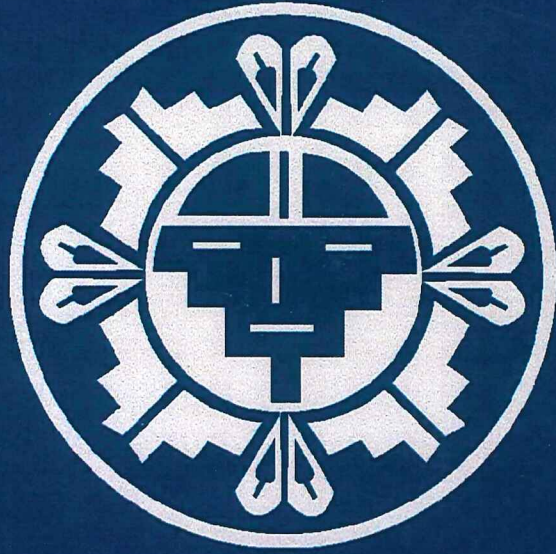
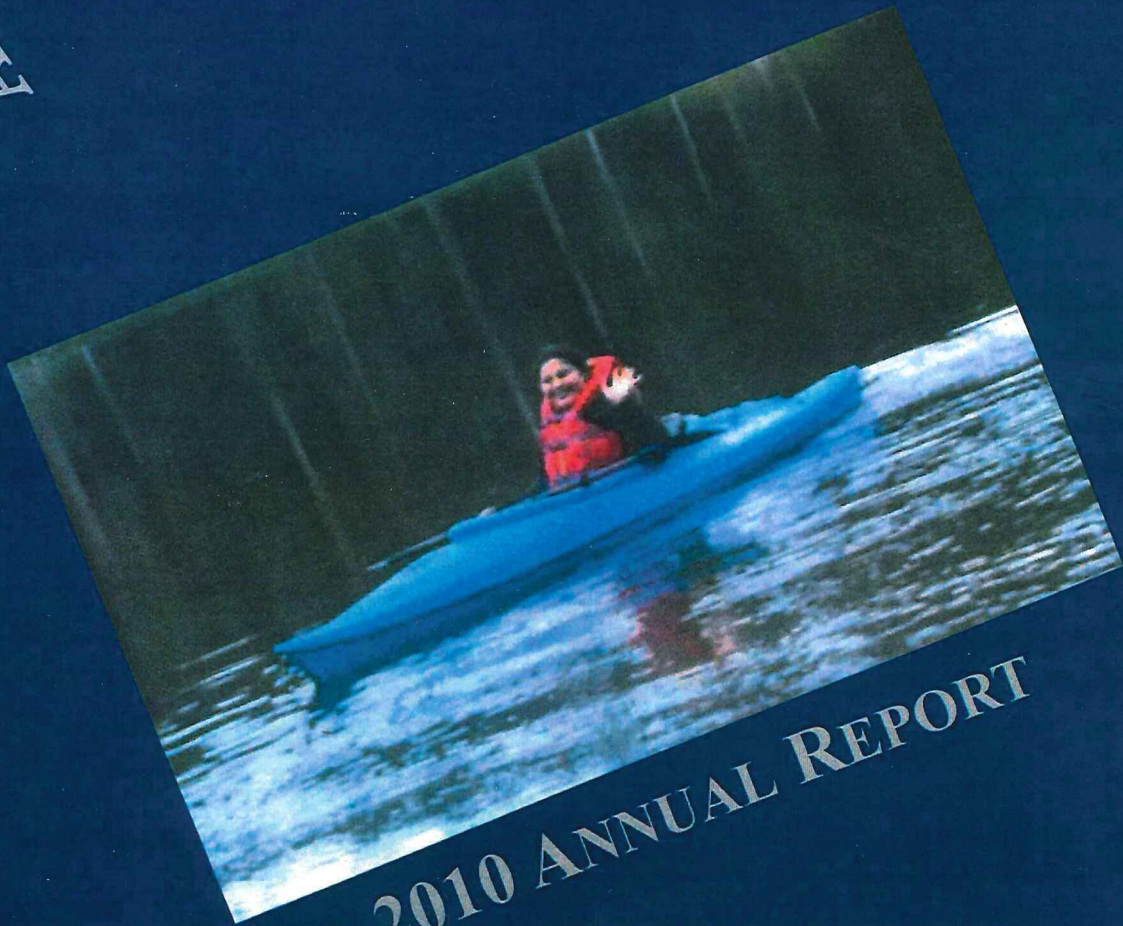


Association on American Indian Affairs



AAIA



2010 ANNUAL REPORT

PROTECTING SOVEREIGNTY * PRESERVING CULTURE * EDUCATING YOUTH

AS AN ORGANIZATION WITH A MODEST BUDGET, WE DESIGN OUR PROGRAMS AND DETERMINE OUR PRIORITIES WITH GREAT CARE. WE FOCUS UPON PROGRAMS WHERE A SMALL AMOUNT OF TARGETED RESOURCES CAN MAKE A HUGE DIFFERENCE.

- ∴ THE MISSION OF THE AAIA IS TO PROMOTE THE WELFARE OF AMERICAN INDIANS AND ALASKA NATIVES BY SUPPORTING EFFORTS TO –*
- ∴ SUSTAIN AND PERPETUATE CULTURES AND LANGUAGES – THIS INCLUDES SACRED LANDS PROTECTION, REPATRIATION AND NATIVE LANGUAGE PRESERVATION.*
- ∴ PROTECT SOVEREIGNTY, CONSTITUTIONAL, LEGAL AND HUMAN RIGHTS AND NATURAL RESOURCES – THIS INCLUDES NATIVE RELIGIOUS FREEDOM, FEDERAL ACKNOWLEDGMENT AND INDIAN CHILD WELFARE WORK THAT PROTECTS INDIAN CHILDREN AND FAMILIES AND INCREASES FUNDING AVAILABLE TO TRIBAL GOVERNMENTS FOR THESE PURPOSES.*
- ∴ IMPROVE HEALTH, EDUCATION AND ECONOMIC AND COMMUNITY DEVELOPMENT – THIS INCLUDES SCHOLARSHIPS, SUMMER CAMPS, NATIVE LANGUAGE EDUCATION AND PROMOTING NATIVE YOUTH HEALTH AND WELLNESS.*



AAIA

ASSOCIATION ON AMERICAN INDIAN AFFAIRS

www.indian-affairs.org

2 *A Message From the President*

DEAR FRIENDS:

I am proud to present this Annual Report of 2010. As you will see when you read the report, the Association on American Indian Affairs (AAIA) has continued to work closely with Indian tribal nations and other Indian and non-Indian organizations to address critical issues facing Indian tribes, families, children and communities.

Our activities are diverse, with a particular emphasis upon youth/education, cultural preservation and sovereignty. AAIA is unlike other organizations in a number of ways. We are the oldest Indian advocacy and service organization, founded in 1922. Although our Board of Directors is made up of respected Indian people from Indian nations from across the United States, we are not a tribal membership organization. Because we are independent, we have the flexibility to work on issues and problems that often do not get the kind of attention that they need and deserve -- such as sacred lands protection, Indian child welfare, federal recognition and Native language preservation. We work both nationally and locally and our support takes many forms -- legal assistance, development of teaching materials and training, cash grants and scholarships.

Despite our modest size, we continue to provide important programs that would not be available were it not for AAIA and our members and supporters. Thank you for your support.

Sincerely,



Alfred R. Ketzler, Sr.
President,
Athabascan



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4 *Sustain and Perpetuate Cultures and Languages*

SACRED LANDS

Land and natural formations are closely connected with the practice of traditional Native American religions and cultures. The relationship between physical areas and traditional cultural and religious ceremonies is a vital part of those cultures and religions. These sites may have spiritual power and serve as a portal between our world and the world of the Creator. These places are referred to as sacred places, sacred lands or sacred sites.

Many of these sacred places are located on lands not owned by tribes – many sites are on federal land. Thus, there is often a struggle between those who want to “develop” the land and Native peoples who hold it sacred.

For that reason, we have worked closely with tribes across the country for many years to influence the policies of the federal government and protect these irreplaceable places. During 2010, this work took various forms.

We continued our work to protect Medicine Wheel/Medicine Mountain in Wyoming, a site that is very sacred to many Plains tribes. AAIA has worked to protect this site for more than two decades. AAIA helped create the Medicine Wheel Coalition, a coalition of Plains Tribes who have a traditional history of using the Medicine Wheel and Medicine Mountain for spiritual purposes, and assisted the Coalition in its successful efforts to negotiate a landmark Historic Preservation Plan (HPP) with the Forest Service, state and local government agencies. The HPP was designed to ensure that the area around Medicine Wheel and Medicine Mountain is managed in a manner that protects the integrity of the site as a traditional cultural property and sacred site. AAIA also represented the Medicine Wheel Coalition when it decided to intervene in a case brought by a logging company challenging the HPP – a case ultimately dismissed by the Tenth Circuit Court of Appeals. AAIA also worked with the Coalition to successfully advocate for the inclusion of the HPP in the 2005 Revised Forest Plan.

The final goal of AAIA and the Coalition is to make sure that these management changes are permanent. In order to achieve this goal, AAIA and the Coalition have worked closely with the United States Forest Service in the last few years to have Medicine Wheel/Medicine Mountain designated as a National Historic Landmark (NHL) for its traditional cultural value. During 2010, a nomination was finalized and submitted for approval to the National Park Service to cover an area of approximately 4,080 acres. The area includes the entire mountain and a nearby creek that is used as a staging area for ceremonies.

The nomination was considered by the Park Service National Historic Landmarks Advisory Committee in November 2010, which adopted a resolution recommending that the Medicine Wheel/Medicine Mountain National Historic Landmark nomination be approved by the full National Park Service Advisory Board. Once that takes place, the nomination will be submitted to the Secretary of Agriculture for final approval. After many years of negotiation, there is now a consensus behind the nomination and we expect that it will be approved in 2011.

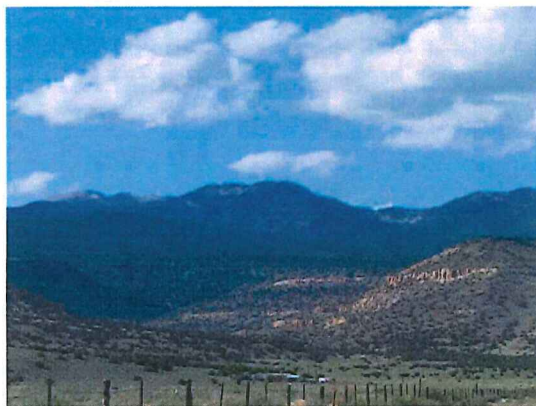


National Historic Landmark Committee Meeting

In 2010, we also provided support to the efforts of the Acoma Pueblo to prevent uranium mining on sacred Mount Taylor in New Mexico by providing technical assistance to attorneys representing the tribe in a lawsuit in State court and by joining in an *amicus curiae* (friend of the court) brief filed by the National Trust on Historic Preservation. Mount Taylor is sacred to a number of other tribes as well, including the Navajo.

SACRED LANDS *(Continued)*

We also continued our work to impact national policy. We worked with the Medicine Wheel Coalition to file comments pertaining to a proposed Forest Service rule specifying how Forest Plans should be developed. Forest Plans govern the management of National Forests where many sacred places are located. The comments emphasized the need for sacred lands protection to be fully integrated into Forest Plans. We also participated in State Department meetings on the United Nations Declaration on the Rights of Indigenous Peoples, endorsed by President Obama in 2010, and emphasized the importance of implementing the parts of the Declaration that provide for the protection of sacred sites. Finally, we continued our efforts to train federal employees on the legal framework that can be used to protect sacred sites by taking part in National Park Service/United States Forest Service National Training Course for Resource Managers held in West Virginia.



Mount Taylor

REPATRIATION

The Association played a central role in efforts to obtain enactment of the Native American Graves Protection and Repatriation Act (NAGPRA) in 1990. That law mandates repatriation of culturally affiliated human remains, funerary objects, sacred objects and cultural patrimony to Indian tribes. We have worked since 1990 to promote the effective implementation of that Act and to encourage repatriation.

In 2010, our activities included the narration by our Executive Director, Jack Trope, of a DVD entitled “the Creation of NAGPRA” created by the National Park Service, National NAGPRA Program. He wrote much of the text for the DVD which premiered at a NAGPRA 20th Anniversary Commemoration. It is the first of a series of documentary/training films on NAGPRA. He also prepared the introductory chapter for an “Implementing NAGPRA” book that will be published by the Oregon State University. AAIA also provided technical assistance to the Northern Cheyenne Tribe in their successful effort to repatriate a human scalp and braid from the Sand Creek Massacre that was in the possession of a private individual.

In addition, in 2010 the National Park Service issued its long-delayed regulations on the treatment of culturally unaffiliated human remains and funerary objects. The regulations mostly adopted the tribal viewpoint. A museum or federal agency must offer to return any “culturally unaffiliated” human remains in its possession that were originally removed from land that is currently tribal land or which has been legally recognized as aboriginal land of a particular tribe. The regulations also provide for a tribal consultation process before repatriation takes place. Some recommendations regarding privacy issues and the treatment of federally unrecognized Indian tribes, made by AAIA in comments previously filed with the agency, were adopted in the final regulations.

6 Sustain and Perpetuate Cultures and Languages

AAIA'S NATIVE LANGUAGE PROGRAM

During 2010 AAIA's Native Language Program started a new phase of technology. Even though the number of Native households who have a computer and internet access lags far behind the national average, the language program has begun developing computer related learning materials in order to appeal to our youngest learners.

Our first major project was creating simple "movies" and putting those movies on YouTube. Each video is a teaching and learning tool. As of the end of 2010 we had placed 103 Dakotah language teaching videos on YouTube. These videos range from simple conversations phrases to illustrated books to songs in Dakotah. We had 7814 views of these videos at the close of the year. We also placed each video on a website called TeacherTube. This website is designed for teachers and each video has to go through a vetting process to ensure that the content is appropriate for schools. We had over 25,000 views of our page on this site.

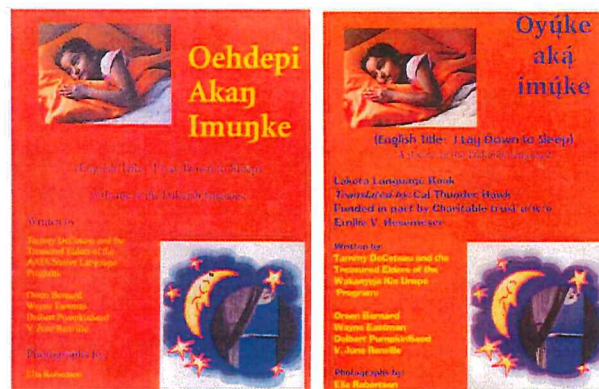


With the help of a grant from the Entertainment Software Association Foundation, we developed a simple on-line video game for the kindergarten through second grade to use as a fun Dakotah language learning tool.

We also completed a project to translate over 80 books into the Lakotah language, printed the copies and shipped copies to all nineteen Lakotah schools.

We created three new children's books during 2010. One was a book about a walk in the woods by a woman and her grandchildren as she taught them about taking care of Mother Earth, a book about the different kinds of clouds, and a book about the weather.

In addition, ten teaching stories were created. These ten stories each teach the values of the Dakotah people, such as respect. It is our hope to some day find the funding to have these ten stories animated. Each of these stories features a young turtle as the main character. In the first story, Keya (Snapping Turtle in Dakotah) comes upon a Susbeca (Dragonfly) who has hurt her wing. In this story, Keya learns to help others.



Dakotah Version

Lakota Version

Throughout the year, we created different items for schools including a school calendar in Dakotah, various bulletin board borders, and postcards as well as translating the entire college graduation announcement into Dakotah for our local tribal college.

We also participated in the National Alliance to Save Native Language conference in Washington D.C., an organization of which we are a member. As part of that conference, we met with Congressional staff to express the need for Congress to support preservation of Native languages through adequate funding and modifications to the No Child Left Behind Act that will support Native language instruction in schools.

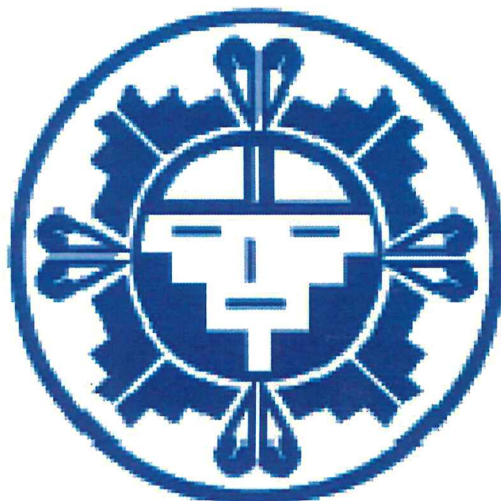
NATIVE RELIGIOUS FREEDOM

As mentioned on pages 7 and 8 of the report, much of our work in the area of religious freedom involves sacred sites.

Another significant part of our program in 2010 involved protecting the use and possession of eagles, eagle parts and other sacred birds for traditional ceremonial and cultural purposes by Native Americans. During 2009, the United States Fish and Wildlife Service conducted a series of raids and seizures of eagles and feathers from eagles and other protected birds on Indian reservations and at pow-wows as part of an "Eagle Sting Operation". A number of individuals were arrested as part of this sting.

While some of those arrested were poaching and selling protected birds (an activity condemned by traditional practitioners as well), some of the seizures were made from craftsman preparing eagles and others possessing eagles for legitimate ceremonial and cultural purposes, including Native American Church members. In addition, some of those involved have alleged that the government's law enforcement techniques amounted to entrapment. As a result, traditional practitioners in many tribal communities have become afraid that they will be arrested and their sacred items seized.

To deal with this problem, AAIA has been working closely with tribes and national organizations like the National Congress of American Indians (NCAI) and the Native American Rights Fund. We have participated in meetings with top government officials from the White House, Interior Department, Department of Justice and Fish and Wildlife Service and in panels and break-out sessions at a number of NCAI meetings attended by tribal leaders from across the country. The tribes are seeking a review of FWS law enforcement activities, appropriate revisions to FWS policies, procedures and regulations, better coordination with and recognition of tribal laws and law enforcement activities, and the promotion of tribal aviaries, among other things. This process will continue in 2011.



8 Protect Sovereignty, Constitutional, Legal and Human Rights and Natural Resources

FEDERAL ACKNOWLEDGEMENT

AAIA has been working with non-recognized Indian tribes to gain federal recognition for many years. Acknowledgment by the federal government means that the federal government will recognize and respect the exercise of tribal authority and makes tribal members eligible for basic Federal services such as health care and education.

One of the tribes that we have worked with and supported with grants (for more than 20 years) is the Piro/Manso/Tiwa Tribe of Las Cruces, New Mexico. Finally, after a wait of fourteen years, OFA began actively considering the petition of the Piro/Manso/Tiwa Tribe on January 4, 2010. In order for such a petition to succeed, it must meet several criteria, including a showing that the tribe has comprised a distinct community and maintained political influence from historic times to the present. Voluminous documentation is required to meet the criteria.

A preliminary decision on their petition is scheduled in 2011.

In addition, as part of a meeting for Non Governmental Organizations (NGOs) sponsored by the State Department, we made statements and submitted comments concerning the need for reforms to the federal acknowledgment process in order to come into compliance with the United Nations Declaration on the Rights of Indigenous Peoples.

INDIAN CHILD WELFARE

Research and advocacy by AAIA in the 1970s was a catalyst for the enactment of the Indian Child Welfare Act of 1978 (ICWA). We have worked for more than 30 years to ensure that the critical protections provided by ICWA to Indian children, families and tribes are fully realized and implemented. In 2010,

- We provided legal assistance to tribal social services program directors in support of their effort to create an intertribal organization (Tribal Social Services Directors Coalition) that would be empowered to negotiate with the State of Michigan on Indian child welfare issues.
- We assisted California tribal representatives seeking amendments to the California ICWA that would make it consistent with the new federal Title IV-E law.

Another vitally important part of our work has been to increase funding available for tribal child welfare programs so that they can provide the vital services to their children and families. Our efforts have resulted in the enactment of significant legislation to achieve this goal. In 2006, the Promoting Safe and Stable Families Act increased the tribal allocation under Title IV-B, Part 2 of the Social Security Act to 3%, resulting in increased funding of almost \$40 million to tribes for child welfare services, and created a competitive grant that has provided funding to a number of tribes specifically for the purpose of addressing the methamphetamine crisis that has devastated a number of reservations and rural communities across the *country*.

Then, in 2008, the Fostering Connections to Success and Increasing Adoptions Act was passed which, among other things, made Indian tribes eligible for direct funding under the Title IV-E Foster Care and Adoption Assistance program for the first time. In 2010, our efforts to promote the full implementation of the Fostering Connections legislation continued, in cooperation with other national Indian organizations such as the National Congress of American Indians (NCAI) and National Indian Child Welfare Association (NICWA).

Among the more significant activities have been:

- Preparation of a paper on the legal framework that tribes need in order to operate the Title IV-E program and workshops for tribes based upon the paper in Oregon, Maryland and Arizona.
- Participation in a work group convened by the National Resource Center on Legal and Judicial Issues and the National Resource Center for Tribes and an expert panel convened by the American Public Human Services Association that is developing recommendations as to how Title IV-E Child and Family Services Reviews (CFSRs) conducted by HHS should be modified.
- Submission of joint comments with the National Indian Child Welfare Association regarding data elements specific to Indian children that should be included in the AFCARS (the Adoption and Foster Care Analysis and Reporting System)

10 Protect Sovereignty, Constitutional, Legal and Human Rights and Natural Resources

INDIAN CHILD WELFARE *(Continued)*

Other child welfare-oriented work in 2010 included:

- Working with a broad coalition of child welfare advocacy groups (known as the Partnership To Protect Children and Strengthen Families) whose goal is to enact broad child welfare financing reform, with a specific emphasis upon provisions that will address the unique circumstances of Indian tribes
- At the request of Senate Finance staff, development of tribal language for bills addressing child nutrition and background checks under the Child Care and Development Block Grant.

SCHOLARSHIPS

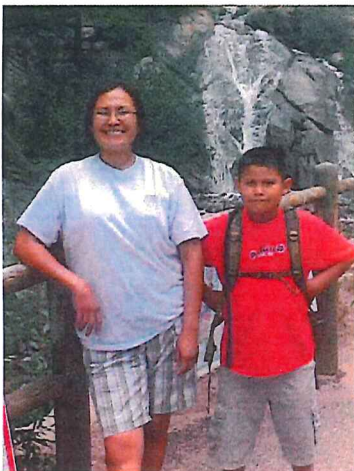
AAIA has a long history of assisting Native American college students reach their educational and life goals by providing graduate and undergraduate scholarships. For the 2010 calendar year, AAIA awarded 108 scholarships through our eight scholarship programs.

Dear Association on American Indian Affairs,

Thank you all for your support in my educational endeavors. I greatly appreciate your contribution in making my dreams to achieve an education a reality and I have been truly blessed to have found such a great scholarship program to assist me with my educational expenses.

As a parent of two children, there have been times when I endure financial difficulty, but I continue to strive for the best possible solution in any situation. You have given me a great sense of accomplishment and the determination to be the best role model for my young family.

Throughout the years I have found that education is truly the key to success. I have been able to implement these teachings among my children. I hope that one day they will find comfort in my teachings and excel in all that they do.



Ah yah hah
(Thank you)

LaDawn Yazzie,
Navajo Nation
Food Service
Management
Arizona State
University
Adolph Van Pelt

ADOLPH VAN PELT SCHOLARSHIP – Scholarships in the amount of \$750 per semester are awarded to undergraduate students in any curriculum. Fifteen scholarships were awarded in 2010.



Dear Association on American Indian Affairs,

I am truly grateful, proud and humbled to receive such a prestigious scholarship. I know there were many qualified applicants and I want to thank the committee for choosing me.

I have big dreams for my life, and I know graduating from college is the first step towards earning my masters and law degree. With the help of your scholarship I feel

I am one step closer to reaching success for my family, tribe and community. My family and I appreciate the support in these tough economic times and I have one more reason to push myself to excellence.

Thank you,

Kellen Hernandez, San Luis Rey Band of Mission Indians
American Indian Studies
San Diego State University
Allogan Slagle Memorial Scholarship

ALLOGAN SLAGLE MEMORIAL SCHOLARSHIP - Scholarships in the amount of \$750 per semester are awarded to graduate and undergraduate students in any curriculum who are citizens of tribes that are not recognized by the federal government. Eight scholarships were awarded in 2010.

◆
DAVID RISLING EMERGENCY AID SCHOLARSHIPS - Scholarships in the amount of \$100-400 are awarded to graduate and undergraduate students in any curriculum who have a sudden critical need that was not expected or that would prevent the student from attending school. Four scholarships were awarded in 2010.

◆
EMILIE HESEMAYER MEMORIAL SCHOLARSHIP - Scholarships in the amount of \$750 per semester are awarded to undergraduate students and can be renewed for up to 4 years. A preference is given to students majoring in Education. Thirty-five scholarships were awarded in 2010.

12 Improve Health, Education and Economic and Community Development

DISPLACED HOMEMAKER SCHOLARSHIP -

Scholarships in the amount of \$750 per semester are awarded to undergraduate students in any curriculum who would not otherwise be able to complete their educational goals due to family responsibilities. Students who receive this award are generally older students who have returned to school after raising a family. Ten scholarships were awarded in 2010.



Dear Association on American Indian Affairs
Scholarship Donor,

I would like to thank you for the David Risling Emergency Aid Scholarship for the 2010-2011 scholarship year.

I am the mother of a one-year old boy whom I love very much. I am going to school to better my life for him and myself.

I am nearing the end of my undergraduate career and I feel I have learned so much about my area of study. I hope to become a teacher at a college or university.

With your help I was able to get my vehicle fixed so I can get to and from school this winter. My university is located on top of a hill and we are expecting a harsh winter. I purchased a truck so I will still be able to get to school in the snow, as it turns out, the truck wasn't in the best condition and needed a lot of work.

I would again like to thank you sincerely for helping me this year. I am so fortunate to be able to attend university and now I don't have to worry about missing class this winter.



Thank you,

Lexie Tom
Lummi Nation
Anthropology
Western Washington
University
David Risling
Emergency Aid
Scholarship

ELIZABETH AND SHERMAN ASCHE MEMORIAL SCHOLARSHIP -

Scholarships in the amount of \$750 per semester are awarded to graduate or undergraduate students pursuing a degree in public health or science. Twelve scholarships were awarded in 2010.

Dear Association on American Indian Affairs,

My name is Lucas Tyree and I was awarded the Allogan Slagle Memorial Scholarship this year. This is the second time that I was given this honor and both times I have been in great financial need at the time I was awarded. I am paying my way through college by working and applying for scholarships.

I want to thank the donors and members for providing me with the means to educate myself and for giving me the opportunity to go back to my community with a far better understanding of the world than I ever would have had otherwise. Going to University has been the most life changing experience I have ever been through. I am grateful for each day that I can see more than I would have otherwise. I have come to understand that many in my family have their unfulfilled dreams played out through me and that many young people in our communities will never get the opportunities that I have had.

I hope that I can earn the confidence of my benefactors by living a life that is in line with my culture and by doing the most I can for my community and the greater indigenous community with the tools that I am acquiring. Thank you all for giving me the chance to try to make a difference for my people.

Lucas Tyree,
Monacan Nation
Agriculture, Agroecology &
Environmental Quality
University of Hawaii at Hilo
Allogan Slagle Memorial
Scholarship



AIAA has a long history of providing Scholarships to Native American college students awarding our first scholarship in 1948.

14 *Improve Health, Education and Economic and Community Development*

YOUTH SUMMER CAMPS

AAIA's summer camp program supports summer programming for Indian youth around the country that focus primarily on diabetes prevention, language preservation and culture.

DIABETES EDUCATION & PREVENTION

KAMIAH NIMIIPUU HEALTH
TITOQUAAM SA'KIP TUAN WAS YOUTH WELLNESS
AND CULTURE CAMP

Kamiah, ID
Campers: 19
Age: 9-19
August 9-13

This 5 day camp was aimed at teaching campers to make better food and drink choices and included diabetes education through speakers and demonstrations on healthy foods and fitness. Campers learned about the sugars present in common foods and drinks and learned about the dangers of consuming sport and energy drinks. Campers made their own fruit and vegetable "Splash". Other presentations were given on dental hygiene and Nez Perce language and fishing and gathering, and campers also participated in physical activities and traditional arts and crafts sessions.



POLLEN CIRCLES

POLLEN CIRCLES CULTURAL, ENVIRONMENTAL AND
SERVICE LEARNING CAMP

Window Rock, AZ

Campers: 232

Age: 10-18

June 6-July 31

Five 4-8 day wellness camps and 1 workshop were held to provide 232 youth with experiences and information needed to live physically and mentally healthy lives. The physical nature of the service projects provided a health component to environmental encounters. Service projects included erosion control, water conservation and land restoration projects, as well as fence, outhouse, and shade-house repair and construction. Campers were recipients of a variety of traditional teachings from community members which included everything from sheep butchering to flute making, and wild horse tracking to Saguaro Cactus fruit harvesting. The inclusion of traditional and natural foods taught youth how to stay healthy and avoid diabetes.

NATIVE AMERICAN COMMUNITY HEALTH CENTER
LIVING WELL TRADITIONALLY

DIABETES PREVENTION YOUTH CAMP

Mayer, AZ

Students: 43

Age: 9-13

July 27-30

This camp allowed campers from various tribes to get away from the city and participate in activities and gain information aimed at preventing diabetes. The physical aspects of this camp allowed campers to participate in paintball, high and low ropes courses, canoeing and horseback riding. Campers were then able to apply the information learned in the information sessions regarding healthful eating, such as portion size and sugar consumption, their daily lives.

**DIABETES EDUCATION AND PREVENTION SUMMER
CAMPS (Continued)**

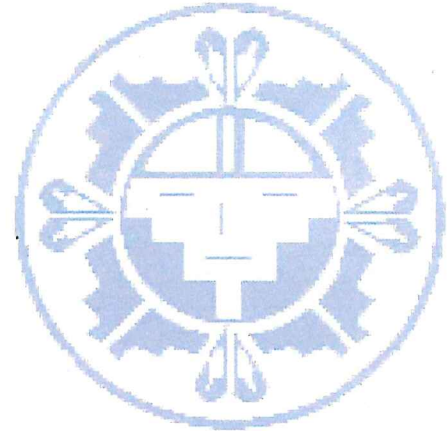
CLOUD HORSE ART INSTITUTE
ANNUAL YOUNG WOMEN'S CAMP
Kyle, SD
Students: 9
Age: 11-15
July 28-August 1

This hands on camp marks a young woman's coming of age and allowed young women to participate in activities in the traditional Lakota context, many of which prevent diabetes. Campers participated in the cooking and housekeeping activities, making papa, drying buffalo meat, and preserving choke cherries. Cooking activities were done using Lakota language terms. These young women also participated in sessions with the Rosebud reservation health educator to learn about healthy living and lifestyles including sexuality, diabetes prevention, physical activity, and women's spirituality. Cultural activities included bead work, quill work, sewing and a botany walk.

LANGUAGE AND CULTURAL PRESERVATION

CONFEDERATED TRIBES OF THE
UNATILLA INDIAN RESERVATION
CAMP MIYANISHMA
Pendleton, OR
Campers: 30
Age: 9-14
August 9-13, 2010

This camp provided youth an opportunity to participate in cultural activities while learning the respective languages spoken on the Umatilla Indian Reservation. Activities included a hunters safety course, regalia necklace and bustle making, fishing, corn drying, archery, traditional dancing and stick games. Language instructors provided instruction in the Umatilla, Walla Walla and Nez Perce languages.



TA SUNKA LUTA
ANNUAL RED HORSE SUMMER YOUTH CAMP
Howes, SD
Campers: 40
August 9-14, 2010

Volunteers created activities that promoted awareness of traditional Lakota ways in modern times and encouraged youth to make healthy everyday choices that would prevent diabetes, help avoid drug and alcohol use, and build healthy relationships. Activities included tipi set up, predator and wild life control, a drum making workshop, quill work presentation, and recreational activities. Evenings ended with story telling and song.



16 *Improve Health, Education and Economic and Community Development*

LANGUAGE AND CULTURAL PRESERVATION SUMMER CAMPS (*Continued*)

DAKOTA WICOHAN
DAKOTA IAPI K'A WICOHAN
DAKOTA LANGUAGE AND CULTURE CAMP
Morton, MN
Students: 32
Age: 10-18
June 8-July 22

Leaders of this camp found that integrating the Dakota language into physical activities proved to be the most effective way for students to learn the language. Horse riding and horse care activities provided positive, nurturing activities that helped to build social and leadership skills in addition to language skills. Sunkawaka Wicayuhapi, a book which is written entirely in Dakota on how to care for horses, became the basis of the language utilized for this camp. The camp culminated with a end of summer picnic to which family and other community members were invited and which included the playing of horse games.



AMERICAN INDIAN CHILD RESOURCE CENTER
SUMMER REZ CULTURAL AND WILDERNESS CAMP
Oakland, CA
Campers: 18
Age: 10-18
July 19-29

Youth were able to increase their knowledge of the traditional significance of sacred lands protection and traditional art by participating in cultural art activities such as beadwork, regalia making, weaving, mosaic art, painting and making sticks for Indian stick games. Campers also learned media arts such as Photoshop and video film creation and editing. Field trips were taken to sacred sites to learn about their protection, and a 2 day camping trip to a natural site away from the city provided campers the opportunity to interact with Mother Earth in a respectful way.



Physical activity such as horseback riding, kayaking, nature hikes and service projects help to teach youth how to make good decisions about their health.



LANGUAGE AND CULTURAL PRESERVATION SUMMER CAMPS *(Continued)*

NATIVE VILLAGE OF AFOGNAK
DIG AFOGNAK
Kodiak, AK
Students: 125
Age: 9-17
June 26-August 2

Six camps offering Alutiiq cultural activities such as Alutiiq language, art, subsistence, traditional beading and skin sewing took place over the summer months. Campers were able to spend time with respected elders of the community, take nature walks and build healthy friendships. The goal was to instill cultural pride, foster a sense of community and build relationships. The highlight of the camp was kayaking.



Tribal Elders, volunteers and peer counselors are valued members of summer camp teams.



AAIA's summer camp program provides small grants to tribes and organizations for existing summer camp programs for Native youth. These grants fund critical elements of these programs which otherwise would have to be eliminated or the number of youth served would have to be reduced.

AAIA is glad to be able to continue to provide these grants and give Native youth an opportunity to build positive relationship skills, learn leadership skills, learn the skills needed to make healthy choices and to lead a healthy lifestyle, and increase their cultural knowledge and strengthen cultural ties.

Funding of these programs would not be possible without the support of our donors.

18 *Public Education*

EDUCATION

We continued working with the Brother's Brother Foundation to make free books and other educational materials available to tribal schools. The Foundation works with a number of publishers who make these materials available. About two dozen tribal schools have signed up to participate in the program.

NEWSLETTERS

AAIA continues to publish our bi-yearly newsletter *Indian Affairs*, which is available to our members or by subscription. We also publish a monthly online newsletter. Written subscriptions may be obtained by contacting our Executive Office. E-subscriptions may be obtained by clicking the link on our website.

FILM FESTIVAL

AAIA sponsored its 7th indigenous short film showcase at the Cantor Film Center New York City in November 2010. The event, which is held annually in conjunction with our Annual Meeting of the Members, consisted of several short pieces by Native film makers that explored a variety of contemporary issues of concern to Native Americans.

The films were coordinated by Raquel Chapa (*Lipan Apache/Yaqui/Cherokee*). Raquel is the former Native American curator at the Hemispheric Institute, Tisch School of the Arts at New York University and has worked with such diverse institutions as the Museum of Indian Arts and Culture in Santa Fe and the National Museum of the American Indian in New York.

Raquel's credits include such acclaimed works as the Wounded Knee episode of the *We Shall Remain* series on PBS's *American Experience*. Raquel worked with director/producer Stanley Nelson on the episode whom was honored at the event for his work with and mentoring of young minority filmmakers. Mr. Nelson (Firelight Media), is known for his television documentaries on history and contemporary social issues.

AAIA IS PROUD TO HAVE PRESENTED THE FOLLOWING SHORT FILMS BY NATIVE FILMMAKERS:

MACNPC, DIRECTOR: TVLI JACOBS (*Choctaw*), Short parody of popular commercial

STEVE'S SPECIAL, DIRECTOR: SONYA OBERLY (*Nez Perce*), Music video shot on location on the Tohono O'odham reservation. Gertie and the T.O. Boyz perform Steve's Special.

BONANZA CREEK, TESUQUE PUEBLO YOUTH FILM GROUP WITH MARCELLA ERNEST AND RACHAEL NEZ, In the Wild West, the cowboys don't always win. In this old family tale of cow-boys and Indians, a grandfather tells the children of two kidnapped Indian girls that are rescued by his great-great-great-grandfather, a young Mohawk boy.

LADONNA HARRIS: INDIAN 101, DIRECTOR: JULIANNA BRANNUM (*Comanche*),

A documentary film about Comanche activist LaDonna Harris, who led an extensive life of Native political and social activism, and is now passing on her traditional cultural and leadership values to a new generation of emerging Indigenous leaders.

FILM FESTIVAL (*Continued*)

IN THE FOOTSTEPS OF YELLOW WOMAN, DIRECTOR: CAMILLE MANYBEADS TSO (*Dine-Navajo*),

In the Footsteps of Yellow Woman is about a 13 year-old Navajo filmmaker who finds her own strengths through interviewing her Grandmother about their ancestral history. She imagines what it would be like to be her Great-Great-Great-Grandmother, YellowWoman, who lived through the Navajo Long Walk(1864-1868).

YATIKA GOES TO PARIS, DIRECTOR: YATIKA FIELDS (*Osage*), Osage artist Yatika Fields “goes” to Paris.

HOW BIRDS GOT THEIR SONG!: NUWEETOOUN SCHOOL STUDENTS, A film based on a traditional story of the Narragansett Indians and adapted by local filmmaker Jo Dery in collaboration with the students of the Nuweetooun School. Under her direction the students created the figures and scenes used in animating the story as well as playing the instruments in the film’s original sound score. The result is a memorable story that will leave you yearning for the sound of a wood thrush.

GRAB, DIRECTOR: BILLY LUTHER (*Laguna Pueblo*),

The trailer of Grab is an intimate portrait of the little-documented Grab Day in the villages of the Laguna Pueblo tribe, who annually throw water and food items from the rooftop of a home to people standing below. A community-wide prayer of abundance, thanks, and renewal, Grab Day exists at the intersection of traditional Native and contemporary Western cultures. Luther’s film follows one family as they prepare for the annual event, chronicling their lives for the year leading up to this day.

We would like to note that Sonya Oberly, Director of *Steve’s Special*, was the 2006-2007 recipient of the AAIA Florence Young Memorial Scholarship. The Nuweetooun School, whose students helped in the creation of the film *How Birds Got Their Song*, received AAIA funding for their youth summer camp in 2004.

20 Financial Information

Statement of Financial Position

December 31, 2010 and 2009

Assets

Current Assets	<u>2010</u>	<u>2009</u>
Cash and Cash Equivalents		
Interest Bearing	\$ 71,661	\$ 58,526
Investments in Marketable Securities	1,017,942	1,168,877
Other Receivables	32,006	30,659
Prepaid Expenses	<u>13,456</u>	<u>18,029</u>
Total Current Assets	1,135,065	1,276,019
 Property and Equipment		
Furniture and Equipment	200,644	192,754
Leasehold Improvements	<u>-</u>	<u>14,901</u>
	200,644	207,655
Less Accumulated Depreciation	<u>(181,863)</u>	<u>(188,965)</u>
	<u>18,781</u>	<u>18,690</u>
	<u>\$ 1,153,846</u>	<u>\$ 1,294,781</u>

Liabilities and Assets

Current Liabilities		
Accounts Payable	\$ 8,677	\$ 4,497
Accrued Wages	16,208	10,639
Accrued Payroll Taxes	1,976	1,447
Accrued Vacation	<u>10,145</u>	<u>12,624</u>
Total Current Liabilities	37,006	29,207
 Net Assets		
Unrestricted	426,024	280,028
Temporarily Restricted	37,993	332,723
Permanently Restricted	<u>652,823</u>	<u>652,823</u>
Total Net Assets	<u>1,116,840</u>	<u>1,265,574</u>
	<u>\$ 1,153,846</u>	<u>\$ 1,294,781</u>

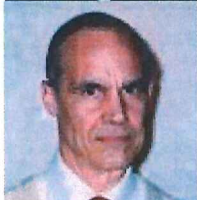
22 Leadership

Board of Directors

AAIA is governed by an all-Native Board of Directors representing all regions of the country. The collective wealth of knowledge and expertise in diverse areas makes AAIA's Board well suited to develop policies that benefit all Native peoples.



Alfred R. Ketzler, Sr.
President
Athabascan
Fairbanks, AK



Bradford R. Keeler
Vice President/Treasurer
Cherokee
West Chester, PA



Joy Hanley
Secretary
Navajo
Tempe, AZ



Elke Chenevey
Omaha
Encinitas, CA



DeeAnn DeRoin, MD
Ioway
Lawrence, KS



John Echohawk
Pawnee
Boulder, CO



Frank Ettawageshik
Odawa
Harbor Springs, MI



Jerry Flute
Dakotah
Browns Valley, MN

Advisory Board Members

Francesca Kress, New York, NY
Benita Potters, *Agua Caliente*, New York, NY
Howard Teich, New York, NY

Statement of Activities
For the Year Ending December 31, 2010
(With Comparative Totals for the Year Ending December 31, 2009)

	<u>2010</u>	<u>2009</u>
Revenues, Gains and Other Support		
Contributions and Dues	\$157,194	\$173,389
Legacies	74,938	100,390
Grants	234,701	243,177
Investment Income	29,621	32,688
Media Sales	4,743	1,808
Other Income	12,815	57,606
In-Kind Contributions	6,400	6,400
Realized (losses) Gains on Investments	(27,837)	(124,344)
Unrealized Losses on Investments	<u>132,299</u>	<u>287,061</u>
 Total Revenues, Gains and Other Support	 <u>\$ 624,874</u>	 <u>\$ 778,175</u>
 Expenses		
Programs	512,057	511,569
General and administrative	65,126	68,989
Fund raising	<u>196,425</u>	<u>197,231</u>
 Total Expenses	 <u>773,608</u>	 <u>777,789</u>
 Change in net assets	 <u>\$ (148,734)</u>	 <u>\$ 386</u>
 Net assets, beginning of year	 1,265,574	 1,265,188
 Change in net assets	 <u>(148,734)</u>	 <u>386</u>
 Net assets, end of year	 <u>\$ 1,116,840</u>	 <u>\$ 1,265,574</u>

STAFF

AAIA's executive office is located in Rockville, Maryland. Our Language Program Office is located in Agency Village, South Dakota.

AAIA was fortunate to obtain an Americorps*Vista Member starting in June of 2009. We have been able to continue to take advantage of this important resource throughout 2010. We were also privileged to be able to hire students through the Federal Work Study program for the 2009-2010 and 2010-2011 school years and to have a mother-daughter team volunteer for us during the summer of 2010.

MARYLAND STAFF

Jack F. Trope, Executive Director

Lisa Wyzlic, Executive Assistant/Director of Scholarship Programs, *Ottawa*

Bill Jones, Bookkeeper

Traci Lini, Internet Development Coordinator, Americorps*VISTA Member, AAIA Office Assistant

Jeremiah Lowery, Internet Development Coordinator, Americorps*VISTA Member

Michelle Arnett, Office Assistant, *Powhatan*

Samuel Nelson, Office Assistant, *Apache*

Laura Nichols, Research Assistant

Fontaine Rodgers, *Nanticoke Leni-Lenape*, Volunteer

Devon Balicki, *Nanticoke Leni-Lenape*, Volunteer

SOUTH DAKOTA STAFF

Wendy Scheffer Flute, Director of Direct Mail and Membership Services

Tammy DeCoteau, Director, Native Language Program, *Dakotah*

Jodi Eastman, Technology Coordinator, *Dakotah*

Orsen Bernard, Treasured Elder, *Dakotah*

Wayne Eastman, Treasured Elder, *Dakotah*

Delbert Pumpkinseed, Treasured Elder, *Dakotah*

V. June Renville, Treasured Elder, *Dakotah*

24 Show Your Support

AAIA receives contributions from grants, foundations, bequests, trusts, on-line contributions and membership dues. Consistent financial support helps AAIA continue to fund the programs described in this report. AAIA has the following avenues by which you can show your support.

- **MEMBERSHIP** - By contributing \$25 per year you can assist us in supporting programs that are vitally important to Indian communities. You will receive program updates through our newsletter *Indian Affairs*, and be invited to attend our Annual Meeting of the Members (which is open to the public) held in New York City, or to vote by proxy.
- **SPREAD THE WORD** - Invite family and friends to join AAIA and support us. You can also follow us on Twitter and Facebook, view our language program videos on YouTube, sign up for our e-newsletter, and visit our website; then forward the information to family & friends.
- **ON-LINE GIVING** - Donate on-line through Network for Good on our website at www.indian-affairs.org.
- **MONTHLY GIFTS** - Consider a monthly gift to AAIA, which can be easily paid by credit card or automatically deducted from your bank account.
- **MATCHING GIFT PROGRAM** - Many companies offer Matching Gift Programs. Visit your Human Resources Department and ask if donations to AAIA can be matched and use their Matching Gifts Contribution form.
- **BEQUESTS AND TRUSTS** - Remember AAIA in your will. Consider contributions of a specific sum, a percentage of your estate or stocks and bonds.



AAIA

ASSOCIATION ON AMERICAN INDIAN AFFAIRS



NATIVE WAYS
FEDERATION™

**AAIA is a founding member of the
Native Ways Federation**

**AAIA participates in the
Combined Federal Campaign
Our organization number is #12307**

**The Association on American Indian Affairs is a not-for-profit
501(c)(3) publicly supported organization**

We meet all Better Business Bureau Wise Giving Guide Standards