2017 Annual Report

HOME OF THE COBELL SCHOLARSHIP

INDIGENOUS EDUCATION, INC.
Dear Reader:

The year 2017 seemed to speed past me as Indigenous Education, Inc. continued to grow in service to American Indian and Alaska Native students pursuing higher education. We added a staff position to oversee data and research and guide collaborations with other organizations. A Cobell Summer Research Fellows program was launched with great success. Students began to be spotlighted as examples of academic success and graduates began providing us notes of gratitude.

Staff continued outreach efforts and we were recognized by our peers. While the small staff remains busy it is important to note that 94% of our income goes directly to students and student support.

Research and data will play a larger part in all aspects of the organization in the coming years; therefore, Dr. John Garland joined our team to guide the work that it takes to be a research driven organization. This year, with his guidance, we made revisions to the application and review processes. Reports are more concise. Partnerships with key organizations are evaluated for effectiveness and changes are made when necessary. Watch our social media and website in the coming year(s) for more evidence of Dr. Garland’s influence on the organization.

I do hope the short stories from and about the inaugural Cobell Summer Research Fellows inspire you as much as they do me. With young people like Elese, Elizabeth, Sandra, Justin and Colin leading the way, I remain hopeful for the sustainability of tribes, Native people and Native education. We are pleased to have provided each of them with $5000 awards to support their research efforts. This program led to our Student Spotlight program where communities can help us celebrate their Cobell Scholars. Only a couple are included here but they can all be found on our social media.

Outreach is a critical component in finding competitive applicants for any program. At IEI, we tend to work with those professionals who have access to and influence with prospective applicants. This year, we had the privilege to present to our colleagues in several venues. I am extremely proud of the organic partnership the staff has created with the American Indian Science and Engineering Society (AISES). AISES recognized this work with their Non-Profit Partner Service Award during their convention in Denver, Colorado.

When I started this journey in service to American Indian and Alaska Native students at the University of North Dakota (so many years ago), I was privileged to grow under the tutelage of Dr. Leigh Jeanotte. Leigh had a small frame in his office that resonates in all that I have done and continue to do – “But, is it the right decision for the students?” Our board and staff work hard to improve the scholarship experience for Native students and it shows in our short two years in business.

Respectfully,

Melvin E. Monette-Barajas
President and Chief Executive Officer
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### Elevating American Indian and Alaska Native Post-Secondary Education in 2017

#### 2017 Spring Semester/Winter Quarter

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<th>Scholarship Type</th>
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#### 2017 Spring Quarter

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#### 2017 Summer Term

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#### 2017 Fall Semester/Quarter

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<tr>
<td>Undergraduate Scholarships</td>
<td>593</td>
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### 2017 Total Scholars Funded

- **170** Graduate Scholars
- **1,008** Undergraduate Scholars
- **33** Vocational Scholars

**$3,767,431.62** Awarded to **1,211** Scholars

*Please note - 1,052 of 2017 Funded Scholars were awarded for more than one term; therefore, total numbers may not appear to add up across terms.

**One student matriculated from Undergraduate to Graduate during the 2017 Fiscal Year; therefore, total numbers may not appear to add up across terms.*
A representation of the various tribes in which scholars are enrolled. The more scholars that are enrolled in a particular tribe, the larger the dot on the map.

155 Tribes Represented
A representation of the various PSIs in which scholars are enrolled. The more scholars that are enrolled in a particular PSI, the larger the dot on the map.

383 PSIs Represented

*Not shown: One student in attendance at The Open University in Milton Keynes, England*
A representation of the home zip codes which scholars call home. The more scholars that are located in a particular area, the larger the dot on the map. Additionally, there are students who indicated a home address in the UK and DC.
Cobell Summer Graduate Research Fellowship

In the summer of 2017, IEL was honored to present the inaugural year of the Cobell Summer Graduate Research Fellowship Program. Out of 50 applicants, five (5) highly-competitive, highly-qualified Graduate students were selected to receive a stipend of $5,000 to defray costs associated with summer research, a faculty mentor on their campus, unparalleled academic attention from the Director of Research and Student Success at Indigenous Education, Inc. and opportunities to network with the other Cobell Summer Graduate Research Fellows.

The five (5) inaugural Fellows are:

Colin Ben (Navajo)
University of Utah

Colin’s research focuses on the decision-making factors and experiences that influence enrollment and persistence in graduate school for Navajo students. Colin says his research study, “…uses a Critical Indigenous Research Methodology and is driven by an Indigenous community’s needs and makes contributions to the improvement of the community’s situation.”

Colin says that receiving the Fellowship allowed him to purchase equipment and supplies, supplement housing expenses, and helped out with childcare support costs. As a result, Colin was able to direct his time and energy to dissertation research. Colin’s top two tips for successfully navigating graduate school, include: 1) create a realistic timeline of your research and writing timeline with clear benchmarks; and 2) make sure to share your timeline with a trusted mentor who can check in with you to ensure accountability and can provide you with constructive feedback on your work.

Justin Kaye (Navajo)
University of Arizona

As an aspiring scientist, Justin’s research focuses on finding novel gene-cardiovascular drug pairs that will help improve the safety and efficacy of genotype-guided dosing. Justin says that the summer fellowship allowed him to focus his time on enhancing his skills in bioinformatics analysis. In looking to the future, Justin shared that he is “committed to extend [his] research findings to improve the treatment outcomes for patients, particularly from undeserved communities. There is an increasing concern that advances in precision-personalized medicine will widen the inequality gap in care if racial/ethnic representation in clinical studies is not met. [He] plans to use the skills [he] gained as a research fellow to close this gap and improve treatments for [his] community and Indian Country.”

The results of Justin’s statistical analysis may reveal important variants in candidate genes on dose requirements that can be used to improve clinical therapy. With support from the Cobell Fellowship, Justin has been able to spend more time on his research project this summer. In sharing advice for future graduate students, Justin suggests seeking advice and guidance from mentors and the professionals who are currently working in the area of the student’s interest.
Sandra Littletree (Navajo)  
University of Washington

Sandra’s dissertation research traces the history and development of tribal libraries in the context of U.S. federal involvement, including the impact of the 1975 Indian Self-Determination and Education Assistance Act and other federal funding. Sandra’s research aims to develop a deep understanding of the early vision of tribal libraries and how they have developed to today. Upon receiving the Fellowship support, Sandra was able to offset costs associated with “travel to many of the 19 New Mexico tribal libraries and to visit the archives of the National Commission on Libraries and Information Science (NCLIS) records at the University of Michigan.” Sandra adds that, “New Mexico's tribal libraries were the first in the country to be developed systematically during the self-determination era. New Mexico has been cited by all of my interviewees, as well as in the literature, as an important site for tribal library development and as a model state for current tribal library support. The NCLIS records hold materials relating to the 1979 White House Pre-Conference on American Indian Library Services on or Near Reservations, as well as other national projects focused on Native American library services through 1996.” Access to the archival material is helping Sandra to tell a more complete story about the development of tribal libraries.

Sandra’s advice for current and aspiring graduate students is to, “consider ways that you can give back with your research. You don’t have to wait until your dissertation is completed. Listen to the needs and concerns of your community, and respond if you can through your research or other appropriate means. Think about how you can build relationships while you research.”

Elizabeth Luger (Turtle Mountain Band of Chippewa Indians)  
University of North Dakota

Elizabeth’s research focuses on understanding potential roadblocks to American Indian college students’ academic success. Elizabeth says the Fellowship funding helped her to supplement financial support her family needed in order to be able to put her daughters in daycare. Elizabeth said that, the “Fellowship allowed me to work on my academics, something I could not have done nearly as efficiently had I had to watch the children.” The Fellowship also provided Elizabeth to continue to work on her research project as well as enrich her graduate experience as a whole. “My project will undoubtedly be better upon completion because of the support I received from Cobell because of the attention to detail I’ve been able to give to the project.” In sharing advice for other graduate students, Elizabeth simply says, “Keep your eye on the prize, embrace roadblocks, and take it one step at a time.”

Elese Washines (Confederated Tribes and Bands of the Yakama Nation)  
Oregon State University

Elese’s research focuses on understanding the affordances and drawbacks of the Educatory Teacher Performance Assessment to teacher candidates’ knowledge and skills across a variety of teaching contexts. One of the outcomes of her research will be to contribute to a greater understanding of how teacher candidates draw upon their placements in urban schools or rural schools on the outskirts of an American Indian Reservation to complete specific components of the Educatory Teacher Performance Assessment.
IEI Wellness Series

As a resource for scholars, IEI has created a wellness Series in collaboration with community partners to promote healthy lifestyles for students. This program consists of short videos, as well as both blog posts and social media blasts. These short videos are featured on IEI’s Youtube page, as well as on the other social media sites monitored by IEI.

Throughout the year, IEI has produced the following content:

- Movement, breathing, and stretching with Well For Culture
- “Cooking with Lillian” - tips from a Registered Dietitian on how to eat healthy on a college student budget
- Varying Blog posts on topics ranging from Giving Thanks to Internship preparation
“I would personally like to thank the Cobell Scholarship committee for helping me reach my goals. I appreciate the careful thought and selection in picking me to be a Cobell Scholar. I take great pride and joy in being a part of this community of scholars. Receiving the scholarship gave me such great courage and boosted my confidence. Being a student in a competitive world, the Cobell scholarship has offered more than just financial help. Not only do I thank you, but my parents and family thank you as well. I will never be able to display emotionally how grateful I am to the donors and committee. We appreciate the hard work and dedication you give to those who are attempting to make our communities a better place by obtaining these degrees. Again, I appreciate you for considering and choosing me for this scholarship. Thank you and may Creator bless you all.”

- Jasa Lightfoot
*Apache Tribe of Oklahoma*

“When I was accepted to the University of Notre Dame, the one thing that worried me was my ability to afford attending such an expensive university; however, with the assistance of scholarships like the Cobell Scholarship, I have been able to comfortably attend. In my short time here I have raised awareness to Native American issues through demonstrations and letters to the administration, so much so that they have had to publicly address these issues in press statements. The Cobell Scholarship has allowed me to focus less on my financial situation and more on my studies, which is invaluable at Notre Dame.”

- Alan-Mychal Boyd
*Rosebud Sioux*
"I am Corey Joseph from Kwigillingok, a student of Mathematics and Yup’ik Language and Culture under the University of Alaska Fairbanks. Growing up, both the Yup’ik language and mathematics have been areas of great interest both in personal and academic life, seeing as how many people struggle with both. The Yup’ik language, although still very strong, has gone through some linguistic degradation with the continual Westernization of rural Alaska, and mathematics is a common struggle for any student. It is for these reasons that I wish to help rural Native Alaskan students with these subjects.

Even in Yup’ik speaking communities, there is a noticeable decline in fluency as words are being replaced by English. There are also other grammatical changes and inconsistencies even among middle-aged speakers. By studying Yup’ik, I want to help Yup’ik people who may or may not have grown up speaking our language get a more solid grasp on it. It is not merely for the sake of language itself, but also for the scores of wisdom and concepts that come along with it. Many elders today speak of the lack of passing down the ancient cultural traditions and wisdom, and knowing the language provides a much better tool to do that in our modern world.

Another thing many people struggle with in this Westernized world is mathematics, for which many have expressed a strong dislike. Although it may be difficult, it is of great use and a respected skill. Since I have had a strong understanding and grasp of it, I want to help educate Native Alaskan students so that they may understand and possibly even come to like this subject. It would be of great impact in our own communities and tribal governments.

In short, there are many ways in which we can help our fellow Yup’ik people in our communities and in our region. With my love for mathematics and the Yup’ik language, I want to help steer our people into a brighter future where we have strong roots in our culture, but also a formidable footing in our ever changing world. Your contributions are of great assistance in reaching these goals, and I thank you.”

- Corey Joseph
Native Village of Kwigillingok

“I would like to thank you for this amazing opportunity in being a Cobell Scholar. With this scholarship I was able to pay off this past semesters tuition and purchase supplies to help me in both my academic and professional career. Fall 2017 was an unexpected whirlwind; it was stressful, exciting, and I learned many valuable lessons. I realized that I can balance two costume jobs, one gallery position, and being a full-time student, but I will lose my mind along the way. Next term will not be very different, I am ecstatic to be back in school, but equally as excited to be nearing the completion of my bachelors and be full-time in the theater and movie industry. My life has been full of accomplishments, hard failures, and unexpected adventures. I thank you from the bottom of my heart and will always be thankful to the many hands that have gotten me to where I am and where I will soon be going.

-Anangookwe Wolf
Lac Courte Oreilles Band of Lake Superior Chippewa Indians
Throughout the year, the IEI staff was able to participate in a number of outreach initiatives. During these outreach initiatives, staff interacted with both current and potential scholars, as well as various community partners including financial aid advisors, scholarship providers, and education professionals.

“SAME PAGE” - ALBUQUERQUE, NM
A discussion with Authors of “Beyond the Asterisk”, Shelly Lowe, Heather Shotton, and John Garland and local community partners such as AISES

NIEA 2017 - ORLANDO, FL
IEI Staff presented on its Creation Story in partnership with Mindcore Collaborative, LLC.

AISES 2017 - DENVER, CO
IEI President and Chief Executive Officer, Melvin Monette-Barajas accepts the Non-Profit Partner Service Award on behalf of IEI at the 2017 Annual AISES Conference

NCAN 2017 - SAN DIEGO, CA
IEI Staff presented on its partnership with The College Board at the National College Access Network National Conference

NASAI 2017 - ALBUQUERQUE, NM
In addition to presenting two (2) sessions, IEI was honored to help sponsor the 10th annual NASAI conference.
FINANCES

Use of funds received from CBOT

- 83%
- 11%
- 6%

Category:
- Administrative Expenses
- Direct Scholarship Awards
- Other Program Expenses
Melvin E Monette - Barajas  
President and Chief Executive Officer  
Turtle Mountain Band of Chippewa

Bridget Neconie  
Director of Scholarships and Programs  
Pueblo of Acoma

John Garland  
Director of Research and Student Success  
Choctaw

MJ Cordova  
OASIS Coordinator

Julia Mosconi  
Coordinator of Engagement and Research

Maloni R. Fox  
Communications Coordinator  
Three Affiliated Tribes

Shea Gonzales  
Audio/Visual Coordinator
Providing elevated opportunities for American Indian and Alaska Native college students through empowering them with an engaging scholarship experience designed to support their success in higher education.