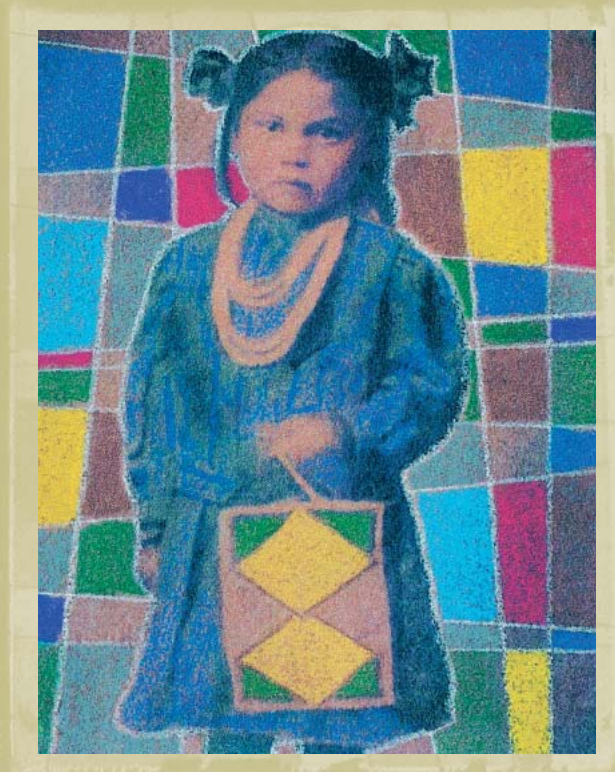




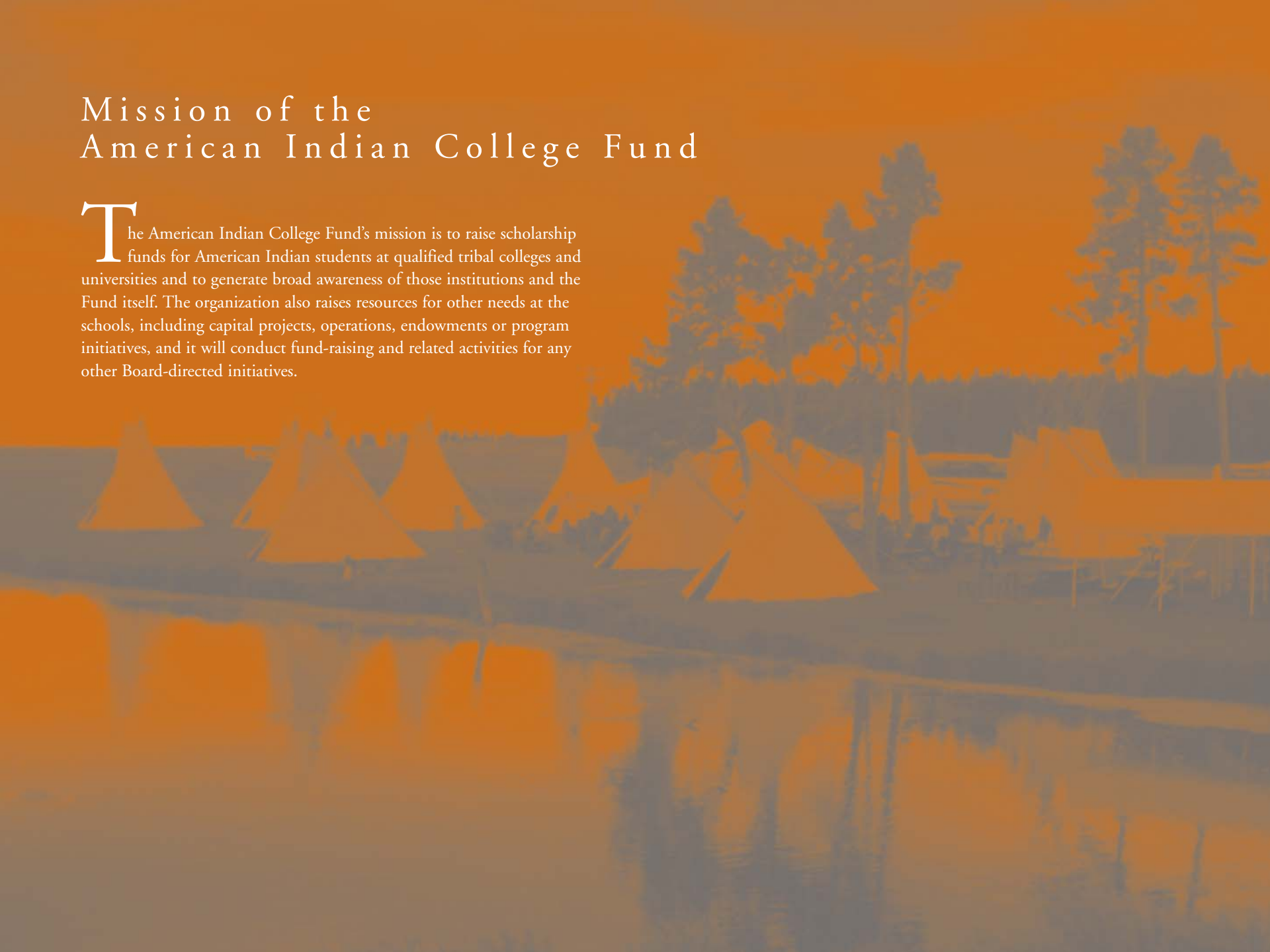
AMERICAN
INDIAN
COLLEGE
FUND



"Rose"

Mission of the American Indian College Fund

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 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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Chairperson's Message



Dr. Verna Fowler

P*osoh!* (Hello!) It was with great pleasure that I served as chairperson of the American Indian College Fund's Board of Trustees in 2002. I witnessed the extraordinary commitment and generosity of everyone involved in furthering the mission of the Fund and the ideals of the tribal college movement.

Our scholarship program offerings increased in 2002 with The David and Lucile Packard Foundation's Tribal Scholars Program. The Fund forged a new partnership with Lumina Foundation for Education and also received renewed commitments from The Coca-Cola Foundation, Nissan North America, Inc., Morgan Stanley, the Citigroup Foundation and the William Randolph Hearst Foundation, among others.

With the help of U.S. Sen. Tom Daschle, the Fund received a \$100,000 grant from E*TRADE Financial. We also received growing support from tribal nations for the Sovereign Nations Scholarship Fund that began in 2001. On a new front, regional support committees that began in 2002 gathered to find new ways to tap into corporate support for tribal colleges and universities.

Additionally, President Bush, who called the tribal colleges both integral and essential to their communities, has committed to continuing the White

House Initiative on Tribal Colleges and Universities. This commitment ensures that our voices will be heard at the highest levels of government.

The National Scholarship Providers Association capped 2002 by honoring the Fund as “Scholarship Provider of the Year.” The success we achieved in 2002 honors us all. However, our achievements did not occur over the course of just one year. Our success has been built upon the dedication and dreams of generations.

Through the tribal colleges and universities, students are realizing that they have the right to dream. Through the inspiring generosity of friends like you, students have the opportunity to fulfill those dreams. Our Indian students, who come from some of the most economically disadvantaged communities in the United States, are taking pride in themselves, their education and, most importantly, their culture.

In the 1960s, the Menominee people faced the federal government’s policy of termination largely because we had attained some economic success. We nearly lost everything – our language, our culture, our home. We nearly lost who we were as a distinct and valuable people in our own country. Like those who came before us, we did not give up. In 1973, we regained our tribal status.

Today, our students at the College of Menominee Nation know our culture, our history and they know that they have invaluable gifts and talents to offer others. Our graduates have the skills and knowledge to become whomever they want to be. By blending Indian culture with mainstream academics, tribal colleges have given us the tools to change the world in which we live.

Wae wae non! (Thank you!)



Dr. Verna Fowler (Menominee)
President
College of Menominee Nation
Keshena, Wisconsin

Executive Director's Message



Richard B. Williams

Tribal colleges and universities constitute less than 1 percent of the colleges and universities in the United States, but they educate nearly 18 percent of the entire American Indian student population. The tribal college movement has worked for Indians and non-Indians alike. The movement is made up of individuals from many backgrounds who roll up their sleeves everyday and work for a better future for their families, their communities and our country.

The progress and contributions made by the tribal colleges and universities serve as our inspiration as we enter a new era of growth and activity at the American Indian College Fund. Rather than become complacent in our accomplishments, we must continually set higher benchmarks by which to measure our success.

Since the Fund began disbursing scholarships in 1989, the commitment of donors and supporters has translated directly into more than \$27 million in scholarships and an additional \$18.6 million in grants. Tribal college students know the value of higher education and the precious opportunities that are now within their grasp.

Beyond scholarships, the Fund's capital campaign has helped many of the schools see construction on their campuses for the first time ever. The physical

transformation of these campuses has instilled students, faculty and staff with a new sense of pride in themselves and in their schools and has, in fact, further re-energized the movement.

The Fund also is strengthening existing relationships and building new partnerships with corporations and foundations, whose support reverberates through all facets of the tribal colleges and universities.

To complete the circle, the Fund is forging new partnerships with tribal nations. The greatest strength of any nation is its people. As tribal nations, we can make no greater investment than in our students, who return to their tribal communities armed with medical, teaching and business degrees. In response, the Fund launched the Sovereign Nations Scholarship Fund in 2001. Growing support for the Sovereign Nations Scholarship Fund during 2002 is a tribute to the determination and generosity of our tribal nations.

It is important to take a role today in training and nurturing our tribal college students. Through these students, we can realize the dream of the tribal college movement and produce leaders who ultimately will help shape the direction of both Indian Country and America.

In looking back at how far we have come and ahead at the challenges, I am reminded of a sacred Lakota saying that begins and ends all ceremonies. It is

this: Mitakuye Oyasin. It means all my relations. This is a powerful saying because it reminds us that we are all connected. Together, we have made great strides and, together, we will create even greater successes.

Greater success, however, will come only with tremendously greater effort for the foreseeable future. General economic conditions and market challenges have severely affected fund-raising activities for us, just as those challenges have substantially harmed the giving ability of new and traditional donors alike. There remains a huge unmet need for additional scholarship money, college construction and operating funds, and underwriting for a myriad of other pressing needs at the schools.

We like to think that we have only scratched the surface of what is possible. Thank you for being part of the American Indian College Fund family and for your commitment to Indian higher education.

Mitakuye Oyasin,



Richard B. Williams (Oglala Lakota)
Denver, Colorado

Tribal Colleges

Salish Kootenai College student Don Sam is a modern-day pathfinder. This Kootenai tribal member is mapping his tribe's reservation – and the United States – in his Native language, using Global Information Systems. But Don's goal is simply to be a role model for others.

“[SKC] has changed my life and opened up a whole new world for me because I now know I have a purpose and a sense of who I am,” said Don, who is earning a bachelor's degree in environmental science. “Going to college here has been the single most empowering experience of my life because it has allowed me to be the best I can be, and I'd never had that before I came here.”



Graduates at Haskell Indian Nations University's commencement exercises. (Below) Fund scholarship recipients Karesa Fox (Gros Ventre) and Rochelle King (Gros Ventre) received their degrees from Fort Belknap College in 2002.

Traditionally, Indian children were educated by participating in the work and ceremonies of the tribe. This type of interactive training was vastly different than the concepts behind a Western education.

When Indian children left home to attend school, they were expected to adopt new ways of living and terminate their tribal connections. As a result, Indian children saw Western education as punishment for being Indian.

In 1967, a U.S. Senate subcommittee report called Indian education a “national disgrace.” The Indian student dropout rate was skyrocketing. Only 15 percent of Indian high school graduates continued their post-secondary education and few of those students went on to earn a degree.



Then, in the wake of the civil rights and American Indian self-determination movements, tribal leaders realized they would have to take control of the direction of education in order to build up their communities. The tribal college movement was born.

Diné College, formerly known as Navajo Community College, became the first tribally controlled college in 1968. To date, there are 32 tribal colleges located in 12 states. Total enrollment exceeds 26,000, which currently represents nearly 18 percent of all American Indians in higher education.

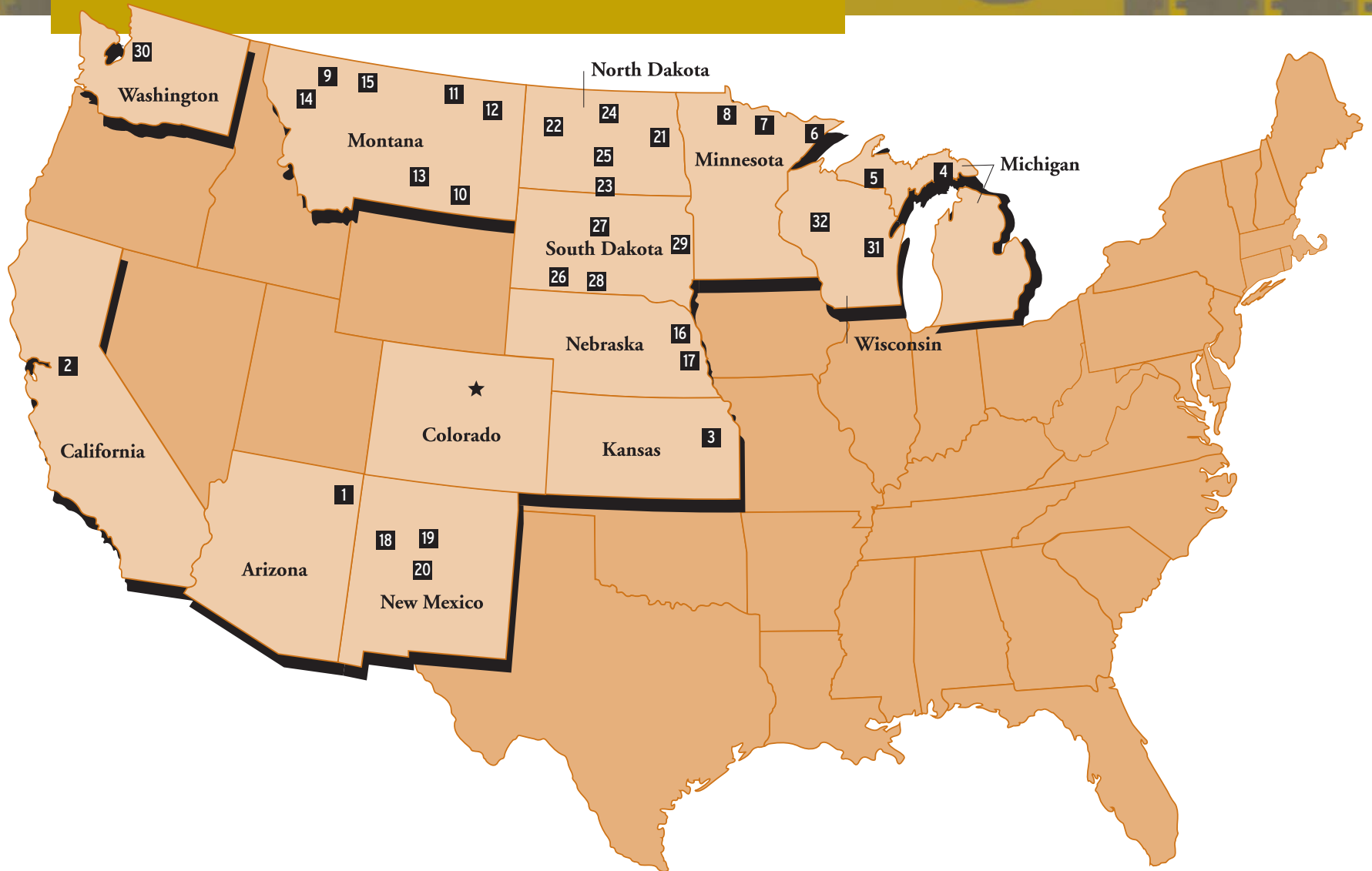
Operating on shoestring budgets, these schools are providing opportunity and hope. For the first time in the history of Indian education, tribal members can get their education and remain a part of their communities. The schools also play vital roles in revitalizing Native cultures and providing needed community services such as early childhood education and business development.

Tribal colleges, institutions that have been developed by and for Indian communities, are proving that they can be successful not only in graduating Indian students, but in reinvigorating the cultures from which they come. These tribal colleges provide a form of education like no other, and the result is success.



Ben Barney, professor and cultural specialist, with graduate Regine Brown at Diné College. Regine became an educator in order to help her people.

Tribal Colleges



ARIZONA

1 Diné College
P.O. Box 126
Tsaile, AZ 86556
(928) 724-6669
www.dinecollege.edu

CALIFORNIA

2 D-Q University
P.O. Box 409
Davis, CA 95617
(530) 758-0470
www.dqu.cc.ca.us

KANSAS

3 Haskell Indian Nations University
155 Indian Avenue
Lawrence, KS 66046-4800
(785) 749-8404
www.haskell.edu

MICHIGAN

4 Bay Mills
Community College
12214 West Lakeshore Drive
Brimley, MI 49715
(906) 248-3354
www.bmcc.edu

5 Keweenaw Bay Ojibwa
Community College
325 Superior Ave.
P.O. Box 519
Baraga, MI 49908
(906) 353-8161
www.kbojibwacc.org

MINNESOTA

6 Fond du Lac Tribal &
Community College
2101 14th Street
Cloquet, MN 55720
(218) 879-0800
www.fdlcc.edu

7 Leech Lake
Tribal College
113 Ballsam
P.O. Box 180
Cass Lake, MN 56633
(218) 335-4200
www.lltc.org

8 White Earth Tribal &
Community College
210 South Main Street
Mahnommen, MT 56557
(218) 935-0417
www.wetcc.org

MONTANA

9 Blackfeet
Community College
P.O. Box 819
Browning, MT 59417
(406) 338-5411
www.bfcc.org

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

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

12 Fort Peck
Community College
P.O. Box 398
Poplar, MT 59255
(406) 768-5551
www.fpcc.edu

13 Little Big Horn College
1 Forest Lane
Crow Agency, MT 59022
(406) 638-3100
www.lbhc.cc.mt.us

14 Salish Kootenai College
P.O. Box 117
Pablo, MT 59855
(406) 275-4800
www.skcc.edu

15 Stone Child College
Rocky Boy Route Box 1082
Box Elder, MT 59521
(406) 395-4313
www.montana.edu/wwwsc

NEBRASKA

16 Little Priest Tribal College
P.O. Box 270
Winnebago, NE 68071
(402) 878-2380
www.lptc.bia.edu

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

NEW MEXICO

18 Crownpoint Institute
of Technology
P.O. Box 849
Crownpoint, NM 87313
(505) 786-5851
www.cit.cc.nm.us

19 Institute of American
Indian Arts
83 Avan Nu Po Road
Santa Fe, NM 87508
(505) 424-2300
www.iaiancad.org

20 Southwestern Indian
Polytechnic Institute
9169 Coors NW
Albuquerque, NM 87184
(505) 346-2347
www.sipi.bia.edu

NORTH DAKOTA

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

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

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

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

25 United Tribes
Technical College
3315 University Drive
Bismarck, ND 58504
(701) 255-3285
www.unitedtribestech.com

SOUTH DAKOTA

26 Oglala Lakota College
P.O. Box 490
Kyle, SD 57752
(605) 455-2321
www.olc.edu

27 Si Tanka University
P.O. Box 220
Eagle Butte, SD 57625
(605) 964-6044
www.sitanka.edu

28 Sinte Gleska University
P.O. Box 490
Rosebud, SD 57570
(605) 747-2263
www.sinte.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 Road
Bellingham, WA 98226
(360) 676-2772
www.nwic.edu

WISCONSIN

31 College of
Menominee Nation
P.O. Box 1179
Keshena, WI 54135
(715) 799-4921
www.menominee.edu

32 Lac Courte Oreilles
Ojibwa Community College
13466 W. Trepania Road
Hayward, WI 54843
(715) 634-4790
www.lco-college.edu

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



Summary of Activities

In 2002, the American Indian College Fund earned top honors for its work on behalf of the tribal colleges and Indian students. Named the “2002 Scholarship Provider of the Year” by the National Scholarship Providers Association, the Fund was recognized for its efficiency, effectiveness and ability to bring creativity and a unique vision in support of higher education.

“This award is for all the hard work by our staff and the tribal colleges in helping Indian people across the nation achieve their higher education goals,” said Richard B. Williams, executive director of the Fund. “We are humbled and honored to be recognized for our passion, dedication and commitment to providing scholarships and assistance to some of the poorest students in the country.”

Despite the continuing challenges posed by the economy in 2002, the generosity of individuals, foundations and corporations allowed the Fund to disburse more than \$4 million for scholarships. Since the Fund began disbursing funds in 1989, students have received approximately \$27 million in scholarships.

During the past decade, the Fund also has helped meet operational needs, furthered academic program development, launched an endowment, increased the public’s awareness of the tribal colleges and helped fund construction projects for the schools.

Among the Fund’s highlights in 2002:

- ◆ The Fund awarded more than 6,000 scholarships in 2002.
- ◆ The tribal colleges have completed more than 40 construction and renovation projects since the Fund’s Campaign Sii Ha Sin began. In 2002, more than 13 projects were undertaken.



In her 80s, Agnes “Oshanee” Kenmille teaches students at Salish Kootenai College the art of hide tanning. The Salish artist will be highlighted in the Fund’s book, *Real Indians*.

- ◆ The Fund expanded and created new partnerships with corporations and foundations such as Lumina Foundation for Education, The Coca-Cola Foundation, the Ford Motor Company Fund, E*TRADE Financial, Inc., The David and Lucile Packard Foundation, Allstate Insurance Company, Nissan North America, Inc., Morgan Stanley and the Citigroup Foundation.
- ◆ The Fund increased participation of tribal nations in the Sovereign Nations Scholarship Fund.
- ◆ The Fund relocated its product marketing office to Denver from New York, completing the consolidation of all core operations into Denver.
- ◆ The Fund neared completion of its first book, *Real Indians*. The book is funded through a grant from the W.K. Kellogg Foundation. This elegant coffee-table volume gathers portraits of 37 contemporary American Indians in the tribal college movement and documents what will be remembered as a watershed era in American Indian history. Publication is set for 2003.

Program Services

Scholarships

Cankdeska Cikana Community College graduate Ruth Hopkins says nothing will keep her from earning her bachelor's degree in biology. After years spent in poverty and hopelessness, the mother of three says she would sleep in a cardboard box outside the biology department if that's what it takes to earn her degree.

"Once I discovered there was a way up and out, there was no stopping me," said Ruth, now a student at the University of North Dakota. "It wasn't really a matter of deciding my future depended on higher education – rather it was a matter of realizing that I had a future."

In 2002, the American Indian College Fund looked at new avenues to encourage graduating students at tribal colleges to transfer to four-year programs to pursue bachelor's degrees. As part of this expanding effort, Ruth was selected for The David and Lucile Packard Foundation's Tribal Scholars Program.



A 2001 survey of Fund scholarship recipients found that respondents were financially responsible for an average of 2.59 persons while attending a tribal college, including children, siblings or other relatives.

This was the first year that the Fund began administering the program, which provides support for tribal college graduates to continue their studies in the sciences, mathematics, computer science, engineering or resource-management fields.

In observance of 10 years of supporting scholarships through the Fund, automaker Nissan North America, Inc., doubled its support to establish a transfer program in 2003. The program will provide 20 scholarships and a stipend to each student that will continue for two years as the student completes a bachelor's degree program.

Also, Morgan Stanley awarded the Fund a grant of nearly \$200,000 to support two 2003 scholarship programs aimed at increasing American Indian participation in the financial services industry and the business sector in general. The Tribal College Program will award 10 scholarships to

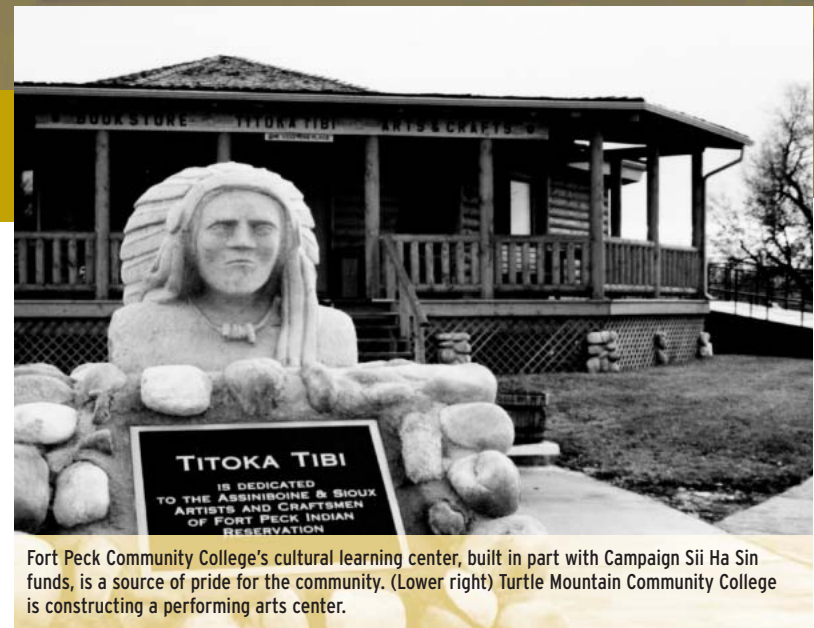
Program Services

outstanding tribal college students. The Scholarship and Career Development program will award five scholarships and internship opportunities to outstanding students enrolled in four-year degree programs.

In total in 2002, the Fund disbursed more than \$4 million for scholarships.

Among the Fund's scholarship highlights in 2002:

- ◆ More than 6,000 scholarships were disbursed.
- ◆ 57 tribal college students received Ford Motor Company/American Indian College Fund Corporate Scholarships.
- ◆ 19 students attending four-year, mainstream institutions received Ford Motor Company/American Indian College Fund Corporate Scholarships.
- ◆ For the fourth consecutive year, the Fund administered the Coca-Cola First Generation Scholarship program to talented Native students who are the first in their families to attend college.
- ◆ 32 students, one from each tribal college, were named Students of the Year and received scholarships through a grant from the Castle Rock Foundation.
- ◆ 33 tribal college students received State Farm Scholarships, including funds to assist students in taking national and state teacher certification exams.



Fort Peck Community College's cultural learning center, built in part with Campaign Sii Ha Sin funds, is a source of pride for the community. (Lower right) Turtle Mountain Community College is constructing a performing arts center.

Campaign Sii Ha Sin

From inside a double-wide mobile home, Sitting Bull College students conduct their science experiments on aging equipment. The only running water in the entire structure is in the bathroom and in one laboratory.

A critically needed capital campaign for the construction of new classrooms, libraries, dormitories and laboratories at tribal colleges began in 1999 with the launch of the American Indian College Fund's Campaign Sii Ha Sin. Named for the Navajo word for hope, the \$120 million campaign has helped complete more than 40 construction and renovation projects.

Prior to the campaign, an assessment study identified more than \$300 million in immediate facility needs at the tribal colleges and universities that typically operated out of trailers, abandoned warehouses and condemned buildings.

As part of Sitting Bull College's plans to construct a new campus, science scholars will be among the first students to move to the new site. The college has raised \$5.9 million, including \$1.2 million from the Fund, to build the new campus.

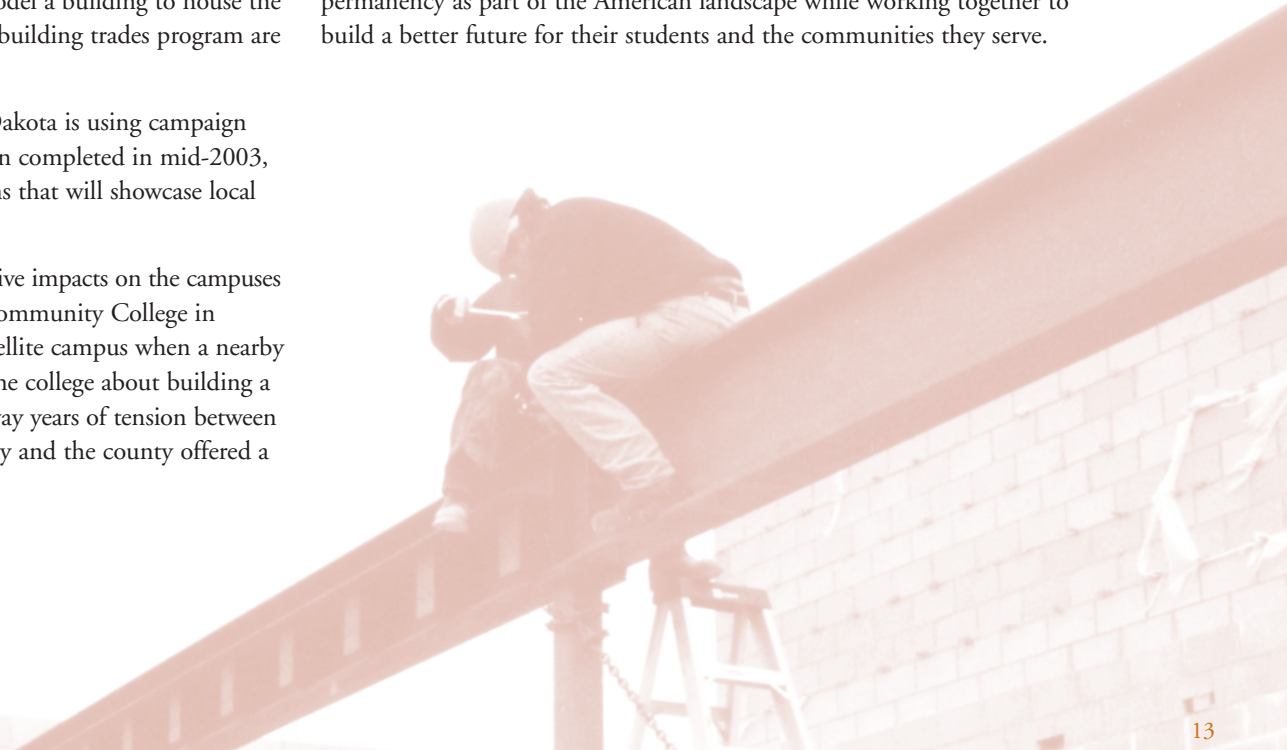
In 2002, more than 13 projects were undertaken with campaign funds, including the construction of a chemistry lab at Blackfeet Community College in Montana. The lab will provide students with individual workstations, lab equipment and, most importantly, a safe learning atmosphere. The college also utilized campaign funds to purchase and remodel a building to house the vocational education program. Students from the building trades program are helping complete the renovations.

Turtle Mountain Community College in North Dakota is using campaign funds to help build a performing arts center. When completed in mid-2003, the auditorium will house art and theater programs that will showcase local artists and serve as a community centerpiece.

Campaign Sii Ha Sin also has had unforeseen positive impacts on the campuses and their communities. For example, Fort Peck Community College in Montana was submitting a proposal to build a satellite campus when a nearby community, the City of Wolf Point, approached the college about building a satellite campus in that city. The project melted away years of tension between the Native and non-Native communities as the city and the county offered a

parcel of land for the project. The college also used campaign funds to construct a cultural center and to remodel a former tribal government building to house classrooms, student services and an auditorium.

The facilities are improving the overall quality of the academic experience for students, who also are taking pride in the physical transformations. The Fund is committed to seeing that the tribal colleges have the facilities and equipment they need to provide Indian students with the best possible education. Through Campaign Sii Ha Sin, tribal colleges are ensuring their permanency as part of the American landscape while working together to build a better future for their students and the communities they serve.



Program Services

Cultural Preservation & Perpetuation

The ability to interweave Native traditions and values with modern education is what makes tribal colleges unique and successful.

In 2002, the American Indian College Fund 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 (NEH) Challenge Grant, with supplemental endowment funds provided by the Ringing Rocks Foundation, makes the annual disbursement possible.

The Fund's fifth disbursement from the cultural preservation endowment helped support a variety of projects, including language preservation efforts, reclamation of artifacts, preservation of oral histories, and Native American studies courses at the tribal colleges.

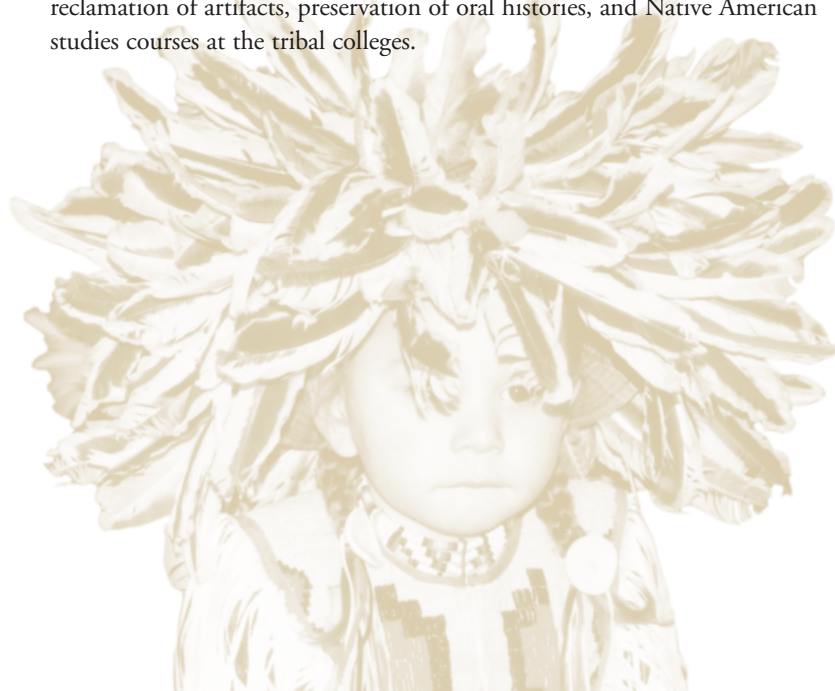


Partially funded by the Fund, Haskell Indian Nations University finished construction on its cultural learning center in 2002. (Below) Three-year-old J.J. Azure (Assiniboine and Sioux) of Fort Peck, Montana.

Haskell History Finds a Home At Last

Haskell Indian Nations University in Lawrence, Kansas, was in danger of losing its collections of Indian art and priceless tribal artifacts that the one-time boarding school had gathered during its 117-year history. For too long, the university's art collections, historical documents and traditional cultural items had been stored in boxes scattered across campus.

Amid concern by the Bureau of Indian Affairs about Haskell's ability to preserve the collections, the university began constructing a cultural center and museum that would provide display space and a climate-controlled environment for the priceless pieces. A grant from the Fund's Campaign Sii Ha Sin helped construct the 6,000-square-foot facility that opened in 2002. NEH funds are being used in the university's efforts to catalog and archive its extensive collections.





The Menominee Language Makes its Return

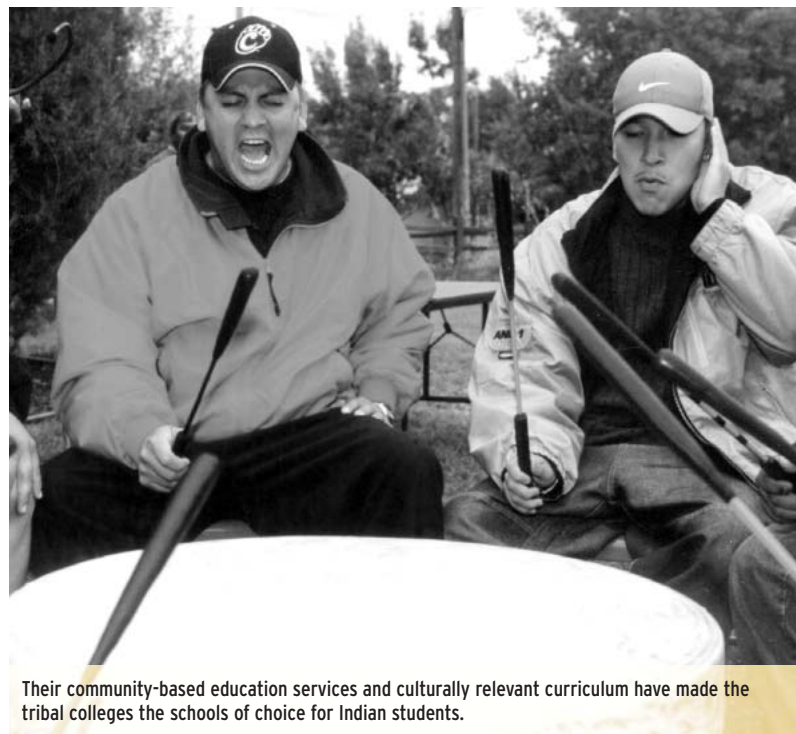
University of Wisconsin-Madison linguists estimate that if the number of Menominee language speakers does not increase immediately, the language will be considered “dead” by 2013. To prevent this, the College of Menominee Nation has created a language preservation initiative that reaches tribal members ranging from toddlers to the elderly.

Grants from the Fund assist the college in meeting the initiative’s two immediate goals: to train more language teachers and to raise awareness about the consequences of losing the Menominee language.

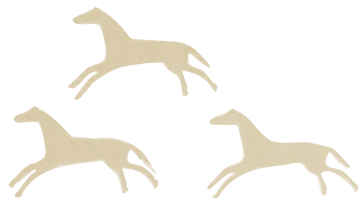
Picturing the Past: Sinte Gleska University

The Sicangu Heritage Center at Sinte Gleska University in South Dakota houses the official archives of the Rosebud Sioux Tribe. Preservation grants from the Fund have helped the university purchase equipment, supplies, archival shelving and museum software for the center.

For the past decade, recapturing and archiving tribal photographs has been a goal of the university. Now, as part of the university’s effort to build a storyline of the tribe’s history, the university is restoring and collecting old photographs to promote greater interest and pride in the tribe’s history and culture. The university is using its grant from the Fund to research and collect photographs held in area archives and museums.



Their community-based education services and culturally relevant curriculum have made the tribal colleges the schools of choice for Indian students.



Program Services

Public Education

An integral part of the American Indian College Fund's mission is to educate the public about the important role tribal colleges play in improving education and strengthening Indian societies.

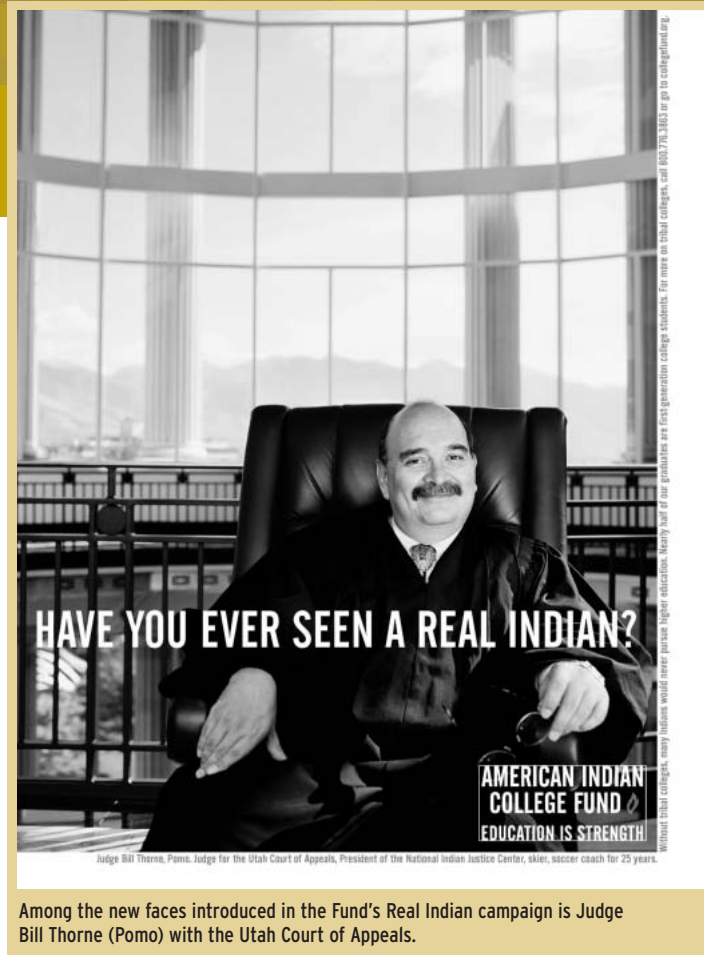
In 2002, the Fund continued to roll out its new "Have you ever seen a real Indian?" public education campaign. The print ad campaign, aimed at challenging Indian stereotypes and educating the public about the important role of tribal colleges, was launched in 2001 featuring five successful Native professionals and students.

Accompanied by the tagline "Education is Strength," the powerful campaign highlights facts about how tribal colleges are changing their communities and the lives of American Indian people.

The Fund collaborated with world-renowned advertising agency Wieden+Kennedy to develop three new ads featuring CBS News reporter Hattie Kaufman (Nez Perce), Miss South Dakota 2002 Vanessa Shortbull (Oglala Lakota) and Judge Bill Thorne (Pomo).

In 2002, space for partial and full-page ads for the Real Indian campaign, as well as the Fund's previous public education campaign titled "Mind & Spirit," was donated by numerous national publications.

The Fund also created greater awareness of Indian issues and the tribal colleges through news releases, public events, opinion pieces, newsletters and the organization's Web site, www.collegefund.org.



Among the new faces introduced in the Fund's Real Indian campaign is Judge Bill Thorne (Pomo) with the Utah Court of Appeals.

During 2002, the Fund received a record 385 editorial placements in print, radio, television and Internet news media. Among the publications that featured the Fund and the tribal colleges were *Native Peoples* and *The Denver Post. Utne Reader*, a bimonthly magazine with a circulation of 225,000 that has been nominated three times for the National Magazine Award for General Excellence, stated, "If success can be measured by retention rates and employment figures, tribal colleges have done an outstanding job..."

Supporting Services — Fund Raising

Tribal College Tours

Taking tour participants deep into the heart of Indian Country, the American Indian College Fund hosts tribal college tours to provide an opportunity to explore contemporary Native America and see the tribal college movement in action.

Judith Gott did not know anyone graduating from Fort Belknap College in Montana when she attended commencement exercises in June 2002. But that did not stop the Northern Plains tour participant from being moved to tears.

“It was the first graduation ceremony I’ve ever attended where I actually wept,” said Judith, who attended two tours in 2002. “You could see the pride in what the students had accomplished and that no one took education for granted.”

Each tour group is immersed in the culture and educational efforts occurring in each tribal college community they visit.



The Fund held three tribal college tours in 2002. Tour members visited with tribal college students and faculty in the Northern Plains, the Pacific Northwest and the Great Lakes.

“These students are receiving an education, but I was also educated by my trip,” Judith said. “The students are going back to their reservations to help their communities and that’s very exciting.”

In 2002, the Fund expanded the number of tours to three, resulting in the most successful tour program to date. Forty participants journeyed to eight tribal colleges in the Northern Plains, Pacific Northwest and Great Lakes regions to meet with college presidents, faculty, students and community members.

In June, participants traveled to Montana on the tour that included Stone Child College, Fort Belknap College, Salish Kootenai College and Blackfeet Community College, where tour participants witnessed a repatriation ceremony.



Supporting Services — Fund Raising

During the Pacific Northwest tour in July, tour participants visited Northwest Indian College in Bellingham, Washington, and they traveled the Olympic Peninsula.

The group had the opportunity to venture through the Suquamish, Makah and Lummi reservations. The participants were honored to take part in a Lummi feast with tribal leaders, students and faculty from the college.

In August, Great Lakes tour participants journeyed through Wisconsin and Minnesota to the College of Menominee Nation, Lac Courte Oreilles Ojibwa Community College, and Fond du Lac Tribal & Community College.

Participants enjoyed the opportunity to explore the school campuses and to visit with students who have received Fund scholarships.



For many tour members, the personal interaction with tribal college students, leaders and Native American culture is unforgettable. (Below) Powwow emcee Octave Finley greets donors Judith Gott (far left) and Susan Lees at Salish Kootenai College.

Other highlights included the Menominee Logging Museum and the Native Museum and Cultural Center. While at the museum, the group was honored to be a part of an Ojibwe adoption ceremony. In the ceremony, donor Marie Lavallard became a “grandmother” to the Fund’s executive director, Richard Williams.

In 2003, the Fund is planning three tours: the Southwest in June, Montana Plains in July, and Northern Woodlands in August.

Products

Acclaimed artist R.C. Gorman grew up surrounded by the art and craft of the women weavers in his family on the Navajo Reservation in Arizona. While the traditional Diné (Navajo) rugs woven by his grandmother and aunts helped pay the bills, their love and creativity influenced his work throughout his career.

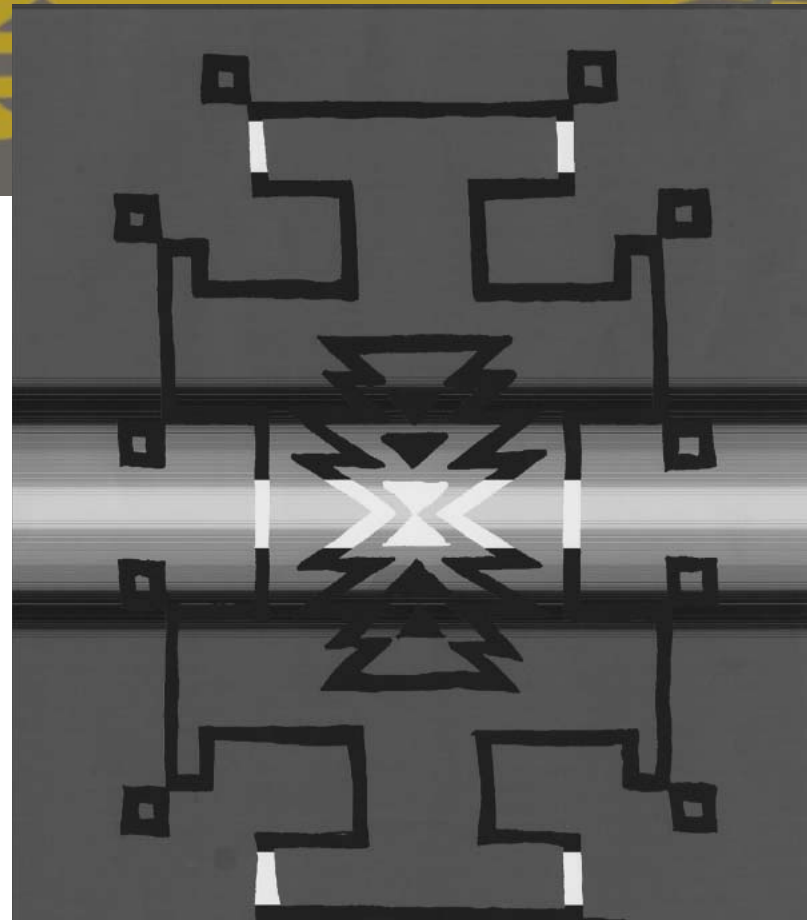
To honor the women in his life and all Diné women, Gorman designed “Homage to Spider Woman” as the first of the Mother Earth Series blanket collection launched in 2002 by the American Indian College Fund. The blanket’s design is based on one of Gorman’s paintings that depicts the Diné legend of the Spider Woman, a deity who possessed supernatural powers and who taught the ancestors the art of weaving.

The Fund has produced collectible blankets made by Pendleton Woolen Mills of Oregon for nearly a decade. Other popular items available in the Fund’s product line are notecards, calendars and jewelry, all designed by Native artists, with proceeds benefiting the tribal colleges.

The products educate and celebrate the importance of Native American art and design while complementing the Fund’s mission.

For Gorman, involvement with the Fund’s blanket series was an easy decision.

“I’m very interested in scholarships for kids who are achieving students, and the sale of these blankets will contribute to someone’s education,” Gorman said.



In 2002, the Fund unveiled its Homage to Spider Woman blanket as designed by artist R.C. Gorman. (Below) The Fund’s merchandise line also includes paper products and jewelry designed by Native artists.



Supporting Services — Fund Raising

2002 Flame of Hope Gala – New York City

The melodic sounds of the Native musical trio Ulali echoed through the 2002 Flame of Hope Gala that honored those who have contributed to the success of Indian higher education.

Nearly 300 tribal college supporters attended the seventh annual Gala held at the Cipriani 42nd Street in New York City. The evening included special tributes to the Shakopee Mdewakanton Sioux Community, Allstate Insurance Company and Barbara Bratone for their commitments to furthering Indian education.

The Gala, which is the American Indian College Fund's largest annual fund-raising event, grossed \$362,000 for tribal college students. The amount raised includes \$60,000 in donated art from such notable artists as Virginia Stroud, Dale Chihuly, Dan Namingha and Jewell James.

Vanessa Shortbull, Miss South Dakota 2002 and a former Oglala Lakota College student, inspired and entertained guests as emcee of the event.

The Fund presented the 2002 Flame of Hope Sovereign Nations Achievement Award to the Shakopee Mdewakanton Sioux Community for providing initial support to the Fund's Sovereign Nations Scholarship Fund.



Ingrid Saunders Jones of The Coca-Cola Foundation, (left) presents the 2002 Flame of Hope Corporate Achievement Award to Allstate Insurance Company. Joan Crockett of Allstate receives the award. (Lower right) Fort Peck Community College President James Shanley presents the Fund's 2002 Lifetime Achievement Award to the Fund's founding director, Barbara Bratone.

The 2002 Corporate Achievement Award went to Allstate Insurance Company for its devotion to providing support for Indian education. Since 2000, the Allstate Foundation has provided scholarship support to tribal college students and has sponsored internships at its Northbrook, Illinois, headquarters to provide professional skills to tribal college students.

During the evening, the Fund also honored Barbara Bratone, founding director and former senior resource development officer for the Fund, for her 13 years of service. Ms. Bratone was recognized for her work advocating Indian education and the preservation of American Indian cultures.

**The American Indian College Fund
thanks those who generously contributed
to the 2002 Flame of Hope Gala:**

Benefactors

Allstate Insurance Company

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The UPS Foundation

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Supporting Services — Fund Raising

Other Events in 2002

In 2002, the American Indian College Fund hosted several receptions to further educate the public and donors about the tribal colleges and to strengthen scholarship support for tribal college students.

Regional receptions were held in San Francisco, Portland, Santa Fe and Chicago. Wells Fargo Home Equity sponsored the San Francisco reception in January that featured an evening of Native entertainment.



Guests at the Fund's Portland event were treated to a special dance performance by the Cape Fox Dancers, members of the Tlingit Indian tribe. (Below) In September, the Fund celebrated the tribes of the Great Lakes during an evening of dance and art in Chicago.

In April, Wieden+Kennedy in Portland, Oregon hosted more than 250 guests on behalf of the Fund for an evening titled "Iyes Xwes Kwensot," which in Lummi translates to "Beautiful New Beginning." In August, the Fund held a reception at the Institute of American Indian Arts in Santa Fe. Guests strolled through the exhibits at the museum to learn about the Fund and the revitalization of Indian education.

The Fund held a fund-raising event in September at the offices of Allstate Insurance Company in suburban Chicago. The evening brought together several corporations in the region, including Motorola, Abbott Laboratories and AT&T, as well as more than 100 guests.

Corporations and Foundations

Oglala Lakota College student Barbra Brewer has lived her entire life on the Pine Ridge Indian Reservation in South Dakota, one of the most economically depressed areas in the nation. Yet, the business administration senior is dedicated to receiving her education to lift up herself and her people.

In 2002, Barbra was named a Ford Motor Company/American Indian College Fund Corporate Scholar and was one of two tribal college students selected for internships sponsored by the Ford Motor Company.

“Had it not been for the Ford Motor Company Fund’s partnership with the American Indian College Fund, I do not believe I would be where I am today,” said Barbra, who interned at the American Indian College Fund offices in Denver. “Because of the Fund’s dedication, many students have the opportunity to fulfill their educational and career goals. Most importantly, the Fund has given students like me hope.”



In addition, the Ford Motor Company Fund awarded a \$250,000 grant in 2002 to continue the Ford Motor Company/American Indian College Fund Corporate Scholars program.

The Fund’s corporate and foundation supporters play an essential role in ensuring higher education opportunities for tribal college students.



Oglala Lakota College student Barbra Brewer spent the summer of 2002 as an intern at the Fund’s Denver office.

Supporting Services — Fund Raising

Some outstanding examples of corporate and foundation commitments to the tribal colleges and their students in 2002 were:

- ◆ The David and Lucile Packard Foundation committed approximately \$426,000 through the Tribal Scholars Program and \$45,400 for organizational development.
- ◆ One of the Fund's oldest and most substantial supporters, the William Randolph Hearst Foundation, made a \$200,000 grant for a Hearst Endowment. The gift was a departure from the foundation's previous gifts because it was designated entirely for scholarships.
- ◆ Lumina Foundation for Education committed \$325,000 for the support of Indian paraprofessionals working to attain the necessary educational requirements to bring them into compliance with the No Child Left Behind Act of 2001.
- ◆ The Coca-Cola Foundation awarded a three-year grant to the Fund to continue the foundation's First Generation Scholarship Program.
- ◆ E*TRADE Financial, Inc. presented a \$100,000 grant to provide scholarships for Native American students attending tribal colleges in South Dakota.



Institute of American Indian Arts President Della Warrior (left), Fund Executive Director Richard Williams, and Valorie Johnson of the W.K. Kellogg Foundation at the Institute of American Indian Art during the Fund's event in Santa Fe. (Lower right) Wal-Mart Stores, Inc. helped sponsor the Fund's annual "Christmas Elders Dinner" by donating funds to purchase toys for elders to give to their grandchildren.

- ◆ The Citigroup Foundation announced the establishment of the Citigroup Foundation Scholarship & Career Exploration Program that begins in the fall of 2003. The program will provide scholarships to students attending tribal colleges in South Dakota and expose students to career options and leadership development opportunities needed to succeed in business.

Sovereign Nations Scholarship Fund

In December 2001, the Fund received its largest single gift designated for scholarships and the largest award from a tribal nation. The Shakopee Mdewakanton Sioux Community committed \$900,000 to endow a new scholarship fund, the Sovereign Nations Scholarship Fund, and has challenged other tribes to match it.

The goal of the Sovereign Nations Scholarship Fund is to build a \$10 million endowment with contributions solicited from tribal nations, Native businesses and individuals to meet the higher education needs in Indian Country for generations to come.

In 2002, the Ho-Chunk Nation of Wisconsin awarded \$50,000 from the tribe's gaming revenues to assist American Indian students. Ho-Chunk Nation Legislator Wade Blackdeer said, "We value education for our children and wanted to support an organization that helps Native Americans get an education."

Other tribal nations that gave to the Sovereign Nations Scholarship Fund in 2002 include the Mille Lacs Band of Ojibwe Indians of Minnesota, the Cow Creek Band of Umpqua Tribe of Indians of Oregon, the Oneida Indian Nation of New York, the Upper Skagit Indian Tribe of Washington, the San Manuel Band of Mission Indians and the Santa Ynez Band of Mission Indians.

Additionally, the Fund received support from the Native American Caucus in California, *Indian Gaming Magazine* and Virchow, Krause & Company, LLP.



Supporting Services — Fund Raising

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Supporting Services — Fund Raising

Since 1989, more than 130,000 individuals and organizations have made contributions to the American Indian College Fund. Each gift, no matter its size, is very important to us. Contributions are used to provide scholarships and emergency aid for students. Donors may choose, however, to have their gifts support endowment, capital and cultural preservation efforts at the colleges.

Circle of Leadership

The Circle of Leadership is composed of a special group of supporters who contributed \$5,000 or more in 2002 to the American Indian College Fund. Through their generous donations, this exclusive group of donors has taken a leadership role in furthering the vision of improving college education opportunities for Native Americans.

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Nearly 75 percent of tribal college graduates are employed, despite living in areas with unemployment rates as high as 85 percent.

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Circle of Hope

We offer special recognition to those supporters who made a gift of \$1,000 to \$4,999. The circle is an important Native American symbol that represents many values, including community and equality. These friends help to complete our Circle of Hope.

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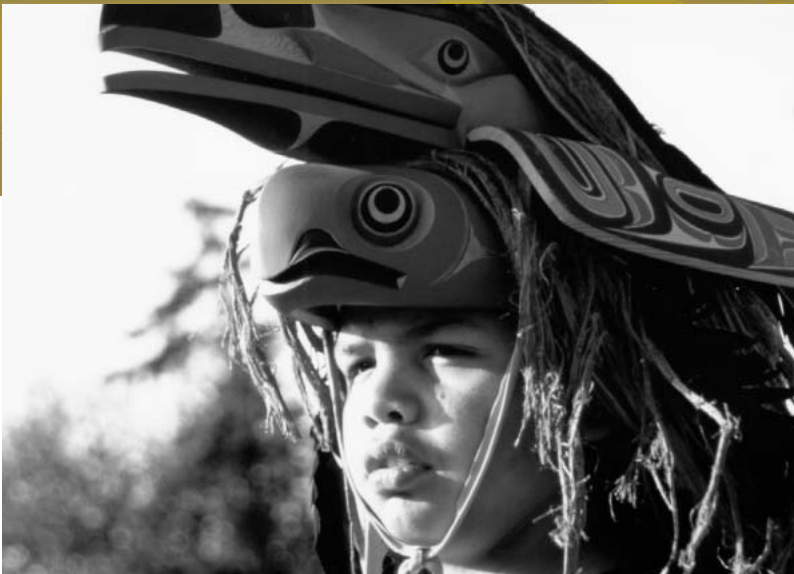
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Northwest Indian College is recording Lummi language and oral histories in order to develop culturally appropriate curriculum for language, art, music and science programs.

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Tribal colleges give students options – whether it's returning to the reservations or pursuing another career. In either case, an education is crucial and, often, Fund support is the determining factor in getting beyond high school.

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Supporting Services — Fund Raising

Circle of Strength

The American Indian College Fund is grateful for the monthly commitment of our Circle of Strength members whose steadfast support strengthens the amount of financial support we are able to provide. Through their support, the Fund is able to supply the additional income needed to create access to high quality education for tribal college students. We are deeply appreciative of their generous support.

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Tribal colleges constitute less than 1 percent of the colleges and universities in the United States, but they educate nearly 18 percent of the entire American Indian student population.

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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. In 2002, 181 friends left generous planned gifts and legacies totaling nearly \$3 million. With their lifetime gifts, these donors are helping ensure lasting support for the vision of appropriate, effective higher education for Native Americans across the United States. We honor these special friends in our Circle of Vision.

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Endowed Scholarships

The American Indian College Fund is committed to building an endowment that will generate income for scholarship and operating funds for the tribal colleges for generations to come. We offer thanks to those special donors who are helping lead this effort. Their contributions will be combined and invested for growth. Their support will help American Indian students pursue post-secondary education while remaining grounded in the traditions and philosophies of their tribal nations.

Dorothy Bird Nyswander & Margaret Bird Manson

Native American Education Fund

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Yazdi Scholarship/ Fellowship Fund

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(David Clayson)

Gutstein Scholars Program

The Jane Parker Scholarship Fund



There are about a half-million American Indian and Alaska Native students enrolled in kindergarten through the 12th grade in the U.S.

Martha Berg Scholarship Fund

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The Fund affords Indian students opportunities to succeed, while retaining and promoting the benefits of their heritage.

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Operating Percentages

Effectiveness and Efficiency

Public education is an integral part of the American Indian College Fund's mission. To meet this goal, the Fund has developed several strategies for building the public's awareness, understanding and appreciation.

Two of these strategic activities have had significant **non-cash effects** on the audited financial statements of the Fund. Those activities are the public education advertising campaign and the marketing of blankets designed by Native Americans and themed around American Indian culture and legends.

Through the generosity of a corporate grant, the Fund has worked with Wieden+Kennedy, an international advertising agency, to develop a public service advertising campaign to dispel stereotypes and to promote awareness of Native Americans and their contributions to society, as well as improving awareness of the tribal colleges that the Fund supports. The current campaign is referred to as the "Real Indian" campaign because it features the tagline "Have you ever seen a real Indian?" In addition, a separate campaign has been developed that promotes American Indian-style blankets and the Native legends that inspired them. The Fund sells these blankets.

Although grant money was used to create these campaigns, the majority of the expense associated with advertising campaigns such as these is the expense of ad space in various prestigious national publications. The Fund does not pay for these advertising placements. The Fund has provided the publications with the ads on a "public service" basis, meaning that the publications choose if and when they will use the ads.

However, the Fund records the value of these "donated services" as revenue on its audited financial statements, and then offsets the revenue with an "expense." The expense is then included in the functional expense report that is part of the organization's audited financial statements. This is in accordance with generally accepted accounting principles.

Functional expense reports are often used to rate the effectiveness and efficiency of not-for-profits. Since the "expenses" related to the donated advertising space do not actually utilize donor funds or any cash, the following schedule shows the Fund's functional expense percentages when "donated advertisements" are excluded. You may note from the following schedule that the Fund has maintained a high level of effectiveness and efficiency, with approximately 80 percent of its expenditures being utilized for the organization's missions, and only about 20 percent being used to support the administrative and fund-raising functions.

For the Year-Ended December 31, 2002

| | Scholarships and Grants | Public Education | Management and General | Fund Raising | Total |
|--------------------------------------------------------------------------------------|----------------------------|---------------------|---------------------------|--------------|----------------------|
| Total Expenses for the Year Ended December 31, 2002 | \$ 12,427,871 | \$ 673,428 | \$ 604,181 | \$ 3,167,228 | \$ 16,872,708 |
| Less: Donated Advertising Expense | | (34,399) | | (609,550) | (643,949) |
| Total Expenses Excluding Donated Advertising for the Year Ended December 31, 2002 | \$ 12,427,871 | \$ 639,030 | \$ 604,181 | \$ 2,557,678 | \$ 16,228,760 |
| Functional Expense as a % of Total Expense Excluding Donated Advertising | 76% | 4% | 4% | 16% | 100% |

Credits

The Fund's annual report is prepared by the Public Education and Communications Department with assistance from the Fund's staff and external contributors.

Editor

Cheryl Cadue Middleton

Copy Editors

Randy Blauvelt, Suzette Brewer, Patterson T. Yazzie

Contributing Photographers

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Graphic Design

Timothy Lange, ThinAirCreative, Inc.

Printing

Tim Hammonds, National Printing & Packaging

Details from some of the Fund's blankets have been used throughout this annual report as graphics and design devices.

Cover Art

"Rose" by artist Linda Madison

The American Indian College Fund is proud to present the work of Linda Madison, a tribal college graduate, on the cover of our 2002 Annual Report.

Madison (Nez Perce) is a 1996 graduate of the Institute of American Indian Arts (IAIA) and a Fund scholarship recipient.

Experimenting with a process called Polaroid slide transfer while attending IAIA, Madison began creating a gallery of family portraits using turn-of-the-century images of her family members. "Rose" is Madison's grandmother.

Madison added the geometric shapes to the portrait's background and hand-colored the Polaroid transfer with colored pencil. Not only does "Rose" connect the generations of women in Madison's family, the work also has turned Madison's family gallery project into a work of art.

"I was trying to figure out how to incorporate geometric abstraction with photography," she said. "This portrait has been turned into a totally new art object."

Madison has her bachelor's degree from the University of New Mexico. She would like to pursue her master's degree and teach photography at the college level.



"Rose"



AMERICAN
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FUND

National Headquarters

8333 Greenwood Blvd., Denver, CO 80221

(303) 426-8900

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