



State of the Nebraska Indian Community College

PO Box 428
Macy, NE 68039
844-440-6422 (NICC)

www.thenicc.edu



2018 - 2019

HISTORY OF THE COLLEGE

The Nebraska Indian Community College was founded in 1973 as the American Indian Satellite Community College under a grant from the Fund for the Improvement of Post-secondary Education. The grant was administered through Northeast Technical Community College in Norfolk, Nebraska, to provide post-secondary education on the



Omaha, Santee Dakota, and the Winnebago reservations.

The American Indian Satellite Community College established classrooms and administrative offices in communities on each reservation, with the central office located in Winnebago. In 1979, the schools of the

American Indian Higher Education Consortium, of which the Nebraska Indian Community College is a member, succeeded in persuading Congress to pass and fund Public Law 95-471, the Tribally Controlled Community College Act. Nebraska Indian Community College and other tribally controlled community colleges thus became eligible for direct funding from the federal government. With this newly available financial resource, the institution established itself as a fully independent two-year college. NICC was granted a charter by the governments of each of the Nebraska Indian tribes.

In serving its clientele, Nebraska Indian Community College has had a substantial impact by making a variety of cultural, educational, and social resources available in isolated and economically underdeveloped areas. The college libraries at each campus are developing collections of resources important to the history and culture of each tribe, and the nation.

In June of 1981, the North Central Association of Colleges and Schools (NCA) approved the college for accreditation at the associate degree granting level. The institution was granted a charter by each of the three Nebraska Indian Tribes. A Board of Trustees comprised of three members from each tribe was appointed by the individual Tribal Councils to govern the college. To reflect its independent status, the Board renamed the institution the Nebraska Indian Community College. In 1994, NICC was designated by federal legislation as a land grant institution.

Today, NICC serves the Omaha Tribe of Nebraska, at the Macy Campus, and the Santee Dakota Nation, at the Santee Campus, and maintains a campus site in downtown South Sioux City, Nebraska.



Nebraska Indian Community College

Office of the President

Macy Campus

P.O. Box 428 • Macy, Nebraska 68039
(402) 960-5176 • moltrogge@thenicc.edu

The Nebraska Indian Community College is pleased to share this 2018-2019 State of the College.

We are proud to be a Tribal College. We are proud to serve the Santee Sioux Nation and the Omaha Tribe of Nebraska. And we are most proud to serve our students.

The college has been in a growth spurt over the past years and I would like to express my gratitude for your support. We continue to grow our facilities and our programs to better serve our learners.

Thanks to the remarkable dedication of our partners, the college will continue to offer high quality coursework, certificate and degree programs in safe and healthy learning and working environments. The college is proud of our graduates, their successes, and our Umoꞩhoꞩ and Dakota communities.

By taking good care of the programs and funds given to us, we can ensure that as much of it as possible goes towards our mission, and ultimately toward fulfilling our shared vision of a world in which everyone has the chance to lead a healthy, productive and culturally rich life.

I extend my deepest thanks to all of those who have helped grow NICC into the institution of higher learning that we have today.

Respectfully,

Michael Oltrogge, Ph.D.
President
Nebraska Indian Community College

Macy • Santee • South Sioux City

"An Equal Opportunity Provider and Employer"

MISSION AND VALUES

The Nebraska Indian Community College provides quality higher education and lifelong educational opportunities for Umonhon (Omaha), Isanti (Santee Dakota) and all learners.

CORE BELIEFS AND VALUES

The College is committed to the following Core Beliefs:

- We believe in empowering our students with tools for Tribal Nation building, so that our communities can achieve a higher level of sovereignty and self-determination.
- We believe in the cultural preservation, continuity, and revitalization consistent with the Umoⁿhoⁿ (Omaha) and Isanti (Santee Dakota) peoples' needs, including languages and Tribal knowledge.
- We believe that learning is a life-long process, and the learner-centered atmosphere is of the utmost importance.
- We believe in a safe and healthy working and learning environment that promotes free expression and the exchange of ideas, so learners will be challenged to think holistically, and be able to live responsibly and productively in a Tribal and global society.

In addition, the College is committed to the following Core Values:

Umo ⁿ ho ⁿ Core Value	Literal English Translation	<i>NICC English Core Value</i>	Literal English Translation	Dakota Core Value
o ⁿ won ⁿ ghe see thay no ⁿ o ⁿ wóngisithe nó ⁿ	we think about them / keep them in our mind	<i>student-centered</i>	they (the students) stand at the center of the camp circle	wó ⁿ u ⁿ spe khuwápi čhokáta énažin
wee ⁿ kay xte wí ⁿ k ⁿ e xti	telling the real truth	<i>honesty</i>	truth, sincerity	wó ⁿ wičakhe
ou kgee kga ⁿ ukiko ⁿ	helping each other	<i>loyalty</i>	stay with one other	wónakičžižin
geo ⁿ thah bah zhe kió ⁿ tha bazhi	staying by each other / not abandoning one another			
ou shkou da ⁿ úshko ⁿ údo ⁿ	good ways	<i>generosity</i>	to place something or somebody within your heart	wačhán ⁿ tohnake

ou thou dom bay uthúdo ^{ne} be	consideration / restraint / thoughtfulness	<i>humility</i>	to humble oneself	wó'únšic'íye
o ⁿ thay ee yay ó ⁿ the íye	speaking softly			
thah 'ay kee thah tha'é kitha	being kind to each other			
wah no ⁿ day hee day wanó ⁿ dehide	showing concern for others	<i>compassion</i>	to be compassionate	wó'úŋšida
thah 'ay wah thay tha'é wathe	kindness / pity			
ay kee ga ⁿ ék ^{hi} go ⁿ	alike		<i>equality</i>	alike, working together for same goal
ee hou thay ihuthe	getting permission in the right way	<i>respect</i>	respectful or polite	wóyu'onihanŋ
ghe g'thee yay zhou bah kighíezhuba	self-respect		self-respect	íhdu'onihanŋ
o ⁿ xte ó ⁿ xti	honored / important	<i>honor</i>	to honor somebody by words of praise	wayu'onihan
ou thou nah zhe uthúno ⁿ zhi ⁿ	to depend on somebody	<i>trust</i>	trusting someone	wačhíŋyanpi
ay thay éthe	kin	<i>kinship</i>	family group	wótakuye
wah zhee ⁿ skah wazhí ⁿ ska	wise / mindful	<i>wisdom</i>	wisdom	wōksape
Wah kgo ⁿ dah wah thah ha ⁿ no ⁿ Wakó ⁿ da wathaho ⁿ nó ⁿ	prayerful	<i>spirituality</i>	Dakota spirituality	Dakhód wóčhekiye

KINSHIP

Umo^oho^o - ay thay Dakota - wótakuye



Kisha Kraft, NICC dual credit student; Kassie Phillips, NICC sophomore in Entrepreneurship; Inessa Lyons, NICC sophomore in General Liberal Arts; working a team discussing future college plans during the 2018 Fall Scholars Program hosted by UNL and held in Lincoln, NE.

Rex Webster, NICC Paraeducator student; Dr. Bryan Gordon, NICC Faculty; Wynema Morris, NICC Faculty; working in a group learning/teaching Umo^oho^o 2018 Language at the Umo^oho^o Pó^oka Language Institute.



Anthony Sharpfish, hidden student, Estelle Farley, LaVonne Snake, Susan Morris, hidden student, Inessa Lyons, Alex White, Kenneth Carufel, Brook Cayou, and Noelle Carrillo spend time in outdoor classrooms learning about the prairie.



Macy campus faculty and staff dressed in their pajamas for a fun day with students and to break up the dark days of winter season! Pictured above: Marcia Robertson, Zeke Brummels, Crystal Ross, Jennifer Ross, and Vanessa Hamilton.

USD Chemistry Workshop at NICC South Sioux City Campus on April 19, 2019. Dr. Rick Wang presented a workshop on REU program/super containers and nanomaterials for viopreservation. The students had a knowledge-filled fun day

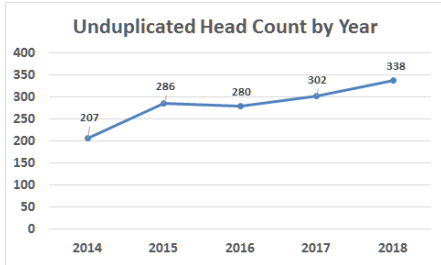


NICC students and coaches proudly representing NICC at the AIHEC Awards Banquet. Pictured clockwise from left back: Carlton Edwards, David Walker, Anthony Sharpfish, Kassie Phillips, Lucinda Sparks, Crystal Ross, and Jennifer Ross.

STUDENT-CENTERED

UmoꞤhoꞤ - onwon ghe see thay non Dakota - wó'uṣpe khuwápi

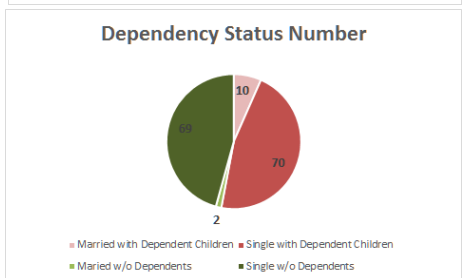
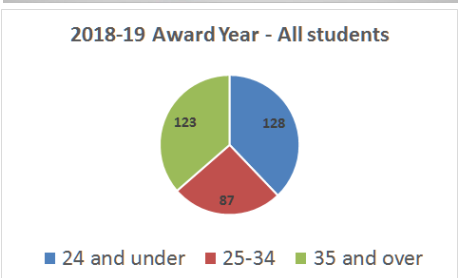
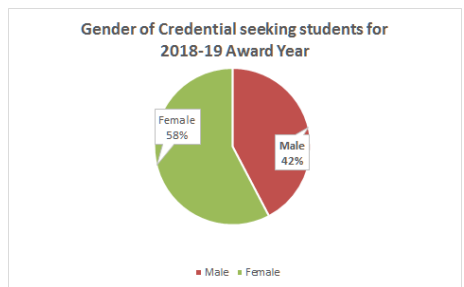
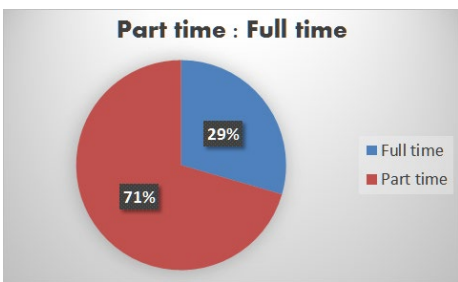
The majority of NICC students are part-time students who work and care for their families. NICC is strategically located in rural and urban areas to serve these amazing students and help them continue their education and gain credentials that will serve them in gaining financial security and hiring ability.



Nebraska Indian Community College serves learners in Knox, Dakota, Thurston, and Burt Counties in Nebraska; Woodbury in Iowa; and Bon Homme in South Dakota. NICC is growing as evidenced by the unduplicated headcount graph.

NICC hosts "Gear Days" at the South Sioux City Campus. Pictured to the right: Staff and faculty posing with their NICC Gear and NICC's mascot!

DATA below consists of Degree Seeking students unduplicated from 2018 Fall, 2019 Spring, and 2019 Summer. 90% of all NICC students reported Low Income.



HONOR

Umo'hoⁿ - on xte Dakota - wayyu'onihan

Number of NICC Graduates by College Program			
Program of Study	Graduates 2017	Graduates 2018	Graduates 2019
Associate of Applied Science			
Carpentry	0	1	0
Associate of Arts			
Business	2	2	3
Early Childhood Education	1	3	2
General Liberal Arts	1	5	4
Human Services	1	0	1
Native American Studies	0	0	0
Paraeducator	NA	0	0
Associate of Science			
General Science Studies	0	3	2
TOTAL GRADUATES	5	14	12



Left: Graduates for 2019 receiving a blessing at a Feather Ceremony held during the NICC Graduation pow wow the night before the Commencement Exercises on May 18, 2019.

Bottom left: Graduate Anthony Warrior was honored as NICC's Student of the Year and Valedictorian. Warrior enrolled at Santee's Campus in Fall of 2017 and graduated in two years with a Business Administration degree. A new Wayne State College student, Warrior also runs a catering business called Warrior's Palate. His speech shared his favorite recipe, adding the ingredients necessary to create one hot dish of success.

Bottom: Clifford Wolfe Jr. smudging NICC graduates at the Graduation Ceremony.



NICC FACILITY IMPROVEMENTS

Enhanced Virtual Classrooms at all NICC locations!

A Video Teleconferencing Classroom (VTC) “makeover” was completed for six NICC VTC classrooms at the three campuses over the summer of 2019. NICC was awarded a grant for the NICC Video Teleconferencing classroom enhancement renovation project by the generous support of The Sherwood Foundation Capital Grant Program.



The new tables and chairs are specially designed for VTC classroom instruction to enhance student experience and provide compatibility with modern technology necessary in the modern classroom. This was further enhanced by the addition of a laptop to each classroom to give instructors more options to their instruction delivery. The project has made uniformity for technology systems and seating view for students and faculty users in these classrooms.



The aquaponics building at the Macy campus has been built. A similar structure is scheduled to be completed next year at the Santee campus.

RESPECT

Umo^hoⁿ - ee hou thay Dakota - woyu'onihan

Nebraska Indian Community College has a wide variety of full-time and adjunct faculty who are dedicated to serving NICC students.

Faculty by Status and Highest Degree Level 2018-2019			
Degree Level	Full-Time	Part-Time	Adjunct
Doctorate	0	0	1
Master's	9	0	15
Bachelor's	1	1	0
Associate's	1	1	5
High School	0	0	3

Faculty of the Year 2019

Described by countless students as irreplaceable, Winona "Hawatay" Caramony was awarded Faculty of the Year at Spring 2019's Commencement. Although she was not able to attend the event, her impact was evident by her students walking across the stage to receive their diplomas.

The following month, she left this world on June 20th, 2019 at age 94. Known affectionately as Grandma Winona, Hawatay's life is remembered through her passion and dedication to her students, community, and the Umo^hoⁿ language. In addition to teaching at NICC, Hawatay taught at Head Start for many years, served as a judge on Omaha's tribal court, and served as a member of Umo^hoⁿ Nation Public School's Board of Education. Her love of learning, language, and culture was shared with so many around her. On November 16, 2018, Hawatay was able to share the importance of language preservation far beyond the reaches of the Omaha Tribe of Nebraska. She spoke at the Red Nation International Film Festival's award ceremony, where the documentary she had taken part in, "Umo^hoⁿ Iye, The Omaha Speaking," had won Best Documentary Film.

Hawatay dedicated her life to education and preserving the Omaha language. Her impact can be seen across generations: from children missing their Grandma Winona to students moving to advanced language classes to community members pursuing life-long learning at any age. Hawatay is irreplaceable, and NICC hopes to honor her for generations to come.



NICC Faculty of the Year and Umo^hoⁿ language instructor, Winona Caramony, also known as Hawatay, was honored at NICC's Spring 2019 Graduation.

Faculty and Staff Highlights

Carlton Edwards, Native American Studies Division head; Kristine Sudbeck, Academic Dean; Nicole Cariaga, Recruitment & Retention; and Vanessa Hamilton, Accounts Receivable & Omaha Tribal member, went to Tucson for Certified IRB (Internal Review Board) Professional program training from Feb 28 to Mar 2, 2018.



Vanessa Hamilton, Dr. Kristine Sudbeck, and Carlton Edwards attending the IRB training in Tuscon, AZ.

In our training, we learned to promote ethical research practices and programs within our Tribal college and community. We learned about ethical and non-ethical practices that had been done in the past on minority populations (ex: giving painful injections to children under age 6 to see if they would contract tuberculosis). We learned what questions to ask people and organizations to protect our children and elders (ex: what if an elder chooses not to answer a culturally sensitive question?). We talked about protocols, focus groups, and benefits. And we talked of our own experiences in dealing with researchers who come to our reservation and how some have “mined” our people for information.

Out of this conference and the discussions that we had as a group after hours, we wrote a paper and submitted it which was published in Great Plains Quarterly entitled “Research on vs Research With, 21st Century Cross cultural collaboration and American Indian Education” Since then, we have met and approved a research project with University of Nebraska Medical Center regarding Minorities and Health Professions careers.

All levels of NICC administration working together to find solutions to low math scores. This team works to improve the student experience and to raise math completion in a reduced time period.



Left to right: Interviewer, Dr. Jane Reinke; Dr. Kristine; Al Widrowicz, Part-time Math Faculty; Qudisia Hussaini, Teaching Assistant for Math and Science; Crystal Ross, Student Services at Macy Campus.



Academic Dean, Dr. Kristine Sudbeck presented at the Higher Learning Commission's General Program in Chicago in April. Her presentation focused on the potential of a Zero-Cost Curriculum for NICC students, while recognizing the challenges of the “Digital Divide,” a reference to the uneven sporadic internet availability to the student body.

WISDOM

Umo^ohoⁿ - wah zheen skah wazhinska Dakota - wōksape

On April 12th, 2019, NICC students presented their research at the Nebraska Academy of Sciences in Lincoln. The yearly conference focuses on scientific research, particularly emphasizing environmental research. NICC's NASA students worked on their grant-funded project throughout the year and presented via poster presentation. Students were also able to see scientific research throughout Nebraska. "[It's important to] give the students an opportunity to not only work on their presentation skills, but more



importantly to see what everyone else is researching," says Dasha Weatherman, a Science Professor at NICC.

Science Professor Hank Miller, Inessa Lyons, Gabrielle Medina, Brook Cayou, Susan Morris, LaVonne Snake, Dasha Weatherman, and Anthony Warrior at the Nebraska Academy of Science.

Due to the loss of soil diversity through conventional agriculture, diverse biological functions of soils have been compromised. Two garden soil plots are being researched at the NICC Santee campus. The diverse cover crop plot is a no till garden with different cover crop plant species seeded to promote soil biological diversity. Soil chemical and biological analysis of both tilled and no till gardens will be conducted in the spring before planting and in the fall after harvest to determine comparative changes within the two gardens. Data from this research will be analyzed to determine biodiversity of soil, cover crop composition and produce production rates. Local weather data will be used to determine trends and correlations.

Student Estelle Farley, and Teacher Assistant Shelley Kosola are checking the status of their cover crop.





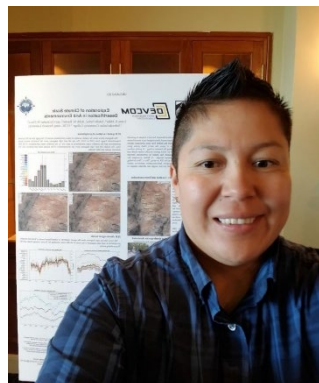
NICC summer intern, Riley Galvin, all smiles during her internship with the Omaha Nation Prevention Center.

Through the summer internships, Riley Galvin and ten other students worked for pay and college credits while learning new skills and assisting with community and college projects. Riley worked with youth at the Omaha Nation Prevention Center. Tyler Grant and Kenneth Carufel worked maintenance and carpentry at Omaha Nation Housing and NICC. Anthony Warrior, Inessa Lyons, and Alex White helped with customer service and student services at NICC campuses in Santee and Macy. Janelle Wolfe and Terri Grant worked on hours toward their Provisional Licenses for Drug and Alcohol counseling. Archives and Language are part of the mission of NICC, and Donald Grant and Jennifer Ross supported the Language department at the Macy campus.

Meanwhile, Estelle Farley traveled for her summer internship. Farley and Science professor, Hank Miller, spent ten weeks at the “2019 Department of Defense Faculty/Student Fellow Research Team Program” in White Sands, New Mexico. The AIHEC and Department of Defense sponsored internship, focused on atmospheric influences on ground ecology in arid environments, as well as developed new statistical methods to analyze and plot data.

The 2019 American Indian Higher Education Consortium (AIHEC) was held on March 16-19th in Billings, Montana. NICC students were kept busy during the event with a wide variety of activities including: a t-shirt exchange, poetry slam, pow-wow, music and dancing, archery, art, handgames, knowledge bowl, and video games. Lucinda Sparks entered the art show, and NICC performed in the knowledge bowl as well. Four students competed in archery, earning high marks: Kassie Phillips placed 11th, Anthony Sharpfish placed 19th, Lucinda Sparks placed 22nd, and Jennifer Ross placed 31st. David Walker also made it to the final four for the video game NBA 2k19. Another individual win was Anthony Sharpfish who received a chess win in only three moves. One of the team highlights was NICC placing 4th overall in handgames.

Other highlights of the trip included the drive up to Montana, which included visiting: the Dignity: of Earth and Sky sculpture, Bear Butte spiritual site, and Little Bighorn Battlefield National Monument.



Estelle Farley posing with research findings, which were presented at the 2019 Department of Defense Summer Research Symposium in Aberdeen, Maryland.



Left to Right: David Walker, Kassie Phillips, Carlton Edwards, Jennifer Ross, and Anthony Sharpfish after participating in the Knowledge Bowl.

Left to right: Crystal Ross, Carlton Edwards, Lucinda Sparks, Kassie Phillips, Jennifer Ross, and Anthony Sharpfish representing NICC and enjoying the Parade of Flags from tribes and tribal colleges across the country.



AIHEC students competing in archery.

EQUALITY

Umonhon - ék'igo^o Dakota - iyúha ówanžina na'úŋžipi

NICC has partnered with the Humboldt Forum in Berlin to do an exhibition titled *Against the Current: Francis La Flesche and the Umónhon*. This partnership is based upon a five-year agreement under a Memorandum of Understanding beginning in 2018 and running through 2023. This exhibition will be showing approximately 60 pieces that Francis LaFlesche sold to the museum in Berlin. From 1894 to 1898

Francis LaFlesche compiled the collection, representing the Umónhon, as an example of self-representation on the part of indigenous North American culture. Today, the collection is the connecting link between past and present and a historical starting point for a new chapter in the relationship between the Umónhon and Berlin. The compelling part of this collaboration is that the museum and curators do not want to determine the narrative themselves; rather they want to work closely together with the Umónhon to develop a concept, engage in a constant process of exchange - which means that the outcome is open. It is exciting to look forward to the final results.

In May of this year, Wynema Morris, the lead team member, Pierre Merrick, a descendent of Francis La Flesche, Michael Berger, NICC representative and Barbara McKillip, NICC student and educational coordinator for the team, went to Berlin to work on this exhibition; they were later joined by Vanessa Hamilton, NICC representative, and Glenna Slater, NICC Language Instructor. During their time in Berlin they viewed the pieces of the collection, brainstormed concepts and ideas, and discussed conception designs for the exhibition. Glenna Slater joined the team later as a part of the Long Night of Ideas that was presented by the museum in Berlin.

One of the most exciting parts of this collaboration is the fact that the museum curators are specifically looking for the Umónhon input. Part of this collaboration are meetings every two weeks via Skype to discuss everything related to the exhibition. The exhibition will be a layering of the past, the present and the future of the Umónhon based upon the pieces that are on display and the culture. The exhibition is set to open early 2021.



Vanessa Hamilton holding a pair of moccasins made in traditional Umo^oho^o style around 1890 and preserved with Francis LaFlesche items in Berlin.



Left to Right: Lars-Christian Koch, Director of SMB Ethnology Museum, Vanessa Hamilton, NICC student and staff, Glenna Slater, Umoʻhoʻnʻ Language instructor at the University of Nebraska-Omaha Campus, Barb McKillip, NICC student, Wynema Morris, Native American Instructor at NICC, Pierre Merrick, St. Augustine’s Umoʻhoʻnʻ Language Instructor, Hartmut Dorgerloh, Director of the Munboldt Forum, and Michael Berger, NICC grant writer.

Collaboration with University of Nebraska Omaha

Nebraska Indian Community College has worked closely with the Language Learners at the University of Nebraska Omaha Campus Umoʻhoʻnʻ Language Learners. For several years NICC has taken the Language Learners from the Macy and South Sioux City Campuses to play a traditional game called “Handgame.” This game is one of the traditions that has been carried on for many years. The students of both schools learn Umoʻhoʻnʻ Language while they are having fun. In between each round the Drum plays a Round Dance song and the players celebrate the game by dancing.



Women dancing Round Dance during a Hand game intermission.



NICC students, staff, and Umoʻhoʻnʻ elders competing in Hand game against the UNO language learners in 2019’s Spring term. This event is always a fun time

GENEROSITY

Umo'ho'n - ou shkou dan Dakota - wa'cha'ngtohnake

	From 7/01/2016 to 06/30/2017 Audited Period Actual	From 7/01/2017 to 06/30/2018 Audited Period Actual	From 7/01/2018 to 06/30/2019 Pre-Audit Period Actual
Revenues			
Grant and Contract Revenue	\$ 352,003	\$ 224,552	\$ 194,785
Tribal Appropriations	805,720	750,840	750,400
Tuition and Fees	418,024	504,589	540,718
Less Tuition Waivers	(652,209)	(154,107)	(258,159)
Investment/Interest Income	9,102	8,821	20,626
Donations Income	18,604	35,802	53,189
Miscellaneous Income	23,666	104,482	121,071
Total Revenues	\$ 974,910	\$ 1,474,979	\$ 1,422,630
Expenditures			
Salaries	\$ 433,080	\$ 322,517	\$ 272,943
Payroll Expenses	94,871	58,613	84,128
Contract Labor/Consulting	202,687	118,004	123,537
Books and Institutional Supplies	67,370	56,686	40,483
Utilities/Telephone	95,139	81,399	96,852
Bad Debt Expense	3,556	653	18,400
Maintenance and Repairs	44,933	70,890	59,364
Conferences and Conventions	19,289	10,126	3,080
Marketing and Recruitment	49,230	11,963	42,150
Office Expense	37,966	27,247	38,077
Dues and Subscriptions	56,359	26,899	33,909
Insurance	75,244	65,034	50,005
Travel	95,176	41,675	36,497
Board Expenses	46,038	25,164	18,522
Vehicle Expense	20,234	7,103	16,029
Capital Outlay	3,222	149	33,050
Miscellaneous	27,256	5,855	6,432
Interest and Penalties	851	404	191
Total Expenditures	\$ 1,372,501	\$ 930,381	\$ 973,649



Thank you for Your Support!

Those who have supported NICC during 2018-2019 include:

Individual Donations

Michael Hammonds Anderson, Michael Berger, Jeffery Brill, Ezekiel Brummels, Megan S. Carroll, Debra Coffman, Rich Dudley, David Frazier, Terri Grant, Jackie Hahn, H. Lark Hall, Jill Hanson, James (Jim) Hallum, Joseph Harlan, Leland Henke, Wanda Henke, Ted and May Hunt, Inessa Lyons, Justin Kocian, Dr. Scott and Donna Langston, Terrence Medina, Hank Miller, Wynema Morris, Troy Munhofen, Michael Oltrogge, Kristan Oltrogge, Dawne Price, Jerome Proctor, Ruth Pryor, Anjanette RedOwl, Marcia Robertson, David and Sandra Stamp, Kristine Sudbeck, Paul Taylor, Susan Tyndall, Robyn Tait, DeWayne Wabasha, Dasha Weatherman, Sandra Wilch-Tweten, William Wegener

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Grant Funding

Administration for Children and Families
American Indian College Fund
National Aeronautics and Space Administration
Nuclear Regulatory Commission
Shakopee Mdewakantonwan Sioux Community
United States Department of Agriculture
United States Department of Education
Foundations
Dakota Indian Foundation
National Science Foundation
Sherwood Foundation
Other
Sioux City Community School District

DONATIONS OF ANY SIZE ARE WELCOME

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Winona (Hawatay) Caramony, AA, Omaha Language (Macy)
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