



AMERICAN
INDIAN
COLLEGE
FUND

2003
Annual Report

EDUCATION IS STRENGTH



Mission

On the cover, left to right:

Edmund Fixico, *with his son.*

**Cheyenne/Arapaho Tribes of Oklahoma
Student of the Year Scholarship**

Human Services, Fort Berthold Community College

Nancy Strickland

Lumbee

Student of the Year Scholarship

Nissan Scholarship

Museum Studies, Institute of American Indian Arts

Crystal Tailfeathers, *with her children.*

Blackfeet, Blood, and Cree

Student of the Year Scholarship

Office Administration, Blackfeet Community College

Photos by Danee Voorhhees.



THE AMERICAN INDIAN COLLEGE FUND'S MISSION is to raise scholarship

funds for American Indian students at qualified tribal colleges and universities and to generate

broad awareness of those institutions and the Fund itself. The organization also raises money

and resources for other needs at the schools, including capital projects, operations, endowments

or program initiatives, and it will conduct fund-raising and related activities for any other

Board-directed initiatives.

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*Fort Berthold Community College. May 1999.
Photo by Ken Blackbird.*

Chairman's Message

The tribal college movement began only 35 years ago. It has been the greatest source of not only social and economic change in Native communities, but also a great source of hope for American Indian people. More than 30,000 students attend tribal colleges and universities, up from 2,000 since the 1980s. All but four of the tribal colleges are on reservations. Most offer two-year associate degrees; however, eight have grown to add four-year, baccalaureate degree programs and five master degree programs.

The American Indian College Fund is helping these accredited colleges provide culturally relevant, supportive learning environments that incorporate modern-day skills with traditional philosophies. The results are undeniable.

Tribal colleges provide an environment that addresses the needs and barriers that face many American Indian students, who already face more barriers to education than any other racial or ethnic group. Tribal colleges are steadily increasing educational attainment rates in areas with high unemployment and helping to strengthen Native communities.

Yet, tribal colleges and universities remain the most poorly funded group of all higher education institutions. This is why the support of corporations, foundations and individuals is so critical. Without the resolve of committed supporters, too many promising American Indian students would be denied access to the primary means of attaining success in this country – an education. As Chairman of the American Indian College Fund, I thank you for your support and for believing in our students.



DR. DAVID M. GIPP

President, United Tribes Technical College
Bismarck, North Dakota



David M. Gipp

Standing Rock Sioux, Hunkpapa Lakota



Tribal colleges provide an environment that addresses the needs and barriers that face many American Indian students, who already face more barriers to education than any other racial or ethnic group.

President & CEO's Message

Each year I look forward to telling the story of how the American Indian College Fund, the tribal colleges and universities, and our supporters have joined together to make students' dreams come true. It has been difficult during these times of economic uncertainty, but we have never lost our determination to meet the challenges.

An American Indian College Fund scholarship is often the only reason a tribal college student is able to attend college. One tribal college graduate said that he would not have been able to eat, much less graduate, if it had not been for the \$75 he received every two weeks through his scholarship.

Graduates also consistently attribute a portion of their success to the validation and confidence they gained from being named an American Indian College Fund scholar. In fact, an American Indian College Fund scholar is twice as likely to go on to complete a bachelor's degree program than his or her tribal college counterparts who did not receive a scholarship.

In 2003 the challenges were great and we can expect to face many of these same economic challenges in 2004. Despite the difficulties, I am honored to report that we can be proud of our achievements because of the help of loyal supporters. Without the commitment of corporations, foundations and individual

donors, the American Indian College Fund would not have been able to disburse approximately \$3.6 million in scholarships and program support for the seventh year in a row.

In its November issue, *Reader's Digest* named the American Indian College Fund as the best education charity in which to trust donations. We are proud of this distinction but most assuredly, we are proudest when American Indian College Fund scholars walk across the stage to receive their college diplomas.

Our students are not giving up and neither can we. This is our legacy. We are changing the history of Indian education in America. Thank you.



RICHARD B. WILLIAMS

*President & CEO, American Indian College Fund
Denver, Colorado*

Richard B. Williams

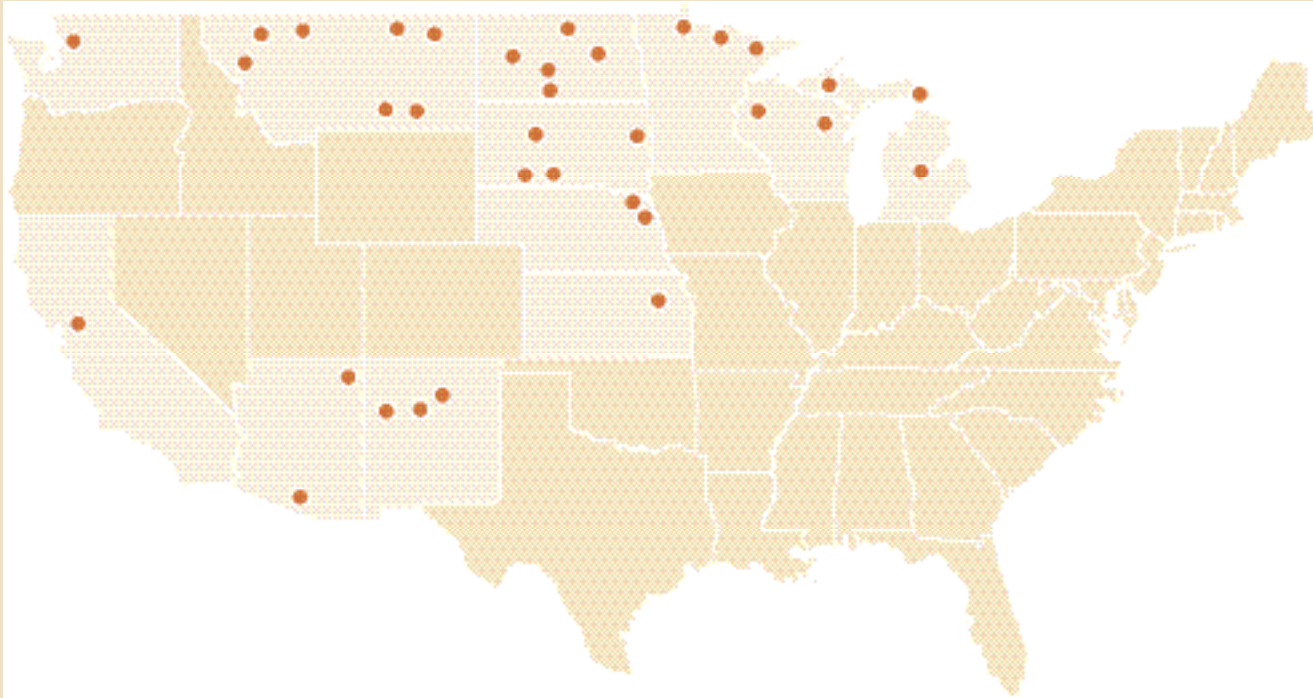
Oglala Lakota



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Tribal College Locations

Your support helps fund scholarships at the 34 member tribal colleges of the American Indian College Fund. Each of these colleges combines rigorous academics with cultural traditions and knowledge to create a positive learning experience for American Indian students.



- **ARIZONA**

Diné College, Tsailie
Tohono O'odham Community College, Sells

- **CALIFORNIA**

D-Q University, Davis

- **KANSAS**

Haskell Indian Nations University, Lawrence

- **MICHIGAN**

Bay Mills Community College, Brimley
Keweenaw Bay Ojibwa Community College, Baraga
Saginaw Chippewa Tribal College, Mount Pleasant

- **MINNESOTA**

Fond du Lac Tribal and Community College, Cloquet
Leech Lake Tribal College, Cass Lake
White Earth Tribal and Community College, Mahanomen

- **MONTANA**

Blackfeet Community College, Browning
Chief Dull Knife College, Lame Deer
Fort Belknap College, Harlem
Fort Peck Community College, Poplar
Little Big Horn College, Crow Agency
Salish Kootenai College, Pablo
Stone Child College, Box Elder

- **NEBRASKA**

Little Priest Tribal College, Winnebago
Nebraska Indian Community College, Macy

- **NEW MEXICO**

Crownpoint Institute of Technology, Crownpoint
Institute of American Indian Arts, Santa Fe
Southwestern Indian Polytechnic Institute, Albuquerque

- **NORTH DAKOTA**

Cankdeska Cikana Community College, Fort Totten
Fort Berthold Community College, New Town
Sitting Bull College, Fort Yates
Turtle Mountain Community College, Belcourt
United Tribes Technical College, Bismarck

- **SOUTH DAKOTA**

Oglala Lakota College, Kyle
Si Tanka University, Eagle Butte
Sinte Gleska University, Rosebud
Sisseton Wahpeton College, Sisseton

- **WASHINGTON**

Northwest Indian College, Bellingham

- **WISCONSIN**

College of Menominee Nation, Keshena
Lac Courte Oreilles Ojibwa Community College, Hayward

Student Support



EACH SCHOLARSHIP AWARDED to a tribal college student through the American Indian College Fund can mean the difference between receiving a college degree or dropping out. In 2003, the Fund distributed \$3.6 million in scholarships and program support to the tribal colleges, which directly translated into more than 6,000 scholarships. Because of donor support, the average scholarship to a tribal college student increased by 24 percent from \$473 in 2002 to \$587 in 2003. Selected on the basis of academic success, financial need, and community involvement, these students are using higher education to better their lives and their tribal communities.

A growing number of partnerships with corporate and foundation donors have made a difference in the educational opportunities available to many American Indian students. In the fall of 2003, more than 150 additional scholarships were awarded totaling nearly \$374,000. Each of these scholarship programs is augmented by the Fund's student-support program called "Helping Hands." This program includes ongoing communication between the selected scholars and Fund staff, as well as advice and support for the scholars as they consider their academic and career options.

In 2003, the Fund welcomed the addition of three new scholarship programs. The Morgan Stanley Scholarship and Career Development Program provides funding aimed at increasing American Indian participation in the financial services industry. The Citigroup Scholarship and Career Exploration Program provides scholarships and career exploration opportunities to students attending tribal colleges in South Dakota. The Nissan North America, Inc. Tribal College Transfer Program was created to provide funding to encourage graduating students at tribal colleges to transfer to four-year programs.

Other scholarship programs administered by the Fund are The David and Lucile Packard Foundation's Tribal Scholars Program, the Ford Motor Company/American Indian College Fund Corporate Scholarship Program and the Coca-Cola First Generation Scholarship Program. With support from the Castle Rock Foundation, the Fund also continued with the annual awarding of a \$1,000 scholarship to a Student of the Year from each tribal college.

Through a \$320,000 grant from Lumina Foundation for Education, the Fund provided each tribal college with a \$10,000 grant to augment programs and services aimed toward Native teaching paraprofessionals. The program is helping Native paraprofessionals in primary and secondary schools return to college in order to meet the new requirements of the "No Child Left Behind" (NCLB) Act. Many aides, who provide educational services as well as serving as role models in the classroom, work for just above minimum wage on the reservations and do not have the resources to enhance their education. To address this critical need, the Indianapolis-based Lumina Foundation for Education stepped forward to help them meet the new requirements.

By the tribal colleges' own estimates, over 530 teaching paraprofessionals were directly served by these funds, with at least an equal number of students also gaining services. Many of the tribal colleges used their funds to provide students with stipends for child care, books and fees, and transportation. Other institutions developed evening, weekend, and distance learning courses to meet the scheduling needs of full-time



Zannita Fast Horse

Oglala Sioux

Citigroup Scholarship, Student of the Year Scholarship

Interdisciplinary Environmental Science/Human Services, Oglala Lakota College

"Last spring I was on the president's list with a GPA of 4.0. I believe that with Citigroup, Citibank and the American Indian College Fund, we can educate the Native American people to understand what the criteria is for finding an effective job, standing up for one's rights, and to let Native American people know that there is help out there."

Because of donor support, the average scholarship to a tribal college student increased by 24 percent.

paraprofessionals. Several colleges worked with local schools and offered informational workshops on college offerings and the requirements of the legislation. For example:

- **The Institute of American Indian Arts** in Santa Fe, NM hired a recruiter who visited or contacted over 100 local schools, tribes, and education departments to disseminate information regarding the services and programs available at the Institute for those seeking to fulfill NCLB requirements.



Kristy Marshall

**Cheyenne River Sioux
Citigroup Scholarship**

Business Management, Si Tanka University

"I am pursuing a bachelor's degree in business management to improve the quality of life for my family. I was raised by a single mother and know firsthand how hard it is to struggle to provide a good life for you and your children. I want to have a career that I can be proud of and have a sense of self-fulfillment. I want to raise my daughters to know that education is the foundation of their lives."

- **Fort Berthold Community College** in New Town, ND used funding to support teaching paraprofessional students' mandatory attendance at the tribal language immersion camp, stating, "Language and culture are extremely important in the curriculum we require."

- **Turtle Mountain Community College** in Belcourt, ND provided two four-day summer institutes for paraprofessionals. Participants earned six college credits toward the new requirements by taking concentrated courses in psychology or human growth and development.

Lumina-supported programming also had an additional result — re-introducing the pursuit of an educational degree to many who had not previously considered it. Three students at Turtle Mountain Community College had not only served as classroom aides for a combined time of several decades, but were proud grandparents conceivably facing retirement. They reported that they had been apprehensive about the new legislative requirements, but they said their

introduction into post-secondary education had been such a positive one that all had changed their educational goals. Thanks to the support of Lumina Foundation for Education, each planned to continue beyond their associate's degree requirements and attain a bachelor's degree.

"My goal is to complete this degree and write my own business plan. I want to include my wife and my sons in the business and make it a family business. I want to create job opportunities for my boys. And like other goals I have set and accomplished, I know I can succeed."

Mitchell Brockie

Gros Ventre/Seminole

Morgan Stanley Tribal College Scholar

Business Entrepreneurship, Fort Belknap College



Programs *and* Public Education

THE TRIBAL COLLEGES REFLECT THEIR COMMUNITIES.

Whatever the need is, there will be a course or program that addresses that need. The American Indian College Fund is dedicated to ensuring that the colleges can establish these programs. The Fund supports developmental needs, capital construction, as well as support for cultural preservation and teacher training.

In 1999, the Fund launched a multi-million-dollar capital campaign, Campaign Sii Ha Sin, to meet the most basic infrastructure needs at the tribal colleges that were using trailers, converted warehouses and even condemned buildings. The five-year campaign that ends in June 2004 has improved learning facilities, helped enrollments grow and enabled many of the colleges to add or expand programs.

The campaign raised nearly \$45 million and another \$88 million in leveraged funds from private donations and local, state, tribal and federal governments. At the close of 2003, the campaign had helped with 63 new construction projects, 25 renovations projects, 10 property purchases, more than 9 planning projects and 30 maintenance endowments.

At Fort Peck Community College in Poplar, MT, where the college is refurbishing an existing building and constructing a satellite campus, one administrator said, "It is remarkable how it has changed the perception of the community about the quality of services that we offer. Even though our quality has always been high, the perception is that we have changed tremendously."

In 2003, the American Indian College Fund also distributed \$130,000 to the tribal colleges and universities for cultural preservation projects. Income earned from the investment of a National Endowment for the Humanities Challenge Grant, with supplemental endowment funds provided by the Ringing Rocks Foundation, makes the annual disbursement possible. The Fund's sixth disbursement from the cultural preservation

endowment helped support a variety of projects, including language preservation efforts, reclamation of artifacts, preservation of oral histories, and American Indian studies courses at the tribal colleges.

Cultural preservation funds at Sisseton Wahpeton College in Sisseton, SD, enabled the college to enlist tribal elders to translate letters from those imprisoned during the Dakota Uprising of 1862. Elders and students are working together to study the uprising that resulted in President Abraham Lincoln ordering 38 Dakotas to be publicly hanged in the largest mass execution in U.S. history. During the trials and for a time following the executions, those imprisoned were able to correspond with missionaries, who had taught the Dakota to read and write the Dakota language.

The letters are an invaluable part of U.S. history and critical in starting the healing process, said Dakota Studies Instructor Clifford Canku. "We must offer opportunities for young people to do indigenous studies – for them to appreciate what their ancestors have done in terms of the tremendous sacrifices that they have made for them," he said.



Stone Child College, Box Elder, MT:

Located on the Rocky Boy Indian Reservation (photo far left), this new 25,000 square foot building will house science, math, business and computer science at the new campus location.

A vital part of the American Indian College Fund's mission is to educate the public about the important role tribal colleges play in providing education and strengthening Native communities. From *Reader's Digest* naming the Fund as the best education charity in which to trust donations to the marketing of the Fund's Native product line, the Fund gained unprecedented exposure for the tribal colleges in 2003.

Many of the tribal colleges are just beginning to tell the story of their achievements and contributions. The Fund's inclusion in the *Reader's Digest* best charity list introduced the tribal college movement and its success in Indian Country to a broader audience. Additionally, the American public learned more about the Fund and the tribal colleges through stories in national publications such as *Newsday*, *The Chronicle of Philanthropy* and *Indian Country Today*.

The Fund also was highlighted in *Newsweek* magazine as one of four charities to give to during the holiday season. *Communication Arts*, the leading trade journal for visual communications, lauded the Fund's redesigned Web site, www.collegefund.org. Designed by Portland-based deepPlay under the creative direction of acclaimed advertising agency Wieden+Kennedy, the site was launched in August 2003.

In April, Four Directions Entertainment, an enterprise of Oneida Indian Nation of New York, donated a national television spot on the NBC network to air one of the Fund's advertisements.

Now in its third year, the Fund's "Have You Ever Seen A Real Indian?" public education campaign challenges Indian stereotypes by featuring the accomplishments of Indian professionals and tribal college students in advertisements that have appeared in such publications as *Atlantic Monthly*, *National Geographic*, *The New York*

Times, *Harper's* and *Rolling Stone*. The public education campaign generated pro bono print placements valued at more than \$1.3 million. It was created by Wieden+Kennedy and builds on other campaigns developed over the past decade.

The Fund's inclusion in the Reader's Digest best charity list introduced the tribal college movement and its success in Indian Country to a broader audience.



Three Native American students featured in the "Have You Ever Seen A Real Indian?" public education campaign. From left to right, they are:

Carly Kipp
Blackfeet
Blackfeet Community College
 Biology major, tutor, mom, pursuing a doctorate in veterinary medicine, specializing in large-animal surgery.

Jarett Medicine Elk
Northern Cheyenne/Assiniboine
Fort Peck Community College
 Business major, student counselor, peer tutor, illustrator, public and motivational speaker.

Vanessa Shortbull
Oglala Lakota
Oglala Lakota College
 Political Science major, dancer, spokesperson for Native American cancer awareness, Miss South Dakota USA 2002.

Products



For more than a decade the American Indian College Fund has commissioned the creation of a variety of products to raise scholarship funds and to educate others about the Fund's mission. In 2003, the Fund added two new products that celebrate the people behind the tribal college movement.

"Real Indians: Portraits of Contemporary Native Americans and America's Tribal Colleges" provides a look inside the tribal college movement through the eyes of those driving this revolution in Indian education. Generously underwritten by the W.K. Kellogg Foundation, the book features 38 intimate black-and-white photographs taken by renowned portraitist Andrea Modica and the stories of these inspiring individuals in their own words.

REAL INDIANS

Renowned photographer Andrea Modica's stunning black-and-white portraits capture the essence of the times, tribulations and triumphs of today's American Indians. Featuring an introduction by literary sensation Sherman Alexie, the interviews with American Indians from all walks of life are contemporary yet timeless. The stories are heartfelt and uplifting. And most importantly, they are real.

In December 2001, the American Indian College Fund and Indian education lost a great leader and friend with the passing of Lester "Jack" Briggs, President of Fond du Lac Tribal and Community College and former Fund Chairman of the Board of Trustees. In 2003, the Fund created the "Tribute To Jack Briggs" blanket to celebrate Jack's life and his legacy. Using Ojibwa beadwork designs, the blanket reflects Jack's Ojibwa roots for which he credited his respect for knowledge and commitment to serving others.

Both the book and the blanket are highlighted in the Fund's Catalog of Giving that was produced for the first time in 2003. The beautifully designed catalog ensured one of the most successful years ever for the Fund's product line. New catalogs will be available in the fall of 2004.



WOVEN CONNECTIONS NOTECARD SET

These notecards feature the stunning, one-of-a-kind blankets Pendleton Woolen Mills produces on behalf of the American Indian College Fund. Colorful on the outside — blank for a personalized message inside.



TRIBUTE TO JACK BRIGGS

Lester "Jack" Briggs was a legend. He lived a childhood of institutionalized racism, and grew to be a man whose goal was to build bridges between Indians and non-Indians. He was a student who earned multiple degrees. He was a teacher who helped create the only college in the nation organized as both a state community college and a tribal college. This blanket was created in his honor. Its pattern is based on traditional Ojibwa beadwork.

Special Events *and* Tours



SPECIAL EVENTS

The Fund's largest annual fund-raising event helped raise awareness of the Fund as well. The Fund celebrated its eighth annual Flame of Hope Gala in November at Cipriani 42nd Street in New York City, honoring Los Angeles Lakers coach Phil Jackson and Ford Motor Company for their commitments to Indian education.

The evening began with a cocktail reception and silent auction of Native American art and featured a special performance by flutist Mary Youngblood, winner of the 2002 Grammy Award for Best Native American Music Album.

The Fund also increased its regional focus by hosting several events throughout the country. Receptions were held in Boston, Dallas, Atlanta, Santa Fe and Aspen. In June, world-renowned glass artist Dale Chihuly donated the use of his exclusive Boathouse Studio on the shores of Lake Union in Seattle for an evening that featured Chihuly's glasswork as well as his collection of contemporary and Native American

artwork. The evening's sponsors were the Lummi Nation, U.S. Bank, Ellen Ferguson and CM Robbins and Associates.

In September, Wieden+Kennedy opened its offices in Portland for the Fund's tribute to tribes of the Pacific Northwest. Qwest, Wells Fargo, Walgreens, the Cow Creek Band of Umpqua Tribe of Indians, Nike, Pendleton Woolen Mills, Portland General Electric Company, and Kurt and Marcia Schekel also sponsored the popular event.



*2003 Flame of Hope Gala,
Cipriani 42nd Street, New York City*

Student Representatives at 2003 Gala:

Julian R. Lucero-Emmons, Navajo
Southwestern Indian Polytechnic Institute, Albuquerque, NM
Recipient of the Ford Motor Company/Fund Scholars Corporate Program Scholarship

Rachel Karrer, Lower Elwha Kallam
Northwest Indian College, Bellingham, WA
Recipient of the Nissan North America, Inc. Tribal College Transfer Program Scholarship



TRIBAL COLLEGE TOURS

As part of the Fund's efforts to bring attention to the tribal colleges and students, the Fund hosted three successful tribal college tours. In 2004, a trio of tours will follow portions of the route traveled by Lewis and Clark to provide an opportunity to explore and to learn about the famed journey from the Native American perspective, and includes excursions to several tribal colleges as well.



*2003 Southwest Tour,
Canyon de Chelly, AZ*



Research

In 2003, the American Indian College Fund commissioned several research projects to improve the understanding of the tribal colleges and to document the role that tribal colleges play in providing a postsecondary education to American Indian students.

In October, the Fund released the second and final report in its longitudinal study of American Indian College Fund scholars and the impact of the tribal colleges on their post-graduate success. Harder+Company Community Research, an independent research firm, produced the study that also outlined the impact of the Fund's capital campaign.



Among the major findings in the report, "Cultivating Success: The Critical Value of American Indian Scholarships and The Positive Impact of Tribal College Capital Construction":

- Fund scholars were more "at-risk" of leaving higher education without a degree than most Indian students, but they succeeded in obtaining their tribal college degrees. Further analysis showed the scholarship played a critical role in their success.
- Tribal college students graduate with a strong sense of their heritage, and graduates sought further education not only to benefit themselves and their immediate families, but also to develop ways to give back to their tribes and the larger Native community.
- Fund scholarships provide a crucial resource for traditional and non-traditional students. Many indicated their education would not be possible without these scholarships.

- Improved facilities make a marked difference in the success of the tribal colleges. Prior to the Fund's Campaign Sii Ha Sin, many campuses operated from dilapidated buildings or temporary structures. With improved facilities, most colleges experienced increased enrollment and admission of younger students.
- Despite the improved facilities, the demand for education is quickly exceeding the available facilities. Continued funding will be critical to ensure the continued success of the tribal colleges.

Cultural immersion not only improves a student's self-respect, but also leads to a decrease in dropout rates.

— Excerpt from
"Native American Language Immersion:
Innovative Native Education for Children & Families."
Dr. Janine Pease, funded by the W.K. Kellogg Foundation

Nathan Fawcett

Metlakatla Indian Community

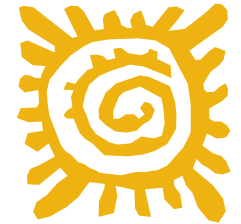
Student of the Year Scholarship

Computer Science, Southwestern Indian Polytechnic Institute

Nathan Fawcett is committed to finishing what his parents started and earning his degree.

A member of the American Indian Science and Engineering Society at the Southwestern Indian Polytechnic Institute in Albuquerque, NM, Nathan is planning on transferring to a four-year college after earning his Computer Science degree.

Nearly 40 percent [of tribal college students] were the first person in their immediate family to attain a degree. — Harder+Company Community Research Report, 2003



The Andrew W. Mellon Foundation provided funding to study the recruitment and retention of American Indian faculty at tribal colleges. The report, "The Characteristics of Tribal College and University Faculty" documented the status of faculty, including their demographic characteristics, their level of instructional activity, and the reasons that they choose to work at tribal colleges. The report will be used to develop strategies for recruiting and retaining faculty, especially in underrepresented academic areas such as mathematics, sciences and agriculture.

The W.K. Kellogg Foundation funded a two-year study by the former president of Little Big Horn College, Dr. Janine Pease. She studied Native communities in the U.S., including Hawaii, and indigenous communities in New Zealand to learn about the effectiveness of language immersion as a teaching tool for language and cultural preservation and as a means of delivering effective education. The report, "Native American Language Immersion: Innovative Native Education for Children & Families," found that students do better

academically if they are taught in their own language and within the context of their own culture. The report indicates that cultural immersion not only improves a student's self-respect, but also leads to a decrease in dropout rates.

"I am very active in my Native American culture. I also dance and sing at pow wows across the nation. ...I want to mentor the children toward spiritual and cultural involvement with their heritage."

Justin Underwood

Coastal Salish

Student of the Year Scholarship

Elementary Education and Environmental Quality,

Salish Kootenai College



Tanya Mendoza

Turtle Mountain Band of Chippewa

Nissan Scholarship

Early Childhood Education, United Tribes Technical College

"My future career goals include becoming an early childhood educator. I believe that I have a gift that will help children better themselves in an academic area as well as with their self-esteem. I think it is very important to teach children at a very young age so that they may make wiser decisions in the future."



Donors

CORPORATE, FOUNDATION AND ORGANIZATIONAL DONORS

Generous organizations that contribute at least \$2,000 annually.

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Yum! Brands
Anonymous (5)

Institute of American Indian Arts, Santa Fe, NM:
*The 17,000 square foot Library/Technology Center
 was completed in 2003 and will house classrooms
 and computer labs.*



2003 FLAME OF HOPE GALA CONTRIBUTORS

*The American Indian College Fund would like to
 thank those who generously contributed to make
 the 2003 Flame of Hope Gala a success:*

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 Susan and Paul Tierney
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CIRCLE OF VISION

*Each year, a growing number of special friends have included the American Indian College Fund in their
 wills or estate plans. With their lifetime gifts, these donors are helping ensure lasting support for the vision
 of appropriate, effective higher education for Native students. We honor these special friends in our
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Jennifer Taylor

Tlingit, Shangukeidi (Thunderbird) Clan

Student of the Year Scholarship

Arts and Sciences, Northwest Indian College

Jennifer moved to Washington state with her husband and two children to attend Northwest Indian College. Her goals include graduating Valedictorian this June and continuing on to earn her bachelor's degree at a four-year university.

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Student of the Year Scholarship

Business, White Earth Tribal and Community College

"Everything donors have done in the past, and continuing on into the future, is greatly appreciated by all students. Education is a struggle, and receiving a degree is a gift."

Student Profiles



Chris Martinez

**Fort Peck Assiniboine/Sioux
Student of the Year Scholarship**
*Hazardous Materials & Waste Technology,
Fort Peck Community College*

"I have been trying to set a good example for my boys. If they see their dad going to college and being successful at it, hopefully they will see it as a part of life and not just more school or a drag."



Nancy Strickland, above

Lumbee
Nissan Scholarship, Student of the Year Scholarship
Museum Studies, Institute of American Indian Arts



Lailani Upham-O'Donnell, left

Blackfeet
Student of the Year Scholarship
Business, Salish Kootenai College

Campaign Sii Ha Sin

A critically needed campaign for the construction of new classrooms, libraries, and laboratories at tribal colleges began in 1999 with the launch of Campaign Sii Ha Sin. Named for the Navajo word for hope, the campaign is improving the overall quality of the academic experience for students. They are taking pride in their school and themselves as the physical transformations take place on their campuses.



Little Big Horn College, Crow Agency, MT
Completed in 2003, this new building has 20,000 square feet of classrooms.



Lac Courte Oreilles Ojibwa Community College, Hayward, WI
ABOVE: A view of the tower building, used for ceremonies and meetings.



Stone Child College, Box Elder, MT
LEFT: The academic building, looking through the roof which is constructed to resemble the top of a tipi.

American Indian College Fund



FINANCIAL STATEMENTS AS OF DECEMBER 31, 2003

(With Summarized Financial Information for the Year Ending December 31, 2002)

TOGETHER WITH INDEPENDENT AUDITORS' REPORT

.INDEPENDENT AUDITORS' REPORT

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

We have audited the accompanying consolidated statement of financial position of the American Indian College Fund and American Indian College Services, LLC (collectively referred to as the "Organization") as of December 31, 2003, and the related consolidated statements of activities, and cash flows for the year then ended. These consolidated financial statements are the responsibility of the Organization's management. Our responsibility is to express an opinion on these consolidated financial statements based on our audit. The prior year summarized comparative information was audited by other auditors whose report dated February 14, 2003 expressed an unqualified opinion on those 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 consolidated financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the consolidated 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.

In our opinion, the consolidated financial statements referred to above present fairly, in all material respects, the financial position of the American Indian College Fund and American Indian College Services, LLC as of December 31, 2003, and the changes in their net assets and their cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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

JDS Professional Group

February 16, 2004

AMERICAN INDIAN COLLEGE FUND

CONSOLIDATED STATEMENT OF FINANCIAL POSITION

As Of December 31, 2003

(With Summarized Financial Information For The Year Ended December 31, 2002)

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

ASSETS	Unrestricted	Temporarily Restricted	Permanently Restricted	2003 Total	2002 Total
Current Assets:					
Cash and cash equivalents	\$ 3,879,548	\$ 4,399,160	\$ 23,479	\$ 8,302,187	\$ 6,770,120
Pledges receivable (Note 4)	11,424	360,877	4,000	376,301	922,475
Accounts receivable	72,245	—	—	72,245	63,488
Inventory	352,813	—	—	352,813	291,996
Prepayments	39,041	—	—	39,041	79,777
Total Current Assets	<u>4,355,071</u>	<u>4,760,037</u>	<u>27,479</u>	<u>9,142,587</u>	<u>8,127,856</u>
Pledges receivable (Note 4)	130,266	45,000	—	175,266	478,356
Investments (Note 5)	3,408,119	15,587,840	7,433,992	26,429,951	36,080,531
Property and equipment, net (Note 6)	3,425,278	—	—	3,425,278	3,550,181
Donated artwork	117,510	—	—	117,510	103,340
TOTAL ASSETS	<u><u>\$ 11,436,244</u></u>	<u><u>\$ 20,392,877</u></u>	<u><u>\$ 7,461,471</u></u>	<u><u>\$ 39,290,592</u></u>	<u><u>\$ 48,340,264</u></u>
LIABILITIES AND NET ASSETS					
Current Liabilities:					
Accounts payable and accrued liabilities	\$ 354,350	\$ 50,000	\$ —	\$ 404,350	\$ 220,995
Scholarships payable	—	1,422,131	—	1,422,131	420,000
Charitable gift annuities, current portion	19,787	—	—	19,787	12,697
Other current liabilities	13,426	1,476	—	14,902	139,622
Total Current Liabilities	<u>387,563</u>	<u>1,473,607</u>	<u>—</u>	<u>1,861,170</u>	<u>793,314</u>
Charitable gift annuities, long-term portion	73,208	—	—	73,208	50,819
Total Liabilities	<u>460,771</u>	<u>1,473,607</u>	<u>—</u>	<u>1,934,378</u>	<u>844,133</u>
Net Assets (Notes 5 & 7)					
Unrestricted:					
Undesignated	5,052,407	—	—	5,052,407	5,085,982
Board designated endowment	5,923,066	—	—	5,923,066	5,192,167
Temporarily restricted	—	18,919,270	—	18,919,270	30,345,856
Permanently restricted	—	—	7,461,471	7,461,471	6,872,126
Total Net Assets	<u>10,975,473</u>	<u>18,919,270</u>	<u>7,461,471</u>	<u>37,356,214</u>	<u>47,496,131</u>
TOTAL LIABILITIES AND NET ASSETS	<u><u>\$ 11,436,244</u></u>	<u><u>\$ 20,392,877</u></u>	<u><u>\$ 7,461,471</u></u>	<u><u>\$ 39,290,592</u></u>	<u><u>\$ 48,340,264</u></u>

AMERICAN INDIAN COLLEGE FUND

CONSOLIDATED STATEMENT OF ACTIVITIES

For The Year Ended December 31, 2003

(With Summarized Financial Information For The Year Ended December 31, 2002)

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

SUPPORT AND REVENUE	Unrestricted	Temporarily Restricted	Permanently Restricted	2003 Total	2002 Total
Support:					
Donations (Note 8)	\$ 4,117,104	\$ 2,822,841	\$ 516,225	\$ 7,456,170	\$ 11,003,918
In-kind donations	49,960	—	—	49,960	30,149
Donated advertising (Note 13)	715,227	—	—	715,227	643,949
Total Support	4,882,291	2,822,841	516,225	8,221,357	11,678,016
Revenue:					
Product sales	365,618	229,190	—	594,808	458,529
Less: cost of goods sold	(335,190)	(131)	—	(335,321)	(270,983)
Net product sales	30,428	229,059	—	259,487	187,546
Special event	321,873	9,318	—	331,191	382,253
Less: direct benefit to donor	(94,445)	—	—	(94,445)	(107,707)
Net special events	227,428	9,318	—	236,746	274,546
Rental income	383,365	—	—	383,365	428,543
Interest and dividends	127,367	469,429	11,787	608,583	1,470,758
Net gains and losses	403,659	1,078,208	51,281	1,533,148	(1,760,003)
Other	532	106,848	—	107,380	23,092
Release from restriction: Satisfaction of program and time restrictions	16,132,237	(16,142,289)	10,052	—	—
Total Revenue	17,305,016	(14,240,109)	73,120	3,128,709	624,482
Total Support And Revenue	22,187,307	(11,417,268)	589,345	11,350,066	12,302,498
EXPENSES					
Program services -					
Scholarships and grants	17,157,883	—	—	17,157,883	12,427,872
Public education	1,271,468	—	—	1,271,468	673,406
Rental operations	313,063	—	—	313,063	253,717
Total Program Services	18,742,414	—	—	18,742,414	13,354,995
Supporting services -					
Management and general	541,509	—	—	541,509	604,182
Fundraising	2,206,060	—	—	2,206,060	3,258,964
Total Supporting Services	2,747,569	—	—	2,747,569	3,863,146
Total Expenses (Note 10)	21,489,983	—	—	21,489,983	17,218,141
CHANGES IN NET ASSETS	697,324	(11,417,268)	589,345	(10,139,917)	(4,915,643)
Net Assets, Beginning Of Year	10,278,149	30,345,856	6,872,126	47,496,131	52,411,774
NET ASSETS, END OF YEAR	<u>\$ 10,975,473</u>	<u>\$ 18,919,270</u>	<u>\$ 7,461,471</u>	<u>\$ 37,356,214</u>	<u>\$ 47,496,131</u>

AMERICAN INDIAN COLLEGE FUND

CONSOLIDATED STATEMENT OF CASH FLOWS

For The Year Ended December 31, 2003

(With Summarized Financial Information For The Year Ended December 31, 2002)

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

	2003	2002
Cash flows provided by operating activities:		
Changes in net assets	\$ (10,139,917)	\$ (4,915,643)
Adjustments to reconcile change in net assets to net cash provided by operating activities -		
Depreciation and amortization	149,579	145,311
Unrealized (gain) loss on investments	(1,501,549)	1,577,233
Permanently restricted contributions	(516,225)	-
Changes in operating assets and liabilities -		
Decrease in accounts receivable	8,757	5,367
Decrease in pledges receivable	799,264	3,034,950
(Increase) decrease in inventory	(60,817)	52,256
(Increase) decrease in prepayments	40,736	(12,936)
Increase (decrease) in accounts payable, accrued liabilities and scholarships payable	1,135,486	(231,342)
(Decrease) in other current liabilities	(124,720)	(21,527)
Net cash (used in) operating activities	<u>(10,209,406)</u>	<u>(366,331)</u>
Cash flows from financing activities:		
Permanently restricted contributions	516,225	-
Cash received from charitable gift annuities	95,000	10,000
Payments on charitable gift annuities	(65,520)	(18,914)
Net cash provided by (used in) financing activities	<u>545,705</u>	<u>(8,914)</u>
Cash flows from investing activities:		
Proceeds from sale of donated artwork	-	58,466
Payments for property and equipment	(24,676)	(96,682)
Proceeds from sale of long-term investments	18,332,071	7,859,098
Purchases of long-term investments	(7,111,627)	(5,528,119)
Net cash provided by investing activities	<u>11,195,768</u>	<u>2,292,763</u>
NET INCREASE IN CASH AND CASH EQUIVALENTS	1,532,067	1,917,518
Cash And Cash Equivalents, Beginning Of Year	<u>6,770,120</u>	<u>4,852,602</u>
CASH AND CASH EQUIVALENTS, END OF YEAR	<u><u>\$ 8,302,187</u></u>	<u><u>\$ 6,770,120</u></u>

AMERICAN INDIAN COLLEGE FUND

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2003

(1) Nature Of Organization

The financial statements have been consolidated to reflect the activities of the American Indian College Fund (the "Fund") and its wholly-owned subsidiary, American Indian College Services, LLC ("AICS") (collectively the "Organization"). All significant inter-company transactions and balances have been eliminated during consolidation.

The Organization's mission is to raise scholarship funds for American Indian students at qualified tribal colleges and universities and to create greater awareness of the tribal college and university movement and the work of the Organization. The Organization also raises resources for other needs at the schools, including capital projects, operations, endowments or program initiatives, and it will conduct fundraising and related activities for any other Board-directed initiatives. The majority of the Organization's revenue is derived from public donations.

(2) Summary Of Significant Accounting Policies

Method Of Accounting

The consolidated 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 consolidated 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 consolidated 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 consolidated statement of cash flows, the Organization considers all highly liquid investments purchased with original maturities of three months or less, to be cash equivalents with the exception of cash equivalents subject to investment management direction.

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.

AMERICAN INDIAN COLLEGE FUND

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2003

Charitable Gift Annuities

The Organization has beneficial interests in various gift annuities whereby the Organization generally pays a specified amount to a named beneficiary and after termination of the annuity, the assets revert to the Organization to support activities. The Organization is the trustee for the annuities.

Generally, the assets received under these agreements are recorded at fair value and a corresponding liability is reflected equal to the net present value of future payments using a discount rate commensurate with the risks involved.

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 consolidated statement of activities. Accordingly, certain costs have been allocated among the program and supporting services benefitted.

Prior-Year Summarized Financial Information

The financial statements include certain prior-year summarized comparative information in total but not by net asset class. Such information does not include sufficient detail to constitute a presentation in conformity with generally accepted accounting principles. Accordingly, such information should be read in conjunction with the Organization's financial statements for the year ended December 31, 2002, from which the summarized information was derived before restatement.

Prior Year Amounts Restated

The financial statements as of December 31, 2002, were not consolidated to include the accounts of the wholly-owned subsidiary, American Indian College Services, LLC. In accordance with the applicable accounting standards, AICS should have been consolidated for the financial statements to be in accordance with generally accepted accounting principles. Accordingly, the comparative balances in these financial statements have been restated to include the balances of AICS. This restatement had no

effect on net assets as AICS was reflected as an investment on the Fund's prior year audited financial statements.

(3) Tax Exempt Status

The Fund is exempt from income tax under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been made. AICS is a limited liability corporation and all tax effects of the AICS's income or loss are passed through to the Fund.

(4) Pledges Receivable

Pledges receivable are to be collected as follows:

Within one year	\$ 376,301
Over one year through five years	90,696
Over five years through ten years	84,570
	<u>\$ 551,567</u>

(5) Investments And Concentration Of Credit Risk

The Organization had the following investments at fair value as of December 31, 2003:

Money market funds	\$ 13,497,050
Bond index funds	5,865,446
Stock index funds	6,958,282
Equities	39,258
Other	69,915
	<u>\$ 26,429,951</u>

The investment pool consists of permanent endowments from both the National Endowment for the Humanities and individual endowments, and amounts designated by the Board of Trustees for long-term investment as follows:

	NEH Endowment	AICF Endowment	Individual Endowments	Total
Beginning balance	\$ 3,850,922	\$ 5,493,317	\$ 3,456,218	\$ 12,800,457
Investment contributions	5,000	350,000	571,277	926,277
Investment returns	677,724	572,673	648,828	1,899,225
Distributions of earnings	(130,000)	(150,000)	(117,579)	(397,579)
Ending balance	<u>\$ 4,403,646</u>	<u>\$ 6,265,990</u>	<u>\$ 4,558,744</u>	<u>\$ 15,228,380</u>

AMERICAN INDIAN COLLEGE FUND

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2003

(5) Investments And Concentration Of Credit Risk (continued)

Restrictions on the above balances are as follows:

	NEH Endowment	AICF Endowment	Individual Endowments	Total
Permanently restricted	\$ 3,010,000	\$ 220,000	\$ 4,231,471	\$ 7,461,471
Temporarily restricted	1,393,646	134,114	316,083	1,843,843
Unrestricted	—	5,911,876	11,190	5,923,066
Total	<u>\$ 4,403,646</u>	<u>\$ 6,265,990</u>	<u>\$ 4,558,744</u>	<u>\$ 15,228,380</u>

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 December 31, 2003, cash and cash equivalents in one account exceeded the FDIC limit by \$4,545,867.

Investments in one money market fund and two mutual funds comprise 99.5% of the invested funds.

(6) Property and Equipment

Property and equipment consisted of the following as of December 31, 2003:

Land	\$ 100,000
Buildings and improvements	3,517,474
Furniture, fixtures and equipment	94,165
Computer equipment and software	169,714
	<u>3,881,353</u>
Less: accumulated depreciation	<u>(456,075)</u>
Net property and equipment	<u>\$ 3,425,278</u>

(7) Temporarily Restricted Net Assets

Temporarily restricted net assets are as follows:

US West Foundation Public Education Grant	\$ 87,367
Ford Motor Co. Scholarship Program	64,944
Coca-Cola Foundation First Generation Scholarship Program	344,735
Packard Foundation Tribal Scholars Program	737,438
NEH Cultural Preservation Program	1,393,646
Campaign Sii Ha Sin	14,717,076
Castlerock Foundation – SOY Awards	32,000
Citigroup Foundation Scholarship & Career Exploration Program	65,700
Morgan Stanley Foundation Scholarship Program	158,576
Scholarship funds	493,028
Other grants and programs	51,800
Alice Berge Bequest	205,510
Windmill Foundation Scholarship	61,000
Mellon PHD Fellowship Program	450,000
General Mills Tribal College Scholarship Program	56,450
	<u>\$ 18,919,270</u>

(8) Donations

Donations were received from the following sources:

Individuals	\$ 2,939,990
Foundations	2,408,900
Corporations & Corporate Foundations	1,288,220
Bequests	819,060
	<u>\$ 7,456,170</u>

AMERICAN INDIAN COLLEGE FUND

NOTES TO CONSOLIDATED FINANCIAL STATEMENTS

December 31, 2003

(9) Rental Income

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

December 31,	
2004	\$ 26,840
2005	20,214
2006	6,496
	<u>53,550</u>

In addition, the Organization owns an apartment complex which is managed by an independent property manager.

(10) Expenses

Total expenses incurred are as follows:

Total expenses reported by function	\$ 21,489,983
Cost of direct benefit to donors	94,445
Cost of goods sold	<u>335,321</u>
Total expenses	<u>\$ 21,919,749</u>

(11) Profit Sharing Plan

The Organization has a profit sharing 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 \$74,761 in 2003.

(12) 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.

(13) Donated Advertising

In 2003, 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 "Real Indian" public education campaign, were allocated to program expenses. Advertisements related to promoting the Organization's blankets were allocated to fundraising expenses.

Program expenses	\$ 661,648
Fundraising expenses	<u>53,579</u>
	<u>\$ 715,227</u>

(14) Commitments

The Organization has promised to give \$14,717,076 in grants to 30 tribal colleges. The money is to supplement capital construction projects at the colleges. The promises to give are conditional on each of the colleges being an accredited educational facility and incurring reimbursable expenses. All of the colleges are accredited or working towards accreditation. Money set aside for colleges that are not accredited or are on probation will be transferred to a permanent maintenance endowment.

AMERICAN INDIAN COLLEGE FUND

CONSOLIDATED SCHEDULE OF FUNCTIONAL EXPENSES For The Year Ended December 31, 2003

	Scholarships and Grants	Public Education	Management And General	Fundraising	A*CF Subtotal	Rental Operations	Grand Total
Salaries	\$ 448,973	\$ 341,953	\$ 148,422	\$ 635,072	\$ 1,574,420	\$ —	\$ 1,574,420
Payroll Taxes and Benefits	97,221	75,663	84,596	157,323	414,803	—	414,803
Total Salaries, Payroll Taxes & Benefits	546,194	417,616	233,018	792,395	1,989,223	—	1,989,223
Scholarships and Grants	4,211,151	—	—	—	4,211,151	—	4,211,151
Campaign Sii Ha Sin	12,079,706	—	—	—	12,079,706	—	12,079,706
Paid Advertising	—	15,722	—	19,505	35,277	2,607	37,884
Donated Advertising	—	661,648	—	53,579	715,227	—	715,227
Direct Mail Expenses and Premiums	110	320	3,662	944,724	948,816	—	948,816
Accounting, Audit, Legal, and Consulting Fees	120,465	14,875	54,138	8,249	197,727	—	197,727
Rent, Utilities, Maintenance and Equipment Rental	319	4,280	32,171	5,587	42,357	151,801	194,158
Special Events and Donor Tours	—	64,102	—	66,333	130,435	—	130,435
Travel and Entertainment	71,124	8,010	12,249	55,249	146,632	—	146,632
Board Meetings	—	—	40,251	—	40,251	—	40,251
Office Expenses	7,246	4,276	11,938	13,251	36,711	—	36,711
Depreciation and Amortization	10,065	8,143	24,135	23,222	65,565	84,013	149,578
Telephone	9,999	5,995	12,014	13,064	41,072	—	41,072
Postage and Messengers	4,882	3,037	1,602	25,170	34,691	—	34,691
Publications, Dues, and Subscriptions	95,535	45,200	7,650	17,383	165,768	—	165,768
Bank Charges	—	—	2,089	10,099	12,188	—	12,188
Staff Development	3,083	87	4,775	4,713	12,658	—	12,658
Insurance	—	—	27,076	1,702	28,778	7,384	36,162
Other Expenses	(138,284)	606	5,602	29,490	(102,586)	8,185	(94,401)
Contractors	120,740	788	24,797	21,394	167,719	—	167,719
Systems	15,548	—	37,743	100,286	153,577	—	153,577
Web Design	—	16,713	—	665	17,378	—	17,378
Property Management Fees	—	—	—	—	—	26,377	26,377
Property Taxes	—	—	—	—	—	32,696	32,696
Annuity Expense	—	—	6,599	—	6,599	—	6,599
Grand Total Expenses	\$ 17,157,883	\$ 1,271,468	\$ 541,509	\$ 2,206,060	\$ 21,176,920	\$ 313,063	\$ 21,489,983
Functional Expense as a % of Total Expenses	81.02%	6.00%	2.56%	10.42%	100.00%		





Based on the Tribal College Graduate Survey findings, tribal colleges offer three key elements in higher education that encourage degree attainment for American Indian students: they link to and build upon the strengths of the student, their family, and the surrounding community; allow and support students' temporary leave; and provide a unique curriculum and environment that supports American Indian identity and development.

— Harder+Company Community Research Report, 2003

“Nothing is impossible if you dedicate yourself to becoming better-educated.”

— Current Student at Northwest Indian College

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