the "Organization") as of June 30, 2008, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2007 financial statements and, in our report dated September 30, 2007, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 15, the June 30, 2007 financial statements were restated to properly reflect the beneficial interest in trust.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of The American Indian College Fund as of June 30, 2008, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was conducted for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

JDS Professional Group

September 11, 2008

Statement of Financial Position

As of June 30, 2008
(With Summarized Financial Information For The Year Ended June 30, 2007)

| | Unrestricted | Temporarily Restricted | Permanently Restricted | 2008 Total | 2007 Total |
|---|----------------------|------------------------|------------------------|----------------------|----------------------|
| ASSETS | | | | | |
| Current Assets: | | | | | |
| Cash and cash equivalents | \$ 1,111,013 | \$ 937,834 | \$ 133,986 | \$ 2,182,833 | \$ 3,164,921 |
| Pledges receivable (Note 4) | 11,425 | | | 11,425 | 61,025 |
| Accounts receivable | 30,773 | | | 30,773 | 17,798 |
| Inventory | 232,207 | | | 232,207 | 351,812 |
| Prepayments | 50,895 | | | 50,895 | 48,373 |
| Total Current Assets | 1,436,313 | 937,834 | 133,986 | 2,508,133 | 3,643,929 |
| Pledges receivable (Note 4) | 79,972 | | | 79,972 | 91,356 |
| Investments (Note 6) | 16,200,360 | 18,964,375 | 16,292,269 | 51,457,004 | 49,729,039 |
| Beneficial interest in trust (Note 5) | | | 2,606,721 | 2,606,721 | 2,843,935 |
| Property and equipment, net (Note 7) | 744,776 | | | 744,776 | 793,798 |
| Donated artwork | 68,256 | | | 68,256 | 72,456 |
| TOTAL ASSETS | \$ 18,529,677 | \$ 19,902,209 | \$ 19,032,976 | \$ 57,464,862 | \$ 57,174,513 |
| LIABILITIES AND NET ASSETS | | | | | |
| Current Liabilities: | | | | | |
| Accounts payable and accrued liabilities | \$ 216,246 | \$ 45,293 | \$ | \$ 261,539 | \$ 212,081 |
| Charitable gift annuities, current portion (Note 5) | 10,315 | | | 10,315 | 10,315 |
| Total Current Liabilities | 226,561 | 45,293 | | 271,854 | 222,396 |
| Amounts held on behalf of others | | 771,917 | | 771,917 | 627,566 |
| Charitable gift annuities, long-term portion (Note 5) | 27,461 | | | 27,461 | 30,375 |
| Total Liabilities | 254,022 | 817,210 | | 1,071,232 | 880,337 |
| Net Assets (Notes 6 & 8) | | | | | |
| Unrestricted: | | | | | |
| Undesignated | 9,578,292 | | | 9,578,292 | 7,812,266 |
| Board designated endowment | 8,697,363 | | | 8,697,363 | 9,678,630 |
| Temporarily restricted | | 19,084,999 | | 19,084,999 | 23,101,468 |
| Permanently restricted | | | 19,032,976 | 19,032,976 | 15,701,812 |
| Total Net Assets | 18,275,655 | 19,084,999 | 19,032,976 | 56,393,630 | 56,294,176 |
| TOTAL LIABILITIES AND NET ASSETS | \$ 18,529,677 | \$ 19,902,209 | \$ 19,032,976 | \$ 57,464,862 | \$ 57,174,513 |

The accompanying notes are an integral part of the financial statements.

Statement of Activities

For the Year Ended June 30, 2008
(With Summarized Financial Information For The Year Ended June 30, 2007)

| | Unrestricted | Temporarily Restricted | Permanently Restricted | 2008 Total | 2007 Total |
|---|---------------|------------------------|------------------------|---------------|---------------|
| Support And Revenue: | | | | | |
| Support: | | | | | |
| Donations (Note 9) | \$ 4,441,686 | \$ 3,076,804 | \$ 3,568,378 | \$ 11,086,868 | \$ 27,197,617 |
| Donated advertising (Note 14) | 1,790,226 | | | 1,790,226 | 1,543,633 |
| Change in split-interest agreement | (1,349) | | (237,214) | (238,563) | 29,022 |
| Total Support. | 6,230,563 | 3,076,804 | 3,331,164 | 12,638,531 | 28,770,272 |
| Revenue: | | | | | |
| Product sales | 244,297 | 134,216 | | 378,513 | 542,845 |
| Less: cost of goods sold | (202,704) | | | (202,704) | (264,187) |
| Net product sales | 41,593 | 134,216 | | 175,809 | 278,658 |
| Special event | 545,802 | 7,602 | | 553,404 | 489,527 |
| Less: direct benefit to donor. | (177,090) | | | (177,090) | (103,610) |
| Net special events | 368,712 | 7,602 | | 376,314 | 385,917 |
| Interest and dividends | 960,276 | 1,611,023 | | 2,571,299 | 1,761,109 |
| Net realized and unrealized gain/(loss) | (965,500) | (1,647,896) | | (2,613,396) | 2,344,485 |
| Other and net rental income | 9,163 | 28,113 | | 37,276 | 54,959 |
| Release from restriction: Satisfaction of program and time restrictions | 7,226,331 | (7,226,331) | | | |
| Total Revenue | 7,640,575 | (7,093,273) | | 547,302 | 4,825,128 |
| Total Support And Revenue. | 13,871,138 | (4,016,469) | 3,331,164 | 13,185,833 | 33,595,400 |
| Expenses: | | | | | |
| Program services - | | | | | |
| Scholarships and grants | 7,915,803 | | | 7,915,803 | 5,474,580 |
| Public education | 2,459,028 | | | 2,459,028 | 2,173,076 |
| Total Program Services | 10,374,831 | | | 10,374,831 | 7,647,656 |
| Supporting services - | | | | | |
| Management and general | 752,924 | | | 752,924 | 709,481 |
| Fundraising | 1,958,624 | | | 1,958,624 | 1,321,247 |
| Total Supporting Services | 2,711,548 | | | 2,711,548 | 2,030,728 |
| Total Expenses (Note 11) | 13,086,379 | | | 13,086,379 | 9,678,384 |
| CHANGES IN NET ASSETS | 784,759 | (4,016,469) | 3,331,164 | 99,454 | 23,917,016 |
| Net Assets, Beginning Of Year | 17,490,896 | 23,101,468 | 12,857,877 | 53,450,241 | 29,533,225 |
| Restatement (Note 15) | | | 2,843,935 | 2,843,935 | 2,843,935 |
| Net Assets, Beginning of Year, Restated. | 17,490,896 | 23,101,468 | 15,701,812 | 56,294,176 | 32,377,160 |
| NET ASSETS, END OF YEAR | \$ 18,275,655 | \$ 19,084,999 | \$ 19,032,976 | \$ 56,393,630 | \$ 56,294,176 |

The accompanying notes are an integral part of the financial statements.

Statement of Cash Flows

For the Year Ended June 30, 2008
(With Summarized Financial Information For The Year Ended June 30, 2007)

| | 2008 | 2007 |
|---|--------------------|--------------------|
| Cash flows from operating activities: | | |
| Change in net assets | \$ 99,454 | \$ 23,917,016 |
| Adjustments to reconcile change in net assets to net cash provided by operating activities - | | |
| Depreciation and amortization | 55,293 | 50,874 |
| Loss on disposition of property and equipment | 397 | 8,006 |
| Realized and unrealized (gain) loss on investments | 2,624,708 | (2,421,719) |
| Net loss on sale of donated artwork | 636 | 4,910 |
| Donated artwork | | (8,478) |
| Permanently restricted contributions | (3,568,378) | (2,894,369) |
| Change in split-interest agreement | 238,563 | (29,022) |
| Changes in operating assets and liabilities - | | |
| (Increase) decrease in accounts receivable | (12,975) | 39,904 |
| Decrease in pledges receivable | 60,984 | 62,905 |
| Decrease in inventory | 119,605 | 130,704 |
| (Increase) decrease in prepayments | (2,522) | 56,620 |
| Increase in accounts payable and accrued liabilities | 49,459 | 7,063 |
| Increase in amounts held on behalf of others | 144,351 | 65,584 |
| Net cash provided by (used in) operating activities | (190,426) | 18,989,998 |
| Cash flows from financing activities: | | |
| Permanently restricted contributions | 3,568,378 | 2,894,369 |
| Proceeds from charitable gift annuities | | 6,541 |
| Payments on charitable gift annuities | (4,263) | |
| Net cash provided by financing activities | 3,564,115 | 2,900,910 |
| Cash flows from investing activities: | | |
| Proceeds from sale of donated artwork | 3,564 | 30,949 |
| Purchases of artwork | | (183) |
| Payments for property and equipment | (6,668) | (36,439) |
| Proceeds from sale of long-term investments | 28,987,419 | 31,663,403 |
| Purchases of long-term investments | (33,340,092) | (53,127,548) |
| Net cash (used in) investing activities | (4,355,777) | (21,469,818) |
| NET INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS | (982,088) | 421,090 |
| Cash And Cash Equivalents, Beginning Of Year | 3,164,921 | 2,743,831 |
| CASH AND CASH EQUIVALENTS, END OF YEAR | \$2,182,833 | \$3,164,921 |

The accompanying notes are an integral part of the financial statements.

Notes to Financial Statements

For the Year Ended June 30, 2008

(1) Nature Of Organization

The American Indian College Fund transforms Indian higher education by funding and creating awareness of the unique, community-based accredited Tribal Colleges and Universities, offering students access to knowledge, skills, and cultural values which enhance their communities and the country as a whole. The majority of the Organization's revenue is derived from public donations.

(2) Summary Of Significant Accounting Policies

Method Of Accounting

The financial statements of the Organization have been prepared on the accrual basis of accounting.

Basis Of Presentation

Financial statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards (SFAS) No. 117, Financial Statements of Not-for-Profit Organizations. Under SFAS No. 117, the Organization is required to report information regarding financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

Use Of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of support, revenues and expenses during the reported period. Actual results could differ from those estimates.

Cash And Cash Equivalents

For purposes of the statement of cash flows, the Organization considers all highly liquid investments purchased with original maturities of three months or less, to be cash equivalents. Cash and cash equivalents also does not include cash held by investment brokers and designated for investment.

Investments

Investments in marketable securities are stated at fair value.

Accounts Receivable

Accounts receivable consists primarily of amounts due from product sales. The Organization extends unsecured credit to its customers. The Organization's policy is to charge off accounts receivable when collection of payments thereon are deemed to be improbable.

Pledges Receivable

Unconditional pledges receivable are recognized as revenues in the period received and as assets, decreases of liabilities or expenses depending on the form of the benefits received. These are recorded at net realizable value if expected to be collected in one year and at fair value if expected to be collected in more than one year.

Conditional pledges receivable are recognized when the conditions on which they depend are substantially met.

Inventory

Inventory consists primarily of blankets, jewelry and other gift items and is reflected at cost and valued using the specific identification method.

Property And Equipment

All property and equipment is stated at cost and depreciated over the following estimated useful lives using the straight-line method:

| | Estimated Useful Lives |
|-----------------------------------|------------------------|
| Buildings and improvements | 15 - 32.5 years |
| Computer equipment and software | 3 - 5 years |
| Furniture, fixtures and equipment | 5 - 7 years |

Expenditures for maintenance, repairs and minor replacements are charged to operations, and expenditures for major replacements and betterments that exceed \$1,000 are capitalized.

Contributions

The Organization accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 116, contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence or nature of any donor restrictions. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

Functional Allocation Of Expenses

The costs of providing the various programs and activities have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program and supporting services benefitted.

Reclassifications

Certain amounts have been reclassified from the prior period for comparative purposes.

Notes to Financial Statements

(3) Tax Exempt Status

The Organization is exempt from income tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made.

(4) Pledges Receivable

As of June 30, 2008, pledges receivable are expected to be collected as follows:

| | | |
|---|----|---------------|
| Within one year | \$ | 11,425 |
| Over one year through five years. | | 57,123 |
| Over five years through ten years | | 22,849 |
| | \$ | <u>91,397</u> |

The discount on the long-term pledges receivable is not significant as of June 30, 2008, and accordingly is not reflected in the financial statements.

Conditional Pledges Receivable

The Organization received a conditional grant from The Coca-Cola Foundation. As of June 30, 2008, the remaining grant award amounted to \$250,000. Receipt of the funds is contingent on the Organization meeting certain conditions stipulated by the grant.

(5) Annuities And Trust Arrangements

Charitable Gift Annuities

The Organization has unrestricted beneficial interest in various charitable gift annuities. In accordance with the gift agreements, the Organization pays a specified amount of earnings to named beneficiaries over their lifetimes. The Organization is the trustee for these trusts. Generally, the assets received under the charitable gift annuities are recorded at fair value and a corresponding liability is reflected equal to the net present value of the future payments using a discount rate commensurate with the risks involved. The liability under these annuity agreements as of June 30, 2008 was \$37,776.

Beneficial Interest In Perpetual Trusts

A perpetual trust provides for the distribution of the net income of the trust to American Indian College Fund; however, American Indian College Fund may never receive the assets of the trust. As of June 30, 2008, the fair value of the assets held in perpetual trust for the benefit of American Indian College Fund was \$2,606,721. The income from the perpetual trust will be available to American Indian College Fund for unrestricted use.

(6) Investments And Concentration Of Credit Risk

The Organization had the following investments at fair value as of June 30, 2008:

| | | |
|---|----|-------------------|
| Government securities | \$ | 10,039,039 |
| Short-term investment grade bond fund | | 8,574,897 |
| Stock index fund | | 8,358,239 |
| International stock index fund | | 5,593,965 |
| Convertible securities fund | | 2,953,269 |
| Master limited partnerships | | 2,708,099 |
| Asset backed securities | | 4,588,336 |
| Money market and certificates of deposit. | | 4,998,050 |
| Mutual fund | | 2,040,131 |
| Auction rate securities. | | 1,247,315 |
| Other | | 277,077 |
| Stock | | 78,587 |
| | \$ | <u>51,457,004</u> |

Notes to Financial Statements

The investment pool primarily consists of permanent endowments from the National Endowment for the Humanities and individual endowments and amounts designated by the Board of Trustees for long-term investment. Details regarding these endowments are as follows:

| | NEH Endowment | AICF Endowment | Individual Endowments | Endowments Held For Others | Total |
|-------------------------------------|------------------|-------------------|--------------------------|-------------------------------|---------------|
| Beginning balance | \$ 5,157,997 | \$ 10,450,092 | \$ 14,008,354 | \$ 627,567 | \$ 30,244,010 |
| Investment contributions | | 5,603 | 3,580,406 | 7,353 | 3,593,362 |
| Investment returns | (252,964) | (502,489) | (971,464) | (32,926) | (1,759,843) |
| Distributions of earnings | (236,645) | (496,531) | (423,999) | (30,197) | (1,187,372) |
| Ending balance | \$ 4,668,388 | \$ 9,456,675 | \$ 16,193,297 | \$ 571,797 | \$ 30,890,157 |

Restrictions on the above balances are as follows:

| | | | | | |
|----------------------------------|--------------|--------------|---------------|------------|---------------|
| Permanently restricted | \$ 3,020,000 | \$ 616,672 | \$ 15,396,304 | \$ | \$ 19,032,976 |
| Temporarily restricted | 1,648,388 | 225,851 | 713,782 | 571,797 | 3,159,818 |
| Unrestricted | | 8,614,152 | 83,211 | | 8,697,363 |
| Total | \$ 4,668,388 | \$ 9,456,675 | \$ 16,193,297 | \$ 571,797 | \$ 30,890,157 |

The Organization's cash and cash equivalents are held at a financial institution in which deposits are insured up to \$100,000 per institution by the Federal Deposit Insurance Corporation (FDIC). As of June 30, 2008, cash and cash equivalents in one account exceeded the FDIC limit by \$227,334.

Change in Accounting Standard For Endowment Funds

The Organization has been following Financial Accounting Standards Board (FASB) No. 124, Accounting for Certain Investments Held by Not-for-Profit Organizations and the Uniform Management of Institutional Funds Act (UMIFA) which provided fiduciary responsibility and guidance to non-profit organizations which engaged in endowment fund activities. The State of Colorado has enacted a new law which is the Uniform Prudent Management of Institutional Funds Act (UPMIFA) which is effective on September 1, 2008. UPMIFA prescribes new guidelines for expenditure of a donor-restricted endowment fund in the absence of overriding, explicit donor stipulations and eliminates UMIFA's historic-dollar value threshold. Based upon this new law, FASB issued FASB No. 117-1, Endowments of Not-for-Profit Organizations: Net Assets Classification of Funds Subject to an Enacted Version of the UPMIFA, and Enhanced Disclosures for All Endowment Funds.

The provisions of FASB No. 117-1 shall be effective for fiscal years ending after December 15, 2008. Under FASB No. 117-1, the amount classified as permanently restricted shall be the amount of the fund (a) that must be retained permanently in accordance with explicit donor stipulations, or (b) that in the absence of such stipulations, the organization's governing board determines must be retained (preserved) permanently consistent with the relevant law. Additionally, a non-for profit organization, whether or not it is subject to an enacted version of UPMIFA, shall disclose information to enable users of financial statements to understand the net asset classification, net asset composition, changes in net asset composition, spending policy(ies) and related investment policy(ies) of its endowment funds (both donor-restricted and board designated). FASB No. 124, as amended, is still effective. The impact of FASB No. 117-1 has not been determined at this time.

Notes to Financial Statements

(7) Property And Equipment

Property and equipment consisted of the following as of June 30, 2008:

| | | |
|---|----|-----------------------|
| Land | \$ | 100,000 |
| Buildings and improvements | | 822,654 |
| Furniture, fixtures and equipment | | 73,869 |
| Computer equipment and software | | 200,213 |
| | | <u>1,196,736</u> |
| Less: accumulated depreciation | | (451,960) |
| Net property and equipment | \$ | <u><u>744,776</u></u> |

(8) Temporarily Restricted Net Assets

Temporarily restricted net assets consisted of the following as of June 30, 2008:

| | | |
|--|----|--------------------------|
| Wisdom of the People Intellectual Capacity Building Program | \$ | 14,108,437 |
| NEH Cultural Preservation Program | | 1,648,388 |
| Scholarship Funds | | 1,205,660 |
| Mellon Research Program | | 451,123 |
| Temporarily Restricted Portion of Endowments | | 425,248 |
| Mellon PHD Fellowship Programs | | 268,989 |
| Alice Berge Scholarship Fund | | 205,510 |
| Ford Motor Company Scholarship Program | | 154,970 |
| Morgan Stanley Foundation Scholarship Program | | 143,693 |
| Citigroup Foundation Scholarship & Career Exploration Program | | 104,692 |
| Cargill, Inc. Tribal Scholarship Program | | 100,000 |
| UPS Foundation Scholarship | | 66,000 |
| General Mills Tribal College Scholarship Program | | 58,000 |
| Cartwright Endowed Scholarship Program | | 53,255 |
| AT&T Foundation Scholarship Program | | 50,000 |
| Other Grants and Programs | | 40,934 |
| | \$ | <u><u>19,084,899</u></u> |

(9) Donations And Concentration Of Credit Risk

Donations were received from the following sources during the year ended June 30, 2008:

| | | |
|--|----|--------------------------|
| Individuals | \$ | 3,857,317 |
| Bequests | | 3,426,738 |
| Corporations & Corporate Foundations | | 2,529,105 |
| Foundations | | 1,273,708 |
| | \$ | <u><u>11,086,868</u></u> |

Notes to Financial Statements

(10) Rental Income

The Organization leases a portion of its building to unrelated third parties. Future payments due to the Organization are as follows:

| | | |
|---------------------|----|---------------|
| Year ended June 30, | | |
| 2009 | \$ | 18,185 |
| 2010 | | 2,994 |
| | \$ | <u>21,179</u> |

(11) Expenses

Total expenses incurred during the year ended June 30, 2008 are as follows:

| | | |
|---|----|-------------------|
| Total expenses reported by function | \$ | 13,086,379 |
| Rental expenses | | 65,637 |
| Cost of direct benefit to donors | | 177,090 |
| Cost of goods sold | | <u>202,704</u> |
| Total expenses | \$ | <u>13,531,810</u> |

(12) Profit Sharing Plan

The Organization has a 403(b) plan for all eligible employees. Contributions to the plan are determined by the Board of Trustees annually, not to exceed 15% of compensation paid during the year to all plan participants. Contributions to the plan amounted to \$42,981 during the year ended June 30, 2008.

(13) Related Party Transactions

The Organization’s Board of Trustees includes presidents of colleges who receive funding.

The American Indian Higher Education Consortium (AIHEC) created The American Indian College Fund and the AIHEC Board consists solely of tribal college presidents. AIHEC recommends tribal college presidents to serve on The American Indian College Fund Board of Trustees. These tribal college presidents hold a majority of the positions on The American Indian College Fund Board of Trustees. The presidents represent the interest of all tribal colleges and tribal college students to avoid a conflict of interest.

(14) Donated Advertising

During the year ended June 30, 2008, public service advertisements were donated to the Organization. The Organization recognized the value of the advertisements as in-kind revenue and expense, even though no funds were disbursed to acquire these advertisements. Advertisements related to the Organization’s public education campaign were allocated to program expenses. The donated advertising of \$1,790,226 during the year ended June 30, 2008 was allocated to program expenses.

(15) Restatement

Beginning net assets as of July 1, 2006, have been restated to properly reflect the Constance Leibowitz Trust (the “Trust”) in the financial statements. Due to the Trust not being finalized, the Organization was not aware that the non-profit accounting standards require the Trust to be reflected on the financial statements. Such restatement resulted in an increase in Beneficial Interest in Trust and Permanently Restricted Net Assets as of July 1, 2006, in the amount of \$2,843,935. Such restatement had no effect on Change in Net Assets for the year ended June, 30, 2008.

Schedule of Functional Expenses

For The Year Ended June 30, 2008

| | Scholarships and Grants | Public Education | Management and General | Fundraising | Total |
|--|----------------------------|---------------------|---------------------------|---------------------|----------------------|
| Salaries | \$ 318,458 | \$ 252,548 | \$ 286,207 | \$ 464,671 | \$ 1,321,884 |
| Payroll Taxes and Benefits | 93,175 | 70,121 | 86,498 | 133,582 | 383,376 |
| Total Salaries, Payroll Taxes & Benefits | 411,633 | 322,669 | 372,705 | 598,253 | 1,705,260 |
| Scholarships and Grants | 7,295,974 | 101,400 | (264) | 632 | 7,397,742 |
| Paid Advertising | | 29,873 | | 512 | 30,385 |
| Donated Advertising | | 1,790,226 | | | 1,790,226 |
| Direct Mail Expenses and Premiums | | 63,770 | | 1,093,921 | 1,157,691 |
| Accounting, Audit, Legal and Consulting Fees | 44,996 | 6,027 | 104,760 | 2,678 | 158,461 |
| Rent, Utilities, Maintenance and Equipment Rental | 7,114 | 4,292 | 16,978 | 13,437 | 41,821 |
| Special Events and Donor Tours | 7,077 | 40,225 | | 48,120 | 95,422 |
| Travel and Entertainment | 74,241 | 14,397 | 11,230 | 49,896 | 149,764 |
| Board Meetings | | | 73,526 | | 73,526 |
| Office Expenses | 6,607 | 5,936 | 8,603 | 10,527 | 31,673 |
| Depreciation and Amortization | 13,269 | 10,506 | 12,164 | 19,354 | 55,293 |
| Telephone | 6,308 | 4,991 | 5,779 | 9,208 | 26,286 |
| Postage and Messengers | 6,302 | 11,925 | 3,054 | 25,548 | 46,829 |
| Publications, Dues, and Subscriptions | 6,325 | 25,256 | 8,561 | 25,340 | 65,482 |
| Bank Charges | | 2,966 | 9,421 | 15,999 | 28,386 |
| Staff Development | 14,042 | 6,203 | 11,438 | 3,641 | 35,324 |
| Insurance | | | 36,536 | 300 | 36,836 |
| Bad Debt and Allowance for Doubtful Accounts | | | 1,080 | 1,335 | 2,415 |
| Other Expenses | 2,524 | 4,322 | 15,426 | 16,275 | 38,547 |
| Contractors | 2,683 | | 31,079 | 125 | 33,887 |
| Systems | 16,377 | 12,965 | 15,391 | 23,504 | 68,237 |
| Web Design | 331 | 1,079 | | 19 | 1,429 |
| Strategic Planning | | | 15,060 | | 15,060 |
| Loss on Disposal of Fixed Assets | | | 397 | | 397 |
| Grand Total Expenses | \$ 7,915,803 | \$ 2,459,028 | \$ 752,924 | \$ 1,958,624 | \$ 13,086,379 |
| Functional Expense as a % of Total Expenses | 60.49% | 18.79% | 5.75% | 14.97% | 100.00% |

Credits

“I have been able to continue pursuing not only a successful, but also exciting and enjoyable journey of higher education. I have been and plan to continue leading by example for my son, my family, my community, and myself. I am forever thankful.”

Charlene (Lummi)
Northwest Indian College

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Dina Horwedel

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Educating the Mind and Spirit