ANNUAL REPORT
2017-2018
EDUCATION IS THE ANSWER
# Table of Contents

- Our Mission .................................................. 2
- Your Donations/Our Commitment ......................... 3
- Message from the President ................................. 4 – 5
- Map of Scholarship Support ................................. 6 – 7
- Our Impact .................................................. 8 – 9
- We Create a Path for Native Student Success ............. 10 – 13
- Together We Fuel Native Student Potential ............... 14 – 17
- American Indian College Fund Supporters ............... 18 – 20
- 2017-2018 Governing Board of Trustees ................. 21
- Audited Financial Information ............................... 22
The American Indian College Fund invests in Native students and tribal college education to transform lives and communities.
For more than 29 years, the College Fund has been committed to transparency and accountability while serving our students and communities. We consistently receive top ratings from independent charity evaluators.

- We earned the “Best in America Seal of Excellence” from the Independent Charities of America. Of the one million charities operating in the United States, fewer than 2,000 organizations have been awarded this seal.
- The College Fund meets the Standards for Charity Accountability of the Better Business Bureau’s Wise Giving Alliance.
- The College Fund received a Gold Seal of Transparency from Guidestar.
- The College Fund consistently receives high ratings from Charity Navigator.

For more ratings and information, please visit www.collegefund.org/aboutus
With all of the news in the United States about identity and place, I’ve had many opportunities to reflect on what it means to me to be able to identify as a Sicangu Lakota woman.

There is an “American identity” story that emerged with the founding of the United States. Retold for generations, the American identity story’s message is that with the establishment of the United States as a country, all differences with regard to languages, cultures, traditions, and more were unnecessary. We were one country, one people, an homogeneous melting pot, assimilating all people into one shared identity.

In keeping with the beliefs of many of the nations that colonized lands throughout the western hemisphere that Native Americans were savages to be “tamed” along with the land, the incredible diversity of indigenous societies, including Native languages and place-based ways of living, were identified using labels and ideas not of our choosing. “Taming” meant obliterating our cultures, languages, traditions, and spiritual practices for the benefit of colonization.

My identity and the terms by which I name who I am have become even more important to me in today’s current environment. I understand and value that I have the freedom to name myself as a Sicangu Lakota woman.

At the American Indian College Fund, we understand the self-affirming power there is for Native people in celebrating our identity—and the direct impact it has on Native students’ success. Being rooted in one’s identity reinforces the connection we have with our ancestors and the land, empowers us as individuals and as citizens of tribal nations, and celebrates what makes us unique.
Our scholars say that attending a tribal college means they learn details about their tribal histories and learn their languages for the first time. When they speak their Native languages, understand their histories, honor their ancestors, and shine a light on their true identities as Native peoples, they are given the opportunity to be their true selves. It is liberating to be proud of who you are. With that freedom, confidence blossoms. And with that freedom, our students do better academically. They fulfill their dreams of making a difference in their communities through their education.

Our students are succeeding at a time in our country when we are witnessing challenging social upheaval which appears to be rooted in the American story. We at the American Indian College Fund do not believe that to be one nation all people must share the same beliefs, languages, and prayers. We value our diversity and our unique identities and ways of knowing.

I want to thank you for your continued support of the College Fund. Our work provides thousands of Native American scholars the opportunity to discover their true potential through higher education. So many of our students have shared with me how validating that support is. I ask you to continue to support us in the year ahead as we work to ensure the visibility and contributions of Native peoples, languages, cultures, and customs through education. We know that sharing our unique voices and perspectives as Native Americans will help to create a better society for all of us.

In solidarity and with love for all students and their families,

Cheryl Crazy Bull
President and CEO, American Indian College Fund
In addition to providing financial and programmatic support for 35 TCUs, the American Indian College Fund provides students with scholarships. This is a list of the schools our scholars attended.
5896 scholarships were distributed last year.

4353 students were served last year.

36% of all recipients were first generation students.

184 different schools were attended by our scholars.

Top 6 major categories: BUSINESS, EDUCATION, FINE ARTS, HEALTH, LIBERAL ARTS, STEM (in that order)
$7.655 million in scholarship support was distributed in 2017-18 and over $201 million in support of Native students and education has been awarded since our founding in 1989.

In 2017-18 nearly $5.7 million was granted to programs and higher education institutions serving Native communities. This included grants for cultural preservation, early childhood education, leadership and research projects, and faculty development fellowships.

American Indian College Fund
Statement of Activities Year Ended June 30, 2018

Support, Revenue and Gains

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributions</td>
<td>$ 23,125,557</td>
</tr>
<tr>
<td>Cy pres contribution</td>
<td>$ 824,000</td>
</tr>
<tr>
<td>Contributed public service announcements</td>
<td>$ 1,411,555</td>
</tr>
<tr>
<td>Net investment return</td>
<td>$ 3,454,918</td>
</tr>
<tr>
<td>Other revenue</td>
<td>$ 1,833</td>
</tr>
<tr>
<td>Gross special events revenue</td>
<td>$ 487,191</td>
</tr>
<tr>
<td>Less cost of direct benefits to donors</td>
<td>(216,692)</td>
</tr>
<tr>
<td>Net special events revenue</td>
<td>$ 270,499</td>
</tr>
<tr>
<td>Total support, revenue and gains</td>
<td>$ 29,088,362</td>
</tr>
</tbody>
</table>

Expenses and Losses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program services expense</td>
<td></td>
</tr>
<tr>
<td>Scholarships and grants</td>
<td>$ 16,505,466</td>
</tr>
<tr>
<td>Public education</td>
<td>$ 2,838,603</td>
</tr>
<tr>
<td>Total program expenses</td>
<td>$ 19,344,069</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting services expense</td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>$ 1,284,216</td>
</tr>
<tr>
<td>Donor development</td>
<td>$ 5,084,871</td>
</tr>
<tr>
<td>Total supporting services expenses</td>
<td>$ 6,369,087</td>
</tr>
<tr>
<td>Loss on uncollectable promises to give</td>
<td>$ 13,702</td>
</tr>
<tr>
<td>Total expenses and losses</td>
<td>$ 25,726,858</td>
</tr>
</tbody>
</table>

Change in Net Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in Net Assets</td>
<td>$ 3,361,504</td>
</tr>
<tr>
<td>Net Assets, Beginning of Year</td>
<td>$ 76,038,735</td>
</tr>
<tr>
<td>Net Assets, End of Year</td>
<td>$ 79,400,239</td>
</tr>
</tbody>
</table>

To see and download the 2017-18 audited financial report, please visit www.collegefund.org/financials or request a mailed copy by emailing info@collegefund.org or by calling 303-426-8900.
Our programs put students first to increase the graduation rate through:

- Scholarships;
- Other financial aid support;
- Tutoring and mentoring;
- Infusing Native tradition, culture, and language into curriculum to ground and support students in their identities;
- Developing leadership qualities; and
- Creating internships and career readiness.

We create a path for Native student success.

The American Indian College Fund provides the proven financial and program support to Native students and tribal colleges necessary for success, from cradle to career.

Our work fosters an environment that prioritizes and prizes higher education for Native students to make higher education the norm. We build upon Native cultural traditions of learning to create modern higher education opportunities to:

- Educate individuals and communities;
- Enhance modern learning environments with Native principles and traditions;
- Engage children, families, and communities in early childhood education;
- Guide high school students and associate degree-earners to further their educations;
- Strengthen Native community education capacity; and
- Support tribal college faculty and staff development.

We work to amplify Native voices in national education conversations by tracking and improving Native scholar data in:

- Majors and degrees pursued;
- Graduation rates;
- Enrollment at community colleges and mainstream, four-year universities;
- Representation at minority-serving institutions;
- Internship and job placement; and
- Employment access and readiness.
1. Our ancestors dreamed that their descendants, cultures, languages, and traditions would continue. Those dreams **laid the foundation** for the establishment of tribal colleges and universities.

2. In 1968 the Navajo nation **established a college** to deliver a modern curriculum while centering teachings on Navajo values. It was the first higher education institution of its kind—a college with Native-focused curriculum serving and located on an American Indian reservation. Tribal colleges and universities (TCUs) were born.

3. TCUs sprung up nationwide. Today the American Indian College Fund (the College Fund) supports 35 TCUs serving indigenous communities.

4. In 1989 the American Indian Higher Education Consortium created the American Indian College Fund to **raise funds for the tribal colleges** and universities and for student scholarships.

5. The College Fund’s **scholarship programs** allow students to focus on their studies without working and to participate in campus and community events that shape well-rounded professionals. Scholarships also allow students to graduate without incurring a large debt.

6. The College Fund provides assistance with navigating **financial aid and scholarship applications**.
The College Fund helps TCUs keep tuition costs low by providing students with financial support for capital and program expenses, including new construction and new curriculum development.

The College Fund supports development of programs at the TCUs to provide leadership development, science, business, and other opportunities.

All 35 TCUs offer certificate programs for workforce training and associate degrees; seven offer bachelor’s degrees; and four offer master’s degrees.

Early childhood education programs and centers prepare the next generation of college students for success by rooting them in culturally based learning experiences—while also training cohorts of Native teachers to serve the community as future role models in the classroom.

Student internships give Native students job training and experience in their career fields in their own communities, allowing them to give back in their student years.

Peer tutoring centers ensure students thrive academically and build a base of knowledge for furthering their education, ensuring the next generation of college-educated professionals creates sustainable communities and serves as role models.
13. **Mentoring programs** give Native students the knowledge to navigate both college and the workplace. Mentors also serve as confidantes, helping students with career planning.

14. **College transfer planning assistance** helps students smoothly transition to another university to earn a bachelor’s or advanced degree to meet their career goals.

15. **Culture** is front and center in all curriculum. Studying Native history, languages, traditions, and spiritual practices along with a **traditional curriculum** is statistically proven to give students a platform for long-term intellectual and emotional growth and strength.

16. **Research opportunities** expand the body of scientific, intellectual, and cultural knowledge about and in Native communities while giving students **high-end academic experiences** to build upon.

17. **Technology centers** give students experience with cutting-edge tools.

18. **Leadership programs** equip students **with the knowledge** and personal skills they need to make their communities sustainable.

19. **Fellowships** give students, faculty, and staff **advanced educational opportunities**, adding to communities’ intellectual capital.
For many Native students without adequate financial resources, getting a college degree does not always follow a straight path. Many students work while going to college to pay for tuition, books, room, and board. Yet because the gap between education costs and wages is too big to bridge, many students find themselves coming up short.

These students “stop out,” taking time to work to save enough money to get back into school to complete their degrees. Unfortunately, as the years wear on, bright people with untapped potential don’t always find their way back to finishing their educations.

Jasmine, a member of the Menominee Tribe of Wisconsin, is one of those students. She started college in Chicago as “a bright, young hopeful 17-year-old. Unfortunately, I was also a bright, young, hopeful 17-year-old just before the 2008 financial crash. It’s hard to say if things had been different whether or not I would have managed to finish my degree in those four years. But I do know that by the time I got to my second year, it was simply too difficult on my family for me to continue.”

After stopping out of college, Jasmine took jobs to pay back her college debt. But between the financial hardship and the lagging economy, she says that “college seemed like something that was a distant dream at best…I spent ten years thinking college wasn’t going to happen.”
But college did happen. Jasmine visited the College of Menominee Nation, which serves her tribe, to investigate their natural resources program. She was impressed by the opportunities for research, but money was a concern. Jasmine wrote to the school and said she was not sure she could afford to attend. They immediately responded and told her to apply; they would figure out the financial aid.

Thanks to American Indian College Fund scholarships and an affordable education at a tribal college, today Jasmine is a straight-A student working on an associate degree while participating in activities to develop her research and leadership skills. She is an American Indian College Fund student ambassador and a student intern in the College Fund’s three-year, $1.35 million Scholarly Emergence for Environmental Design and Stewardship (SEEDS) program, in which she researched the Menominee Theoretical Model of Sustainability as part of a project to design a Bachelor of Arts program.

Jasmine also enjoyed a year-long internship opportunity to work with scholars at Michigan State University on a National Science Foundation five-year grant program to study indigenous efforts around climate change. She helped create a publicly available database for both indigenous decision-makers and climate change researchers to help identify the common social impacts of climate change that are faced by tribes. The database assists indigenous communities with cultural and scientific mitigation, response, and adaptation strategies to climate change.

The opportunity to earn a higher education has helped Jasmine to develop her capacities as a scientist. “Had I not been at the College of Menominee Nation surrounded by these amazing and inspiring people who are dedicated to making me reach my full potential, I don’t think that would have happened.”

Jasmine’s career goal is to help Native communities build their capacities to fight climate change, allowing them to “find ways to preserve the things they love in the face of a world that is rapidly changing.”

87 percent of students (certificate/degree-seeking) attending TCUs received a federal Pell Grant, the barometer of financial need.*

As a child growing up on the Navajo reservation, Darwyn, Diné, says his grandmother loved to tell stories. Among her favorites was a Navajo tale about monsters.

Long ago, she would say, when the earth was new, monsters roamed Dinétah (Navajo Land) killing innocent people. The Holy people noticed this disharmony and blessed the Navajo people with two brothers, Monster Slayer and Child Born for Water.

The brothers set out to terminate the monsters that haunted the land. They succeeded in killing every deadly beast. But they took pity on three monsters—Disease, Old Age, and Poverty—and allowed them to live, for they served a specific purpose in the peoples’ lives.

Darwyn says at the time his grandmother told him the story he did not understand it. "It wasn’t until my childhood innocence faded and the realities of the real world settled in that I began to realize that these monsters are still prevalent on the Navajo reservation and all across Indian Country," he says. "And no one has been left unscathed."

When Darwyn saw the destruction that the diseases of mental illness, chronic illness, and addiction have on Native people, he set his goal to help in his career. "I live by the mantra that every Native life matters. And if one person fails, we all fail."

Darwyn poured himself into his studies so that he could go on to college. "The way I saw it, my education was my one-way ticket out of my hometown and into my predestined future." That determination lead to scholarships to attend Haskell Indian Nations University in Lawrence, Kansas.

"Statistically, the odds were stacked against me. I am from a single-parent, low-income family. I am a Native American male… I defied the odds because I have the support of my family and my never-ending urge to succeed. I did not let demographics determine my destiny."

As a student at Haskell, Darwyn is working toward a bachelor’s degree in science. He was named to the Dean’s List twice and the President’s List once for high academic achievement. He completed internships at prestigious research institutes and hospitals across the country, including the Oregon Research Institute, the University of Kansas Medical Center, and Harvard Medical School’s McLean Hospital and Harvard Medical School’s Brigham and Women’s Hospital.

Darwyn has also implemented his vision, helping others succeed. He volunteers to mentor transfer students and freshman transition to college life; helps students recovering from addiction with the Red Road program; serves as a Big Brother; and tutors fellow students in math at the Student Success Center.

Armed with big dreams and a big heart, Darwyn will have no problem slaying monsters, helping Native communities to lead healthier, happier lives. "I want to contribute to the restoration of harmony among Native people by limiting the disparities in health and health care," he says.
Many Native people do not have access to affordable dental care. Sarah, a member of the Swinomish Indian Tribal Community, is studying at Ilisagvik College to fill that gap.

Sarah is studying to become one of the first professionals in a relatively new field: dental therapy.

Graduates from Ilisagvik’s dental therapy program work with underserved and low-income populations as oral health professionals. Without these services, many community members cannot access or afford this vital health service.

A beautiful smile is not just an adornment; it is a barometer of one’s overall health. The connection between dental health and overall health is a chicken and egg scenario—neither is attainable without the other. Poor dental health can lead to serious health issues including infections of the heart lining, cardiac illnesses, and even low birthweight in babies. Studies show that Native communities suffer from disproportionate health problems as compared to other groups, including higher incidences of diabetes. Diabetes in particular can cause dental problems.

The dental therapy program is the oral health field’s equivalent to the nurse practitioner program in the medical field. After completing the intensive, two-year dental therapy program at Ilisagvik College’s Barrow, Alaska campus, Sarah will work for her tribe in Washington state. She will provide cleanings and x-rays, make and replace fillings, replace crowns, and extract baby teeth.

Sarah says studies show that those patients with the most exposure to dental therapists had more preventative visits and fewer cavities and extractions. That is something that everyone can smile about. “I want to improve conditions for those struggling with their teeth and I look forward to helping children learn about the importance of a healthy life,” she says.
The following generous individuals, corporations, and foundations have helped support Native higher education through their gifts to the American Indian College Fund.

**$100,000+**
- The Ahmanson Foundation
- The Andrew W. Mellon Foundation
- Anheuser-Busch Companies
- Anna M. Meades Living Trust
- Anonymous (3)
- Arizona Public Service
- AT&T
- Cheryl Saban Self-Worth Foundation for Women and Girls
- Coca-Cola Foundation
- Dollar General Literacy Foundation
- Earth and Humanity Foundation
- The Henry Luce Foundation, Inc.
- Katharine Scallan Scholarship Trust
- Krese Foundation
- Lannan Foundation
- Margaret A. Cargill Philanthropies
- The Peierls Foundation, Inc.
- Margaret A. Cargill Philanthropies
- Ford Motor Company Fund & Community Services
- ExxonMobil Matching Gift Program
- Calvin P. Erdman
- Judith Drake
- ExxonMobil Matching Gift Program
- FedEx Corporation
- Ford Motor Company Fund & Community Services
- Gaming Capital Group
- Mary H. Hodge
- Harold L. Horstmann
- John C. Hueston
- JCDRP Family Foundation
- Johnson Scholarship Foundation
- Kalliopeia Foundation
- Local Ind. Charity
- NBCUniversal
- Santa Fe Natural Tobacco Company
- Travelers Foundation
- Laura R. Van Vlack-Ailes
- The Walt Disney Company
- The Weissman Family Foundation, Inc.

**$25,000 – $49,999**
- Adolph Coors Foundation
- Anonymous
- Anonymous Foundation Administered by Edward G. McAnaney
- Arcus Foundation
- Argosy Foundation
- Bank of America Charitable Foundation, Inc.
- Kimberly S. Blanchard
- Mr. and Mrs. John C. Bogle
- Bright Horizon Foundation
- Katherine S. Cameron and Peter Vaccaro
- Joseph and Theresa Canfora
- Devon Energy
- Entergy Corporation
- In honor of Robert H. Franke
- Aaron T. Garnett
- Patrick A. Graham
- Joel and Helena Hiltner
- Stephen and Karen Jackson
- Philip D. Jackson
- Johnson & Johnson Family of Companies
- Johnson Foundation of the Rockies
- Joseph and Sophia Abeles Foundation, Inc.
- The Kathryn B. McQuade Foundation
- L. F. Brown Foundation
- Richard MacLean
- Stewart L. McDermet
- Meta Lillenthal Scholarship Fund
- Bette Midler and Martin von Haselberg Network for Good
- OJ and Mary Christine Harvey
- Educational Foundation
- PayPal Giving Fund
- Nancy Perkins
- Michael and Linda Purvis
- Roger D. Reading
- Ryan Memorial Foundation
- Sempra Energy
- Lev L. Spiro
- Suggs Family Foundation
- Target Corporation
- Donna Toeroek
- US Bank
- Grant Williams

**$10,000 – $24,999**
- Aguia Fund, Inc.
- Branden Albert
- Amaturo Family Foundation, Inc.
- Amergent
- Anonymous (5)
- Association of Gaming Equipment Manufacturers (AGEM)
- James and Senani Babson
- The Bear Man
- The Beaufort Foundation, Inc.
- Ben Plucknett Charitable Trust
- John Bishop
- Black-Periman Foundation
- The Blanton Family
- Brad Lemons Foundation
- Gary and Mary Brownell
- Susan O. Bush
- Ann S. Buxbaum
- Ruth E. Callard
- CBS Corporation
- Ann K. Clark
- Randolph Clark
- Carolyn J. Cole
- Jeffrey M. Conklin
- Mark C. Cooke and Marina B. Krcmar
- In honor of Frank H. Davison
- Dennis and Phyllis Washington Foundation
- The DeVlieg Foundation
- Jay Doelling
- James R. Dunn
- Ecotrust
- Edward & Verna Gerbic Family Foundation
- Erde Bailly LLP
- Elizabeth Sherwood
- A. Lovell Elliott
- Enneas
- Alice Ericsson
- Ellen L. Ferguson
- Stan Fleming
- Forest County Potawatomi Foundation
- Martin and Judith Freedland
- Gerald B. Shreiber Foundation
- Nancy L. Grimes
- Hausman Family Charitable Trust
- Helen J. and Thomas N. Urban Charitable Foundation
- Henry R. Bernstein
- The High Rock Foundation
- Indigo Girls, Inc.
- The Jana Foundation, Inc.
- Jane Smith Turner Foundation
- John and Frank Sparacio Charitable Foundation, Inc.
- Thomas S. Johnson
- Ann and Mike Johnson
- Julie and Jeffrey Kant
- Miriam Kartch-Hughes
- Marjorie L. Keely
- Bill and Ildiko Knott
- Robert LeCompte
- Leibowitz and Greenway Family Charitable Foundation
- Erika C. Lewis
- Susan and Arthur Lloyd
- Mabel Y. Hughes Charitable Trust
- John Mason
- Stewart and Kristen McDermet
- McDonald’s Corporation
- McVay Foundation
- Carroll Ann Mears
- MetLife Foundation
- MGM Resorts International
Barbara W. Minges  
Morgan Stanley Foundation  
Namaste Foundation  
Nancy Allison Perkins Foundation  
Nathan P. Jacobs Foundation  
Nordstrom, Inc. Corporate Giving Program  
Robert Novak  
Robert A. Ouimette  
The Paul and Edith Babson Foundation  
Warren and Ellavina Perkins  
Anne Posel  
Mary A. Raynolds  
Maria and Arthur Richmond  
Dave and Jill Rogers  
The Roni Horn Foundation  
The Roy Gene and Pamela Evans Foundation  
Rundgren Foundation  
Mareke Schiller  
Ernest Seegers and Mary Perkins  
Yoshiko Shinkai  
The Siragusa Foundation  
The SMS Foundation  
Southern California Edison  
Darin Stoner  
Richard Strachan  
Sysco Corporation  
Raymond T. Tatum  
Raymond Tatum  
Martha G. Taylor  
The Teagle Foundation, Inc.  
Texas Instruments Foundation  
Lorraine M. Bosche  
Bassett Foundation  
The Beane Family Foundation  
Karen M. Beck  
David and Barbara Boerner  
Karen and Bill Black  
Lorraine M. Boscie  
Krishna Botlagudur  
Benjamin and Talisa Bratt  
Addison W. Brown  
Bruna P. Brylawski  
Stephen and Joanne Burns  
Jason Bushman  
Maryann and Efrain Byrnes-Alvarado  
The Community Foundation of the Dan River Region  
Linzee and Beth Coolidge  
Jean A. Coyne  
Heidi Dalenberg  
Paul A. Dirmeyer  
Edgar O. Dixon Charitable Trust  
Jack T. Doyle  
Bermadine Duran  
Jean N. Elledst  
Ernst & Young Foundation Matching Gifts Program  
Donald J. Farley, Jr.  
Jeffrey L. Fillerup and Neeta M. Lind  
in honor Flora Sombrero Lind  
Richard Fink  
Carol B. Fisk  
Yitzchak Francis  
Robert C. Freeman  
Friend  
Jean F. Gadd  
Dr. Shane Gad  
John J. Garand  
Cameren and Amber Geiger  
George Madden Charitable Foundation  
Google Matching Gifts Program  
Linda G. Griffin  
Helen Roberti Charitable Trust  
Connor C. Hill  
Donna L. Hirst  
Terry and Ann Marie Horner  
Ann Horvitz  
Michael and Dawn House  
Houston Family Foundation  
Roxanne Hutton  
The Inge Foundation  
The Jaeger Family  
James C. Hormel Revocable Living Trust  
Andy Jassy  
JP Morgan Chase Foundation  
Rama N. Kapur  
Kensington Square Foundation  
Steven B. Klinsky  
John B. Lane, Ph.D.  
John E. Lane  
Harold J. Lawler  
Earl Lee  
George H. Leon, Jr.  
Connie Lurie  
Gary F. Massoni  
James S. Mathis  
Brian K. Mazar and Anne S. Mazar  
Kira and Brian Mazar  
Robert & A. Joyce Jones Foundation  
Robert R. McCormick Foundation  
Faith R. Roesel and Matthew D. Slater  
F. Peter Rose  
Rosse Family Charitable Foundation  
William Rottschaeser  
Judith Royer  
Carolyn V. Shine  
Diana Stark and J. Stuart Francis  
Sylvia A. Thompson  
Thoroughfare Fund  
Richard and Elizabeth Treitel  
Allen F. Turcke M.D.  
Gene Ulrich  
John C. Van Nuys  
Veradata  
Susan L. Wagner  
Charlotte C. White  
Wichita and Affiliated Tribes  
Wieden+Kennedy-Portland  
William and Shelia Konar Foundation  
William D. Black  
Joni Winston  
Van M. Woeltz  
Naomi W. Wolf  
Philip and Carolyn Wyatt  
Patricia A. Yingst

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

A flame (🔥) by the donor’s name indicates that this donor is a confirmed member of our Circle of Vision Society and has included the American Indian College Fund in his or her estate plans.
The following individuals have left a lasting legacy by generously ensuring American Indian students have access to a higher education through their estate plans. We honor their memories here.

Piero E. Ariotti  
Barbara B. Bair  
Rose E. Boghansen  
Helen L. Bowason  
Ethel Brown  
Caron Family Trust  
Nord Cascading  
Virginia Crossley  
Jean N. Cuyler  
Winifred Eckhardt  
Daniel Featherolf  
Veronica Geiger  
Mitzi V. Goward  
Daniel Grossman  
Heidelberger Family Trust  
Dorothy Kimbrell  
Raymon C. Kooreny  
Michael Liesch  
Hugh M. Lynch  
Virginia Mckeachie  
Dr. Henrich Medicus  
Thomas E. Merrihue  
Harriet Mills  
Ann R. Moore  
Vincent Murphy  
Lynn F. Olson  
Martha M. Phillippi  
Richard Rosenkranz  
Ruth Rupp  
Carolyn J. Scott  
Jeff C. Shuman  
Eldon Somers  
Harry I. Stegmaier  
John Tyler  
Thomas Vennum  
Mildred Wissler  
Javad Yazdi
From left: Row One: Anne Sward Hansen; Meredi Vaughan; Emily White Hat (staff); Carrie Basgall (staff); Kimberly Blanchard, Esq.; Lynn Dee Rapp; Cheryl Crazy Bull, CEO. Row Two: Dr. Cynthia Lindquist; Michael Purvis; Dr. Jim Davis; Tom Brooks; Debbie Parrish; Dawson Her Many Horses. Row Three: Joe Canfora; Robert Bible; Dr. David E. Yarlott, Jr.; Dr. Justin Guillory.
Please download our audited financial statements and Form 990 at www.collegefund.org/financials.

You may also request a copy be mailed or e-mailed to you by sending an email to info@collegefund.org and providing your mailing address.

For additional questions, please contact the American Indian College Fund at 303-426-8900.
THANK YOU
FOR INVESTING IN
HIGHER EDUCATION FOR
AMERICAN INDIAN STUDENTS!

Editor: Dina Horwedel
Design/Layout: ThinAirCreative, Inc.
Photos: American Indian College Fund