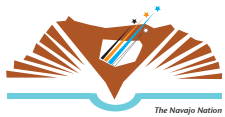




The  
Department of  
Diné Education



# 2009 Annual Report

Office of Navajo Nation Scholarship and Financial Assistance

P.O. Box 1870 Window Rock, AZ 86515 (928) 871-7444, 1-800-243-2956, [www.onnsfa.org](http://www.onnsfa.org)

## Scholarship Director: 2009 Successful; Challenges to Come

This 2009 Office of Navajo Nation Scholarship & Financial Assistance (ONNSFA) Annual Report covers our activities during the period January to December 2009.

First and foremost, we at ONNSFA are pleased to serve our Navajo people and we are always looking for ways to improve services to Navajo students and families. As such, we conducted two surveys this year—a survey of our applying college students and an employee satisfaction survey—which are helping us to improve our service to students and their families.

The online ONNSFA application feature has proven to be a long overdue upgrade of our technology within ONNSFA. We are happy to report that students are using the online application process and they appreciate the convenience of applying and checking the status of their application online. In fact, the number of students applying

for ONNSFA funds has increased by 27% because of our new online feature. Colleges and universities also appreciate the convenience of submitting the Financial Needs Analysis (FNA) online to ONNSFA.

Of the 13,203 undergraduate and graduate students who applied for funds, 8,251 were students were funded this past year. This and other statistics are included in this report. 2009 represented the highest amount of funds awarded in scholarships and financial assistance—a total of \$15,505,181. This includes all funding received from the Navajo Region BIA, which provided 68% of the funding this past year, followed by the Navajo Nation at 14%.

However, there are still challenges which ONNSFA continues to wrestle with every year: not having enough funds to fund every eligible student or not having the same level of funding in order to fund the same amount if not more students. Meanwhile tuition, fees, room and board have and are significantly increasing at colleges and universities throughout the US. ONNSFA continues to be active in requesting more funding for students and seeking donations from corporations and individuals.

As with many organizations and businesses nationally and globally, ONNSFA was impacted by the market losses of the economic downturn. Not well known is the fact that about 28% of the ONNSFA funding for scholarships relies upon the generosity of individuals and corporate contributions that depend on healthy investment returns in their portfolios, which in turn becomes contributions to the Navajo Nation scholarship pro-

gram. Because of the downturn, Navajo Nation Trust Funds—our own investments—lost approximately \$300,000 this past year. Also, the most profitable of the Navajo Nation enterprises—Navajo Engineering and Construction Authority (NECA) which always gave back \$1,000,000 in dividends to be used as scholarships—decreased their contribution to \$500,000 and this year may only be \$200,000.

ONNSFA is not only a financial aid office; we also provide outreach to students, families and school officials. In particular, our partnership with ASU and the Department of Behavioral Health Services, included in this report, is a good example of our outreach efforts.

In closing, we sincerely appreciate our partners that help us to improve the lives of the Navajo people and Navajo Nation. Such partners include but are not limited to the Navajo Region BIA Director,

Omar Bradley and Deputy Director, Sharon A. Pinto; the Navajo Nation; the Navajo Engineering & Construction Authority; PNM; Peabody Coal Company; APS/ Four Corners Generating Station; El Paso Natural Gas; as well as individuals who dedicate some or all of their personal savings to the Navajo Nation for the benefit of the Navajo people. We are supremely grateful for the generosity of all these organizations and individuals.

Lastly, we would like to congratulate the 2010 graduates and their families this year. We look forward to working with you. We look forward to your leadership and we have great hopes that you will take the Navajo Nation forward in the years to come.

— Rose Graham, Director, Office of Navajo Nation Scholarship and Financial Assistance.

### Table of Contents

Page 2 - 2009 Data & Statistics

Page 14 - News and Updates for 2009

Page 15 - ONNSFA receives \$10,000 from Swiss Donor.

Page 16 - ASU NAAP Program

Page 17- The Creighton Experience

Page 18 -20 - Explanation of FNA, FAFSA, Chief Manuelito Scholarship, FAQs.



ONNSFA Staff; Shirley Yazzie, Nancy Eriacho at the 2009 Chief Manuelito Banquet in Chinle, Arizona.

# 2009 Data & Statistics



## Statistical Profile 2009 Calendar Year

<b>Total Number of Students REQUESTING Awards</b>	<b>13,203</b>
<b>Total Number of AWARDS</b> (This figure is a total count of AWARDS and includes some instances of two awards [one award in Spring; one in Fall] per one student in the 2008 ONNSFA calendar year)	<b>8,251</b>
<b>Total Number of STUDENTS Receiving Awards</b> (This figure is a total count of STUDENTS receiving awards. Students who received one or more awards in the 2008 calendar year are counted only once. Compare this figure [6,233 students] to the above number of Total AWARDS [8,251].)	<b>6,233</b>
<b>Percentage of Females Receiving Awards</b>	<b>64%</b>
<b>Percentage of Males Receiving Awards</b>	<b>36%</b>
<b>Percentage of Undergraduates Receiving Awards</b>	<b>91%</b>
<b>Percentage of Graduates Receiving Awards</b>	<b>9%</b>
<b>Total Number of STUDENTS Awarded from Navajo Nation General Funds and Trust Funds, Corporate Funds, and Private Donations</b>	<b>2,571</b>
<b>Total Number of STUDENTS Awarded Funds from Federal Funds</b>	<b>5,680</b>
<b>Total Amount of FUNDS Awarded using Navajo Nation General Funds and Trust Funds, Corporate Funds, and Private Donations</b>	<b>\$4,922,702.00</b>
<b>Total Amount of FUNDS Awarded using Federal Funds</b>	<b>\$10,582,479.00</b>
<b>GRAND TOTAL of FUNDS Awarded from All Funding Sources</b>	<b>\$15,505,181.00</b>
<b>Total Amount of Federal Funds Awarded to Need-Based Students</b>	<b>\$7,523,290.00</b>
<b>Total Amount of Federal Funds Awarded to No-Need-Based Students</b>	<b>\$3,059,189.00</b>
<b>Percentage of Federal Funds Awarded to Chief Manuelito Scholars</b>	<b>35%</b>
<b>Ratio of Federal Funds Awarded to Chief Manuelito Scholars to GRAND TOTAL</b>	<b>17%</b>

### Types of Students

The accompanying table above is a description of types of students funded:

#### Need-Based Students

The majority of students fall into the Need-Based category. This category represents those students who are determined to have a financial need based on the FNA (Financial Need Analysis) form (see story on page 19). These students do not have enough personal or family resources to meet or exceed a college or university's

Cost of Attendance—tuition, books, and housing. The FNA and the Federal FAFSA form help ONNSFA determine the amount of the student's need. Need-based students can get up to \$2,000 per semester, or \$4,000 per year, based on their individual needs assessment.

#### No-Need-Based Students

The second category of students are No-Need students, or students whose cost of attendance needs are fully met. ONNSFA awards these students up to \$500.00 per semester.

#### Chief Manuelito Scholars

Third, are Chief Manuelito scholars, or merit-based scholarships for high-achieving students meeting high GPA or college testing (e.g., ACT and SAT) scores. Students who meet these requirements, take a Navajo language and Navajo Government course, and file before deadlines, are awarded \$7,000 per year, or \$3,500 per semester (see story on page 19).

#### Undergraduates and Graduate Students

The aforementioned categories

of students are for the most part descriptive of the undergraduate student population. While a huge majority of ONNSFA funding goes toward undergraduates (91 percent), it also funds a smaller population of graduate and Ph.D. students from the aforementioned funding sources.

#### Part-time Undergraduates

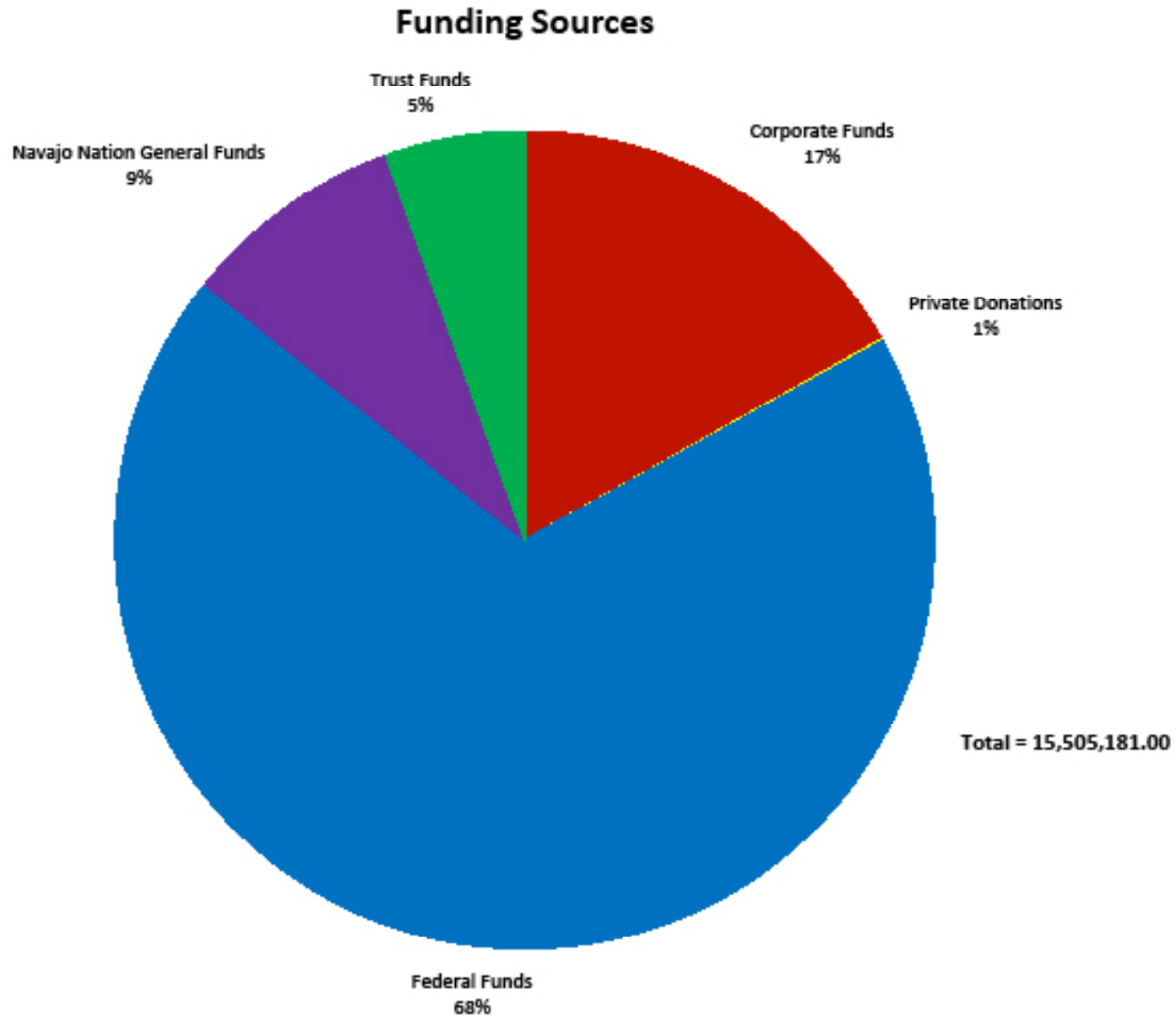
ONNSFA also funds part-time, undergraduate students. The requirements of part-time funding are different and limited in amount and time.





## Funding Sources

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### Funding Sources

From January 1 to December 31 2009, ONNSFA awarded a total of \$15,505,181 in scholarship and financial aid to students. The pie chart below depicts all the funding sources that make up the \$15,505,181. Funds are categorized as follows:

#### Federal Funds

Sixty-eight percent (68%) of the funds are derived through a P.L. 93-638 contract with the Navajo Region BIA identified below as Federal funds. Federal funds are used to fund undergraduate students based on financial need and merit based Chief Manuelito Scholarship.

### Navajo Nation

The Navajo Nation's contribution represents a total of 15% of the pie. Nine percent (9%) is Navajo Nation General Funds which includes \$1.5 million and \$500,000 for the Navajo Teacher Education program. The Trust Funds are also Navajo Nation Funds that are invested by the Navajo Nation. The proceeds of the principle investment.

#### Corporate Funds

Corporate funds are contributions from energy companies via leases with the Navajo Nation. Such companies include the Peabody Coal Company, Pittsburg & Midway

Coal, Four Corners Power Plant (APS), Navajo Oil and Gas, and El Paso Natural Gas. In addition to their contract obligations, PNM and APS have contributed towards the annual Chief Manuelito Awards ceremony.

#### Private Donors

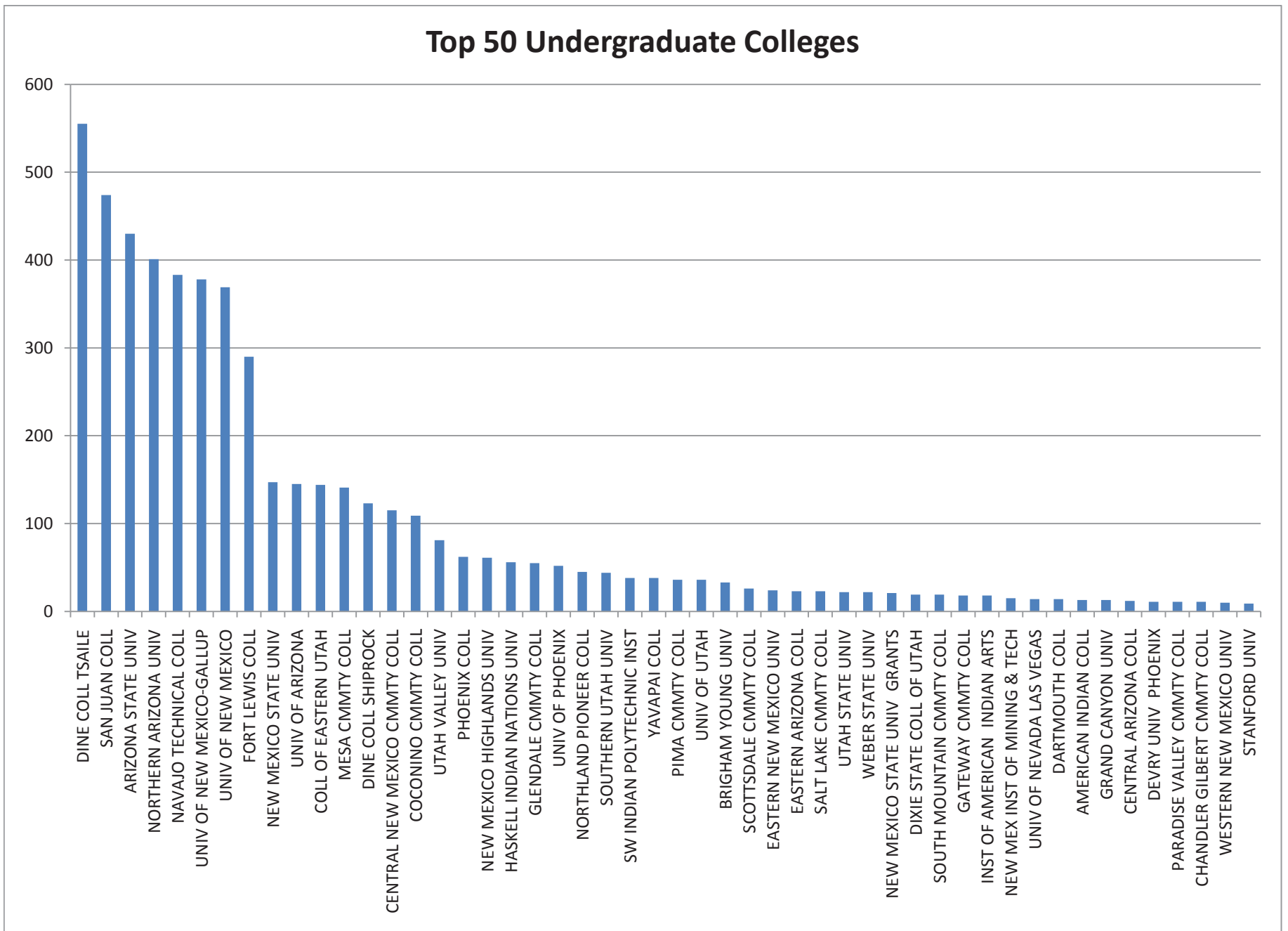
Private donations represent 1% of funding source. Donations rely wholly upon the generosity of individual who dedicate part or all of their personal savings to the Navajo Nation for the benefit of Navajo students. Such individuals include Dr. Jennifer Denetdale who has dedicated the proceeds of her book sales to the Navajo Nation for scholarship funding. Dr. Denetdale's book is the "Legacy of the

Navajo people." Also included in this report is the story of Rudolph Aeberhard, who donated \$10,000 to the scholarship fund. For more information and further explanations about the data and statistics presented in this report, please call ONNSFA at (928) 871-7444.



The numbers represent the Top 50 Colleges and Universities attended by 5,691 Undergraduate students funded in Spring 2009, Summer 2009, Fall 2009 and Winter 2009 Calendar Year. Diné College has the most undergraduate Navajo students

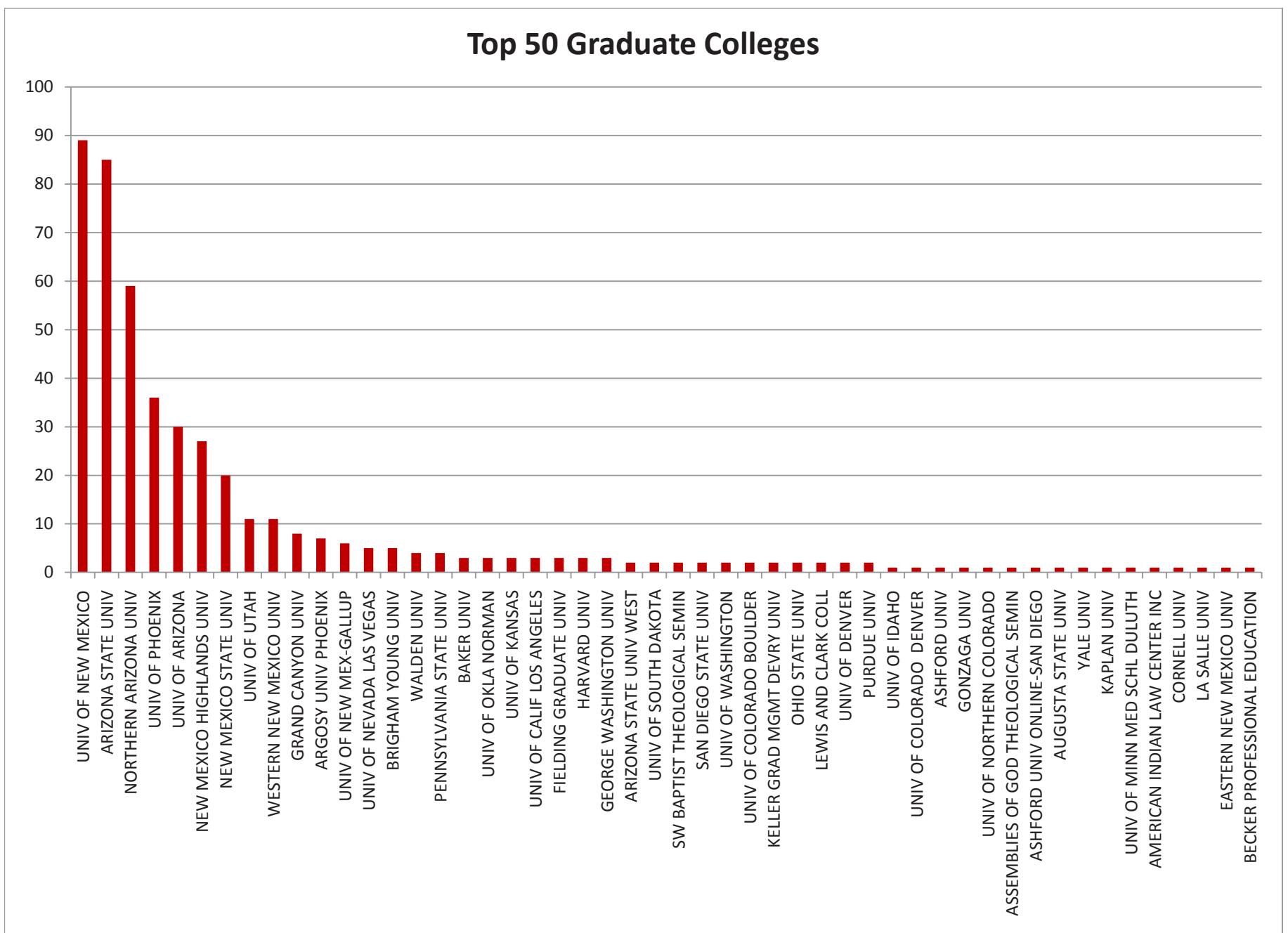
with 555, followed by San Juan College with 474 students and Arizona State University with 430 students. The numbers represent only those students funded through the Navajo Nation Scholarship program.





The numbers represent the Top 50 Colleges and Universities attended by 539 Graduate students funded in Spring 2009, Summer 2009, Fall 2009 and Winter 2009 Calendar Year. These numbers represent both campus-based students and those that are pursuing their graduate degree “online.” With the availability of the internet,

many Navajo students are pursuing a graduate education while maintaining full-time employment on or near the Navajo Nation. The University of New Mexico has the most students with 89, followed by Arizona State University with 85 and Northern Arizona University with 59 students.



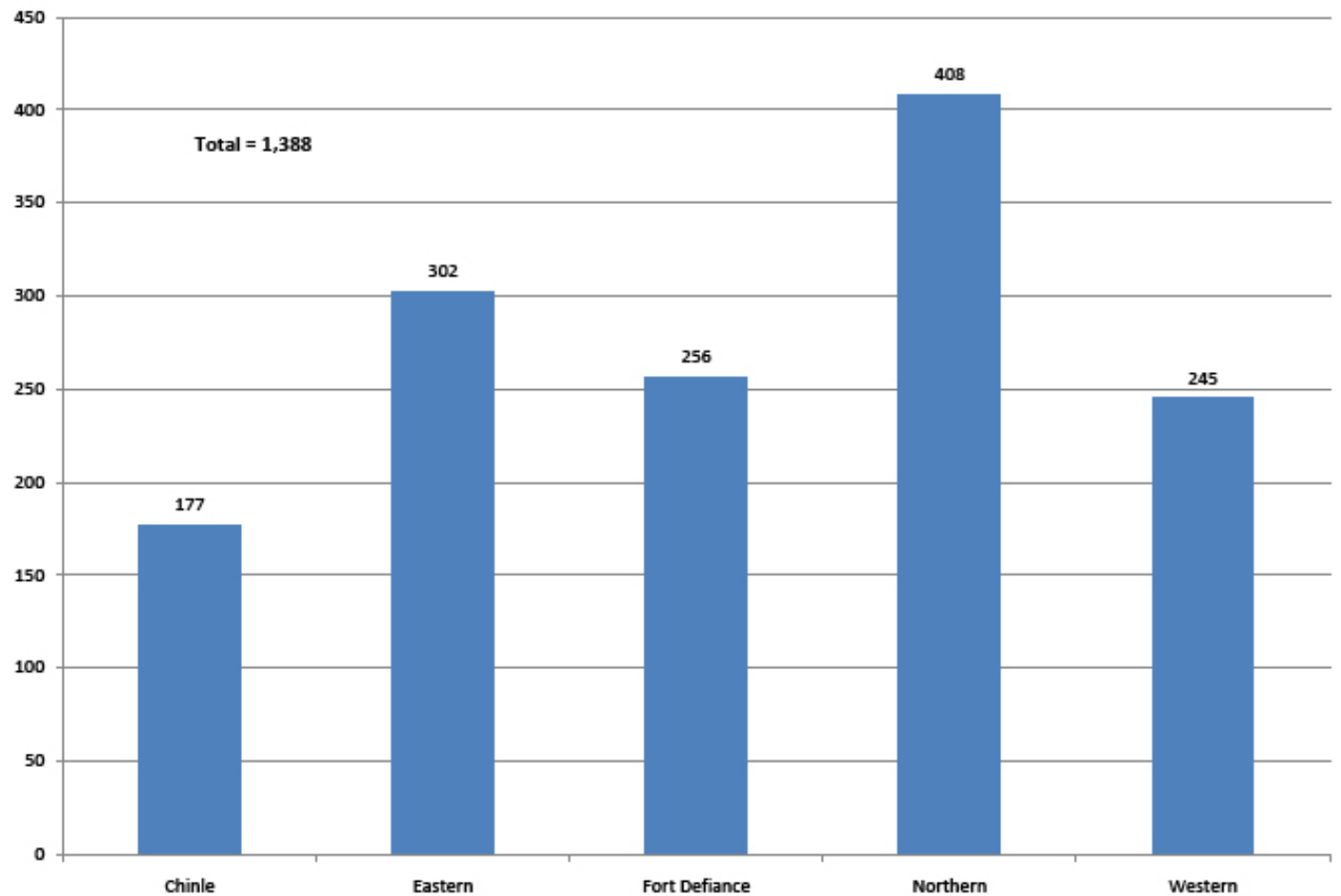


This Corporate donations include El Paso Natural Gas, Pittsburg & Midway, Four Corners, Peabody, Navajo Oil and Gas, and Navajo Engineering and Construction Authority (NECA).

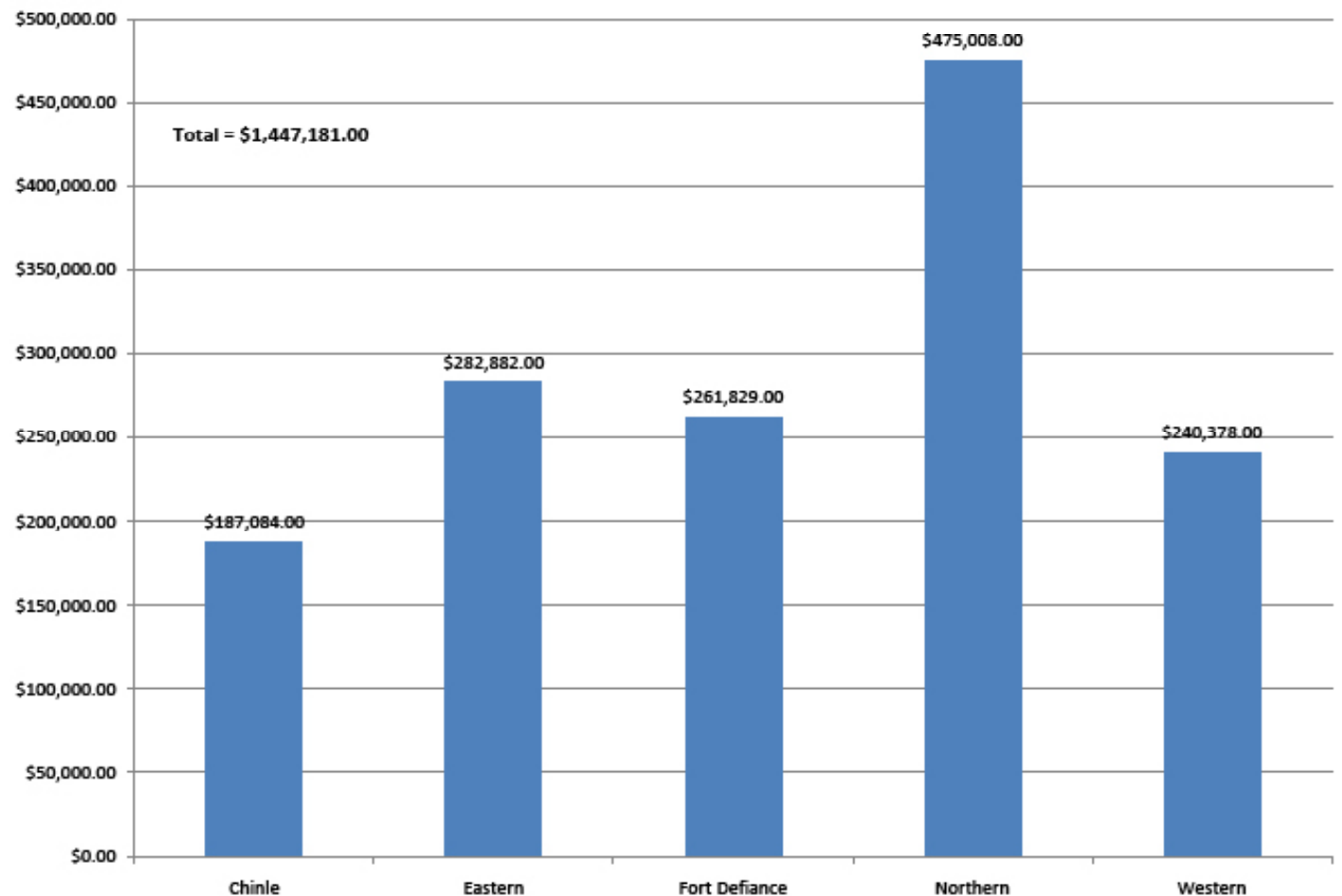
According to the first graph, there is a total of 1,388 students that received Corporate funds. Chinle had 177 students, Eastern had 302 students, Fort Defiance had 256 students, Northern had 408 students and Western had 245 students.

In the second graph, there is a grand total of \$1,447,181 funds used for Corporate funds. Chinle spent \$187,084; Eastern spent \$282,882; Fort Defiance spent \$261,829; Northern spent \$475,008 and Western spent \$240,378 for the 2009 Calendar Year.

**Number of Students funded from Corporate Funds**

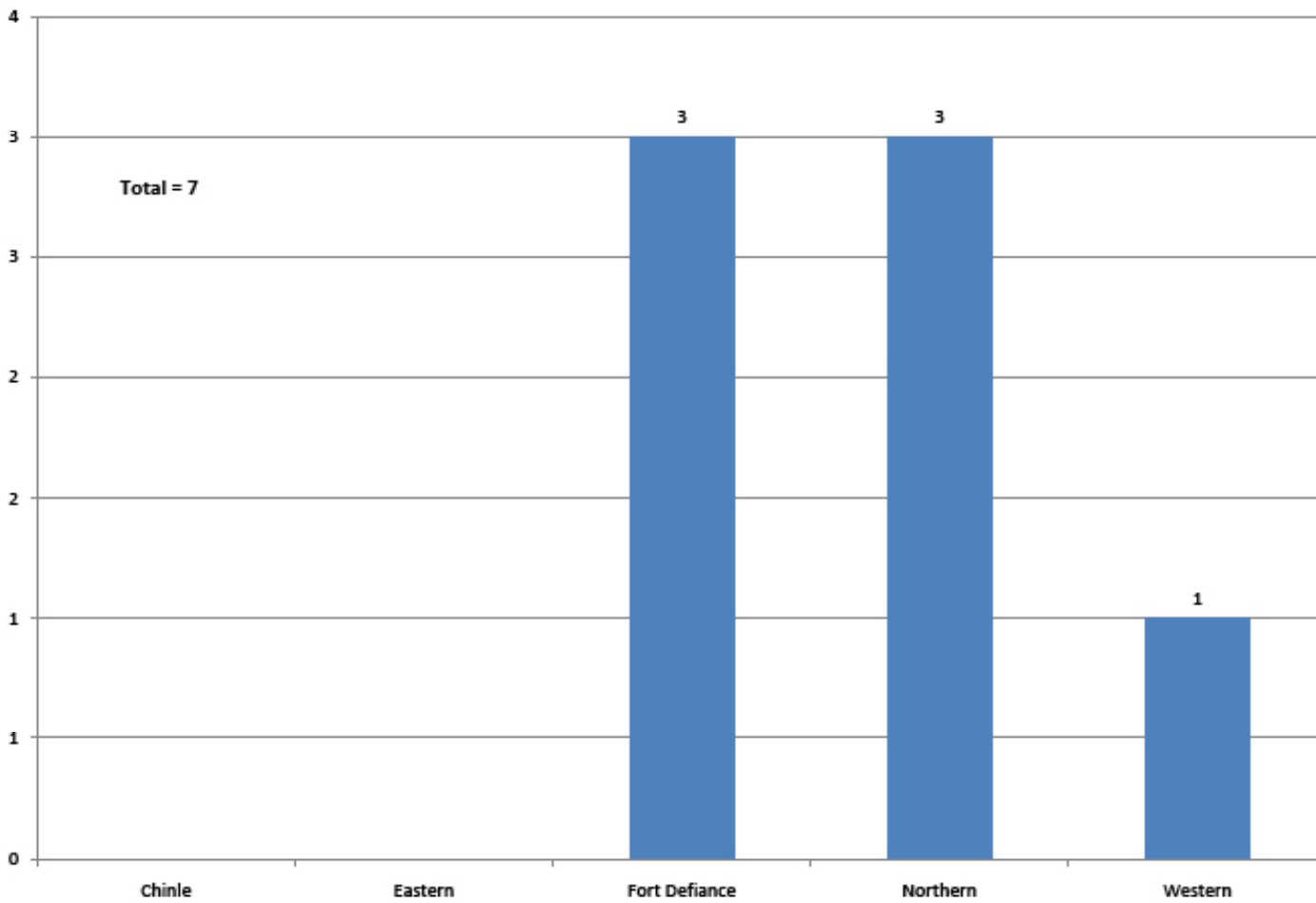


**Amount of Corporate Funds used for Students**





### Number of Students funded from Private Donations

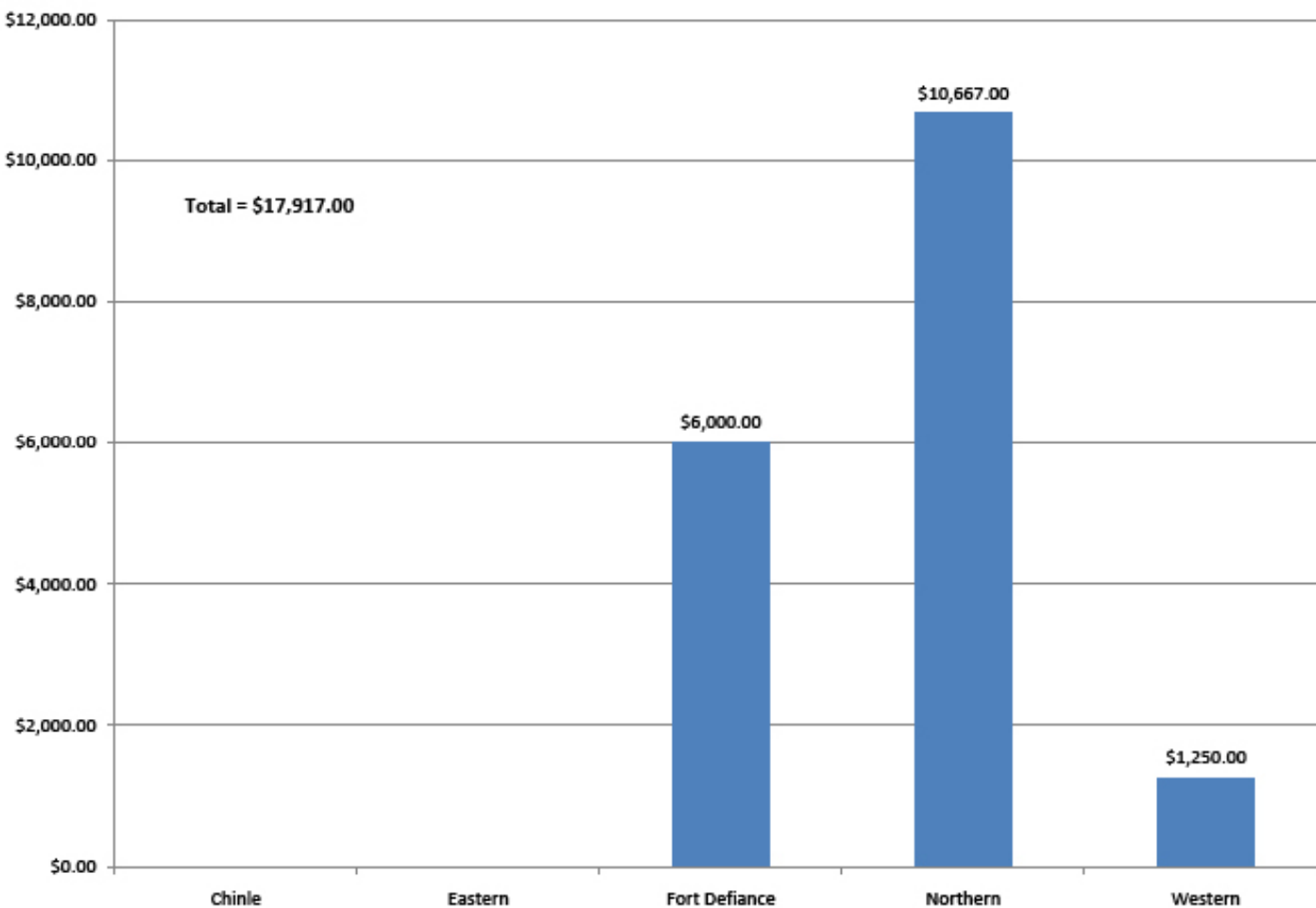


Private donations are the smallest funding source and contributions that represent the sacrifice and generosity from various individuals from all across the country. These funds can fluctuate from year to year depending on the number of donors and amount of donations. In 2009, contributors to this fund made up one percent of all Funding sources.

According to the first graph, there is a total of 7 students that received Private funds. Fort Defiance had 3 students, Northern had 3 students and Western had 1 student who received Private funds.

In the second graph, there is a grand total of \$17,917 funds used for Private funds. Fort Defiance spent \$6,000; Northern spent \$10,667; and Western spent \$1,250 for the 2009 Calendar Year.

### Amount of Private Donations used for Students



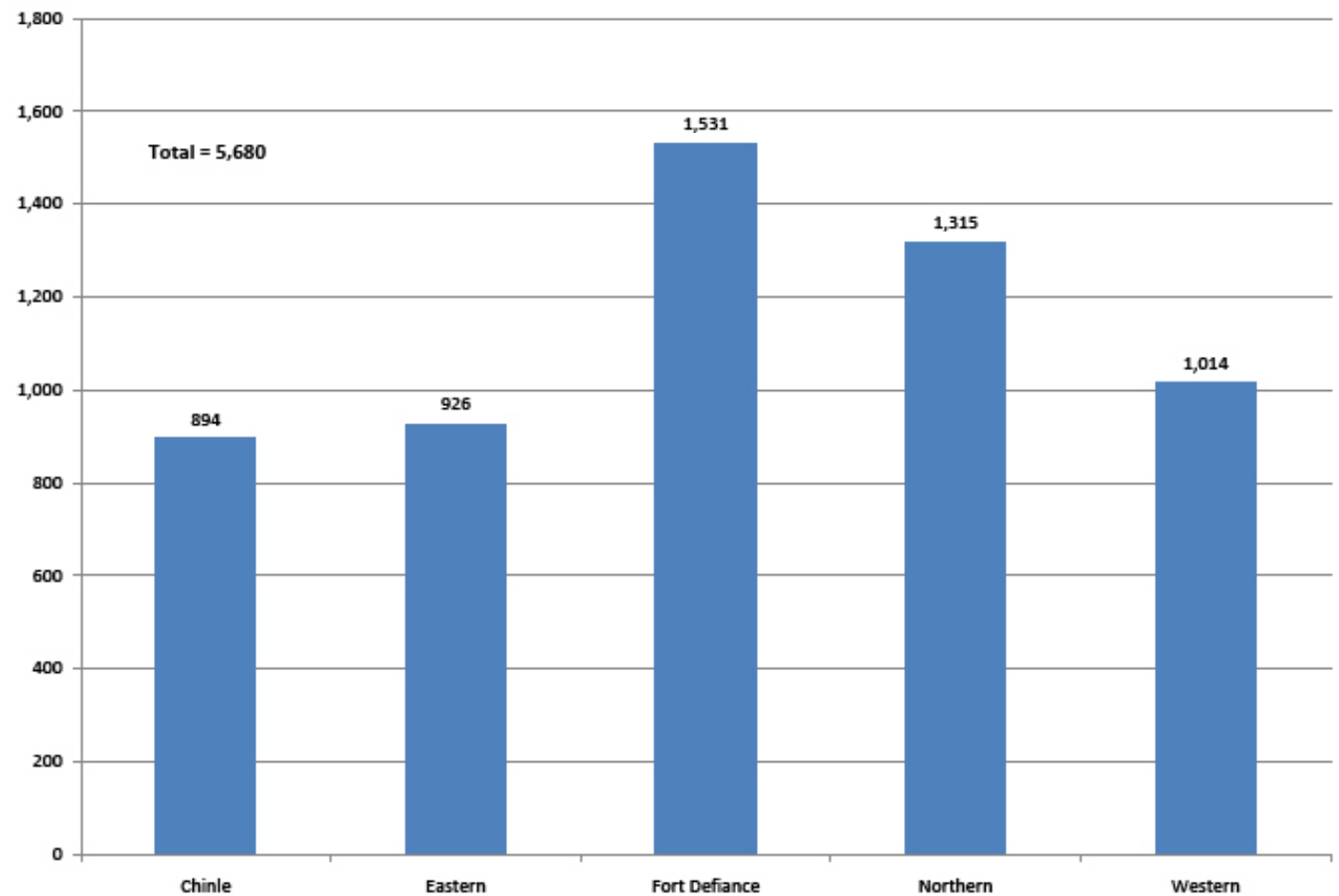


Federal Funds are BIA '638' funds that make up the majority funding source. In 2009, Federal funds accounted for 68% of scholarship funding for Need-Based, No-Need Based and Chief Manuelito students.

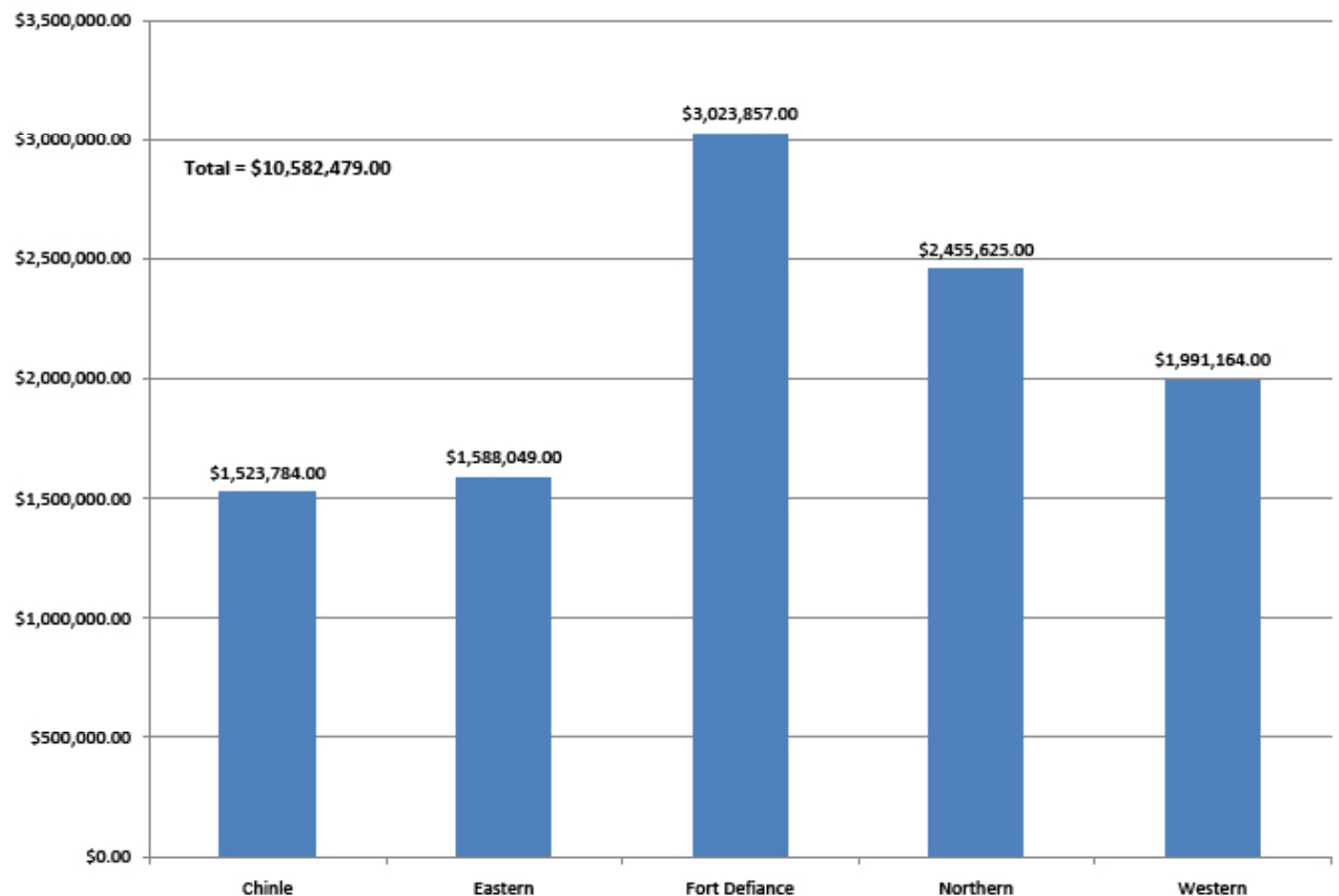
According to the first graph, there is a total of 5,680 students that received Federal funds. Chinle had 894 students, Eastern had 926 students, Fort Defiance had 1,531 students, Northern had 1,315 students and Western had 1,014 students.

In the second graph, there is a grand total of \$10,582,497 funds used for Federal funds. Chinle spent \$1,523,784; Eastern spent \$1,588,049; Fort Defiance spent \$3,023,857; Northern spent \$2,455,625 and Western spent \$1,991,164 for the 2009 Calendar Year.

**Number of Students funded from Federal Funds**



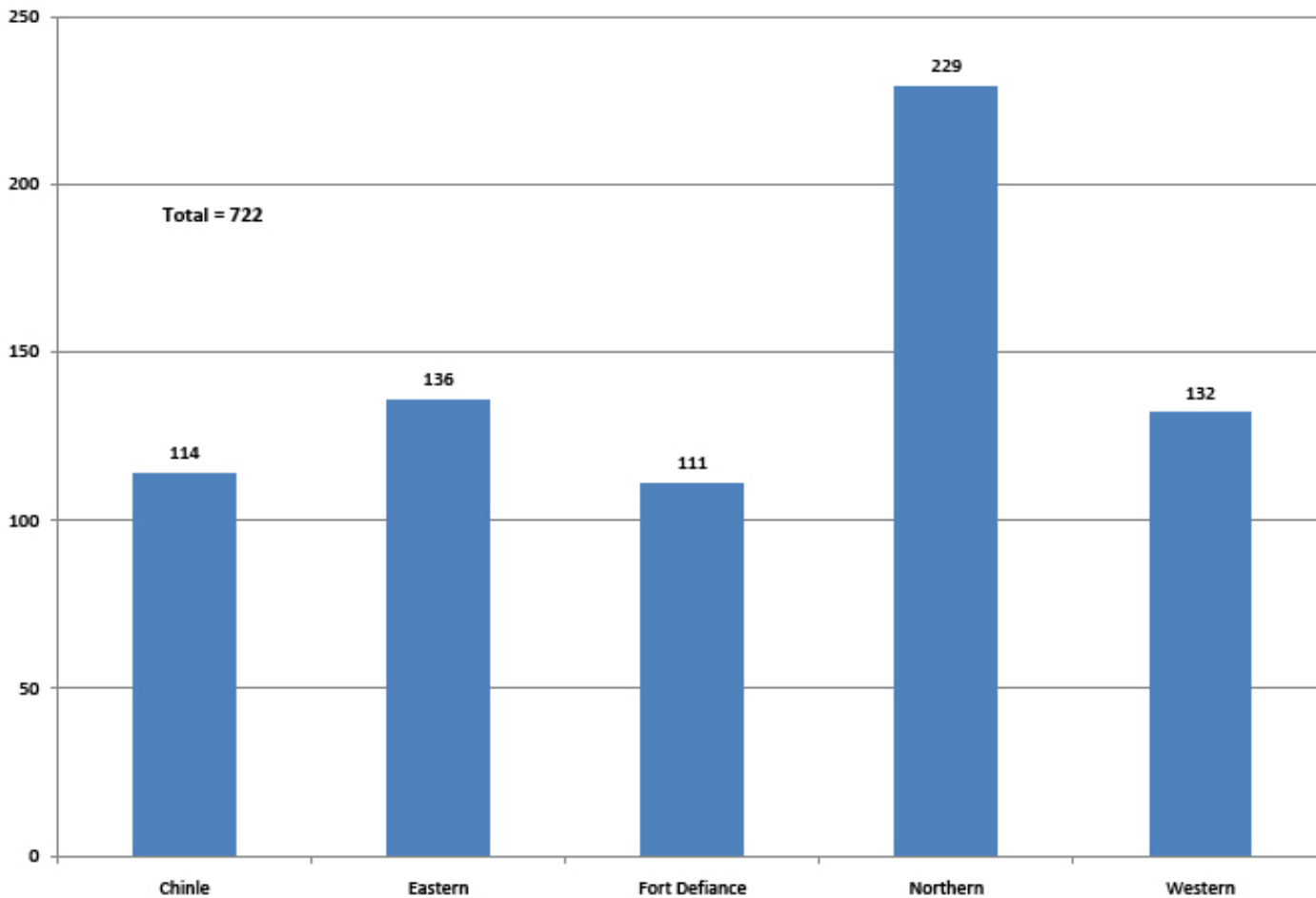
**Amount of Federal Funds used for Students**







### Number of Students funded from Navajo Nation Funds

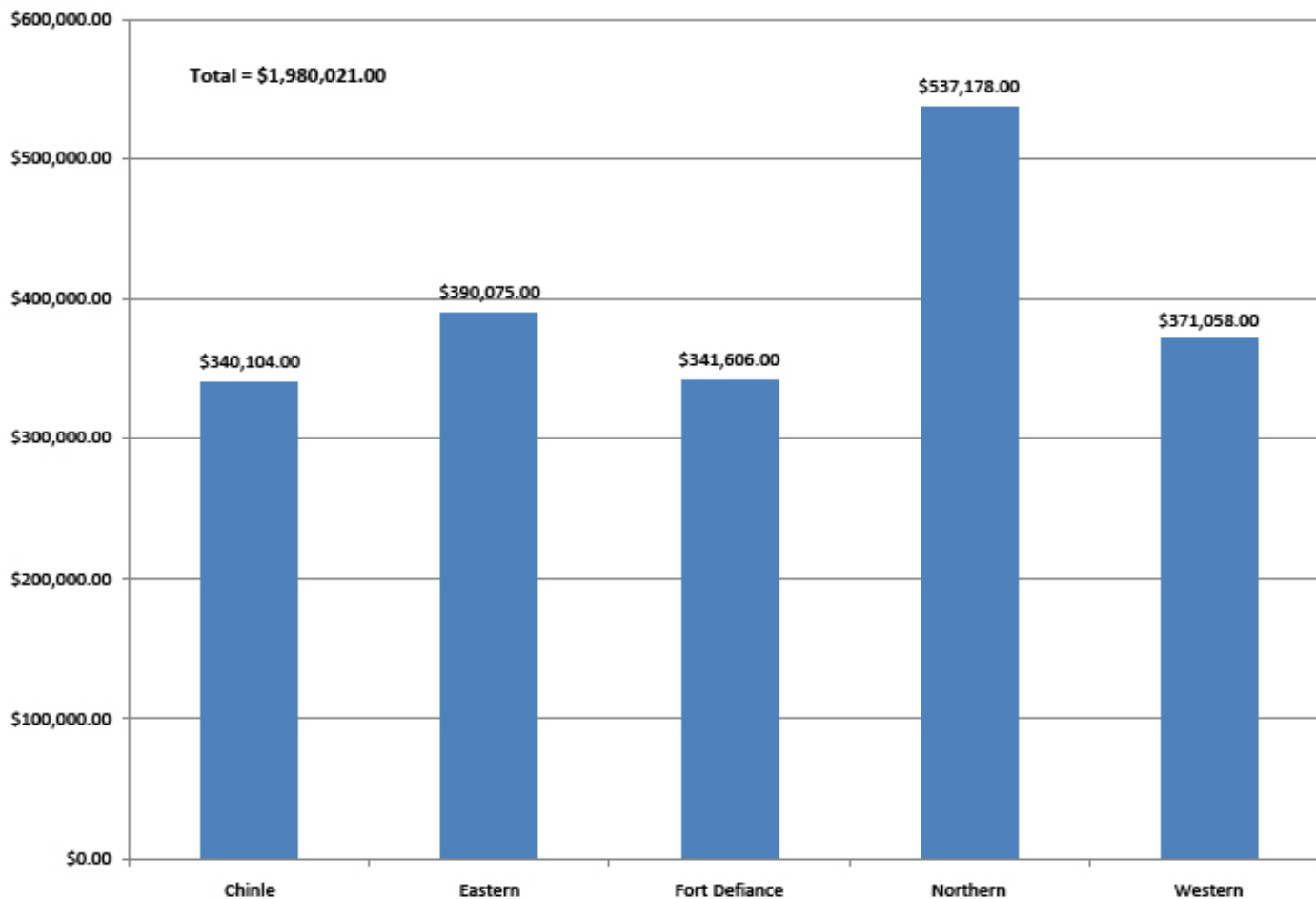


Navajo Nation General Funds are funds from the Navajo Nation.

According to the first graph, there is a total of 722 students that received Navajo Nation General Funds. Chinle had 114 students, Eastern had 136 students, Fort Defiance had 111 students, Northern had 229 students and Western had 132 students.

In the second graph, there is a total of \$1,980,021 funds used for Federal funds. Chinle spent \$340,104; Eastern spent \$390,075; Fort Defiance spent \$341,606; Northern spent \$537,178 and Western spent \$371,058 for the 2009 Calendar Year.

### Amount of Navajo Nation Funds used for Students



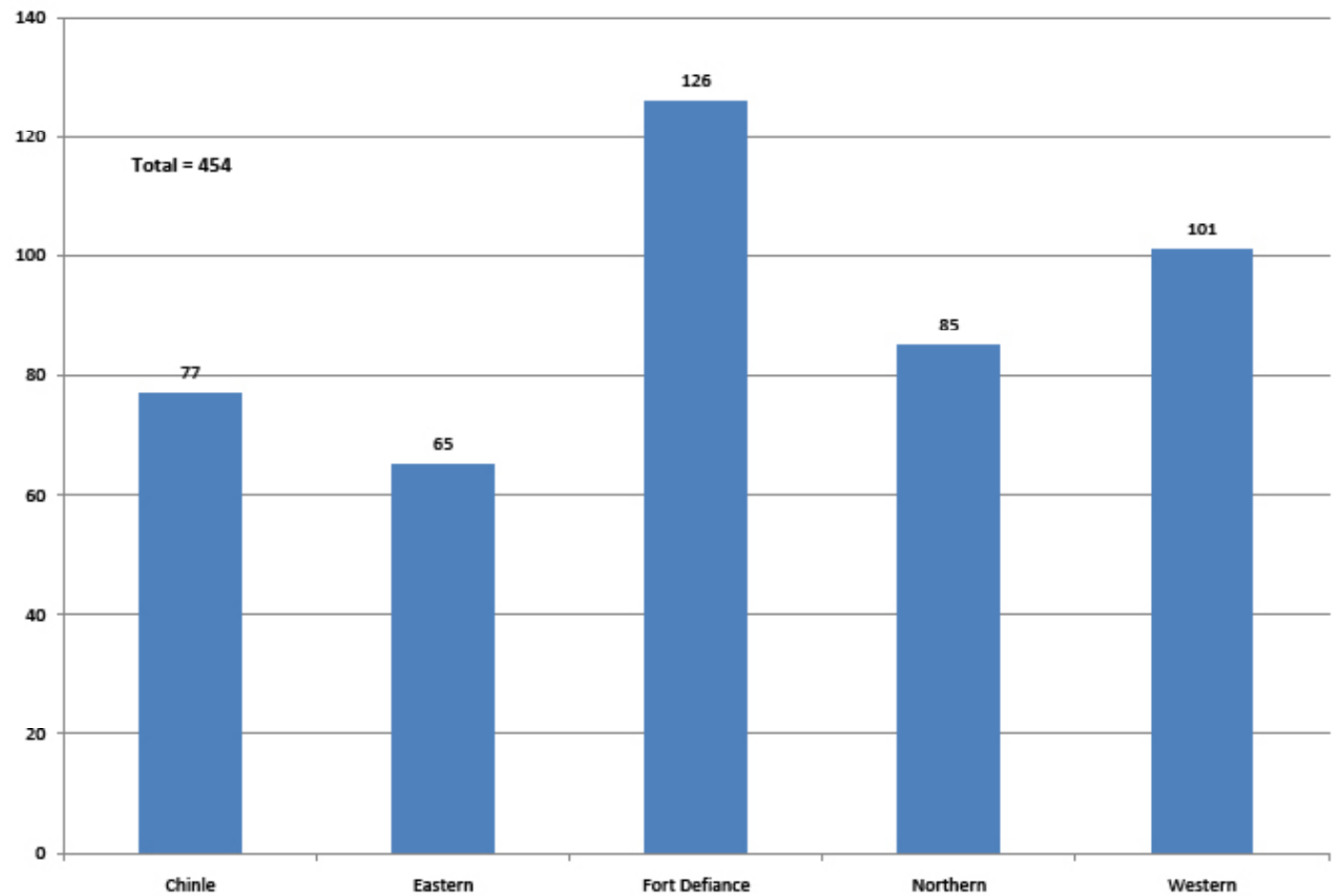


Trust Funds include Tucson Electric, UNM Law, Vocational Education, NECA and Tucson Electric Funds that make up 5% of all Funding sources.

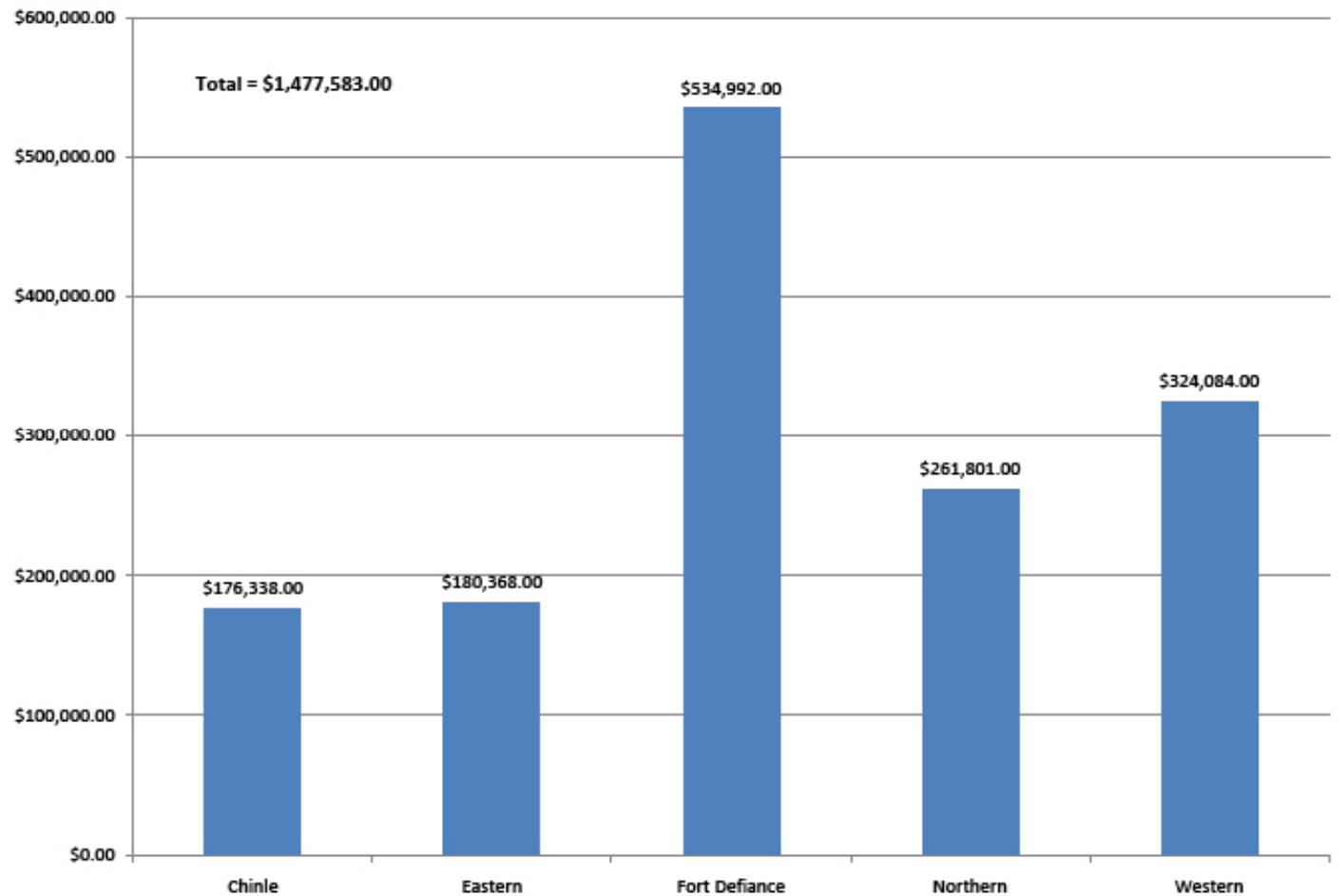
In the first graph, there is a total of 454 students that received Navajo Nation Trust Funds. Chinle had 77 students, Eastern had 65 students, Fort Defiance had 126 students, Northern had 85 students and Western had 101 students.

In the second graph, there is a grand total of \$1,477,583 funds used for Federal funds. Chinle spent \$176,338; Eastern spent \$180,368; Fort Defiance spent \$534,992; Northern spent \$261,801 and Western spent \$324,084 for the 2009 Calendar Year.

**Number of Students funded from Trust Funds**

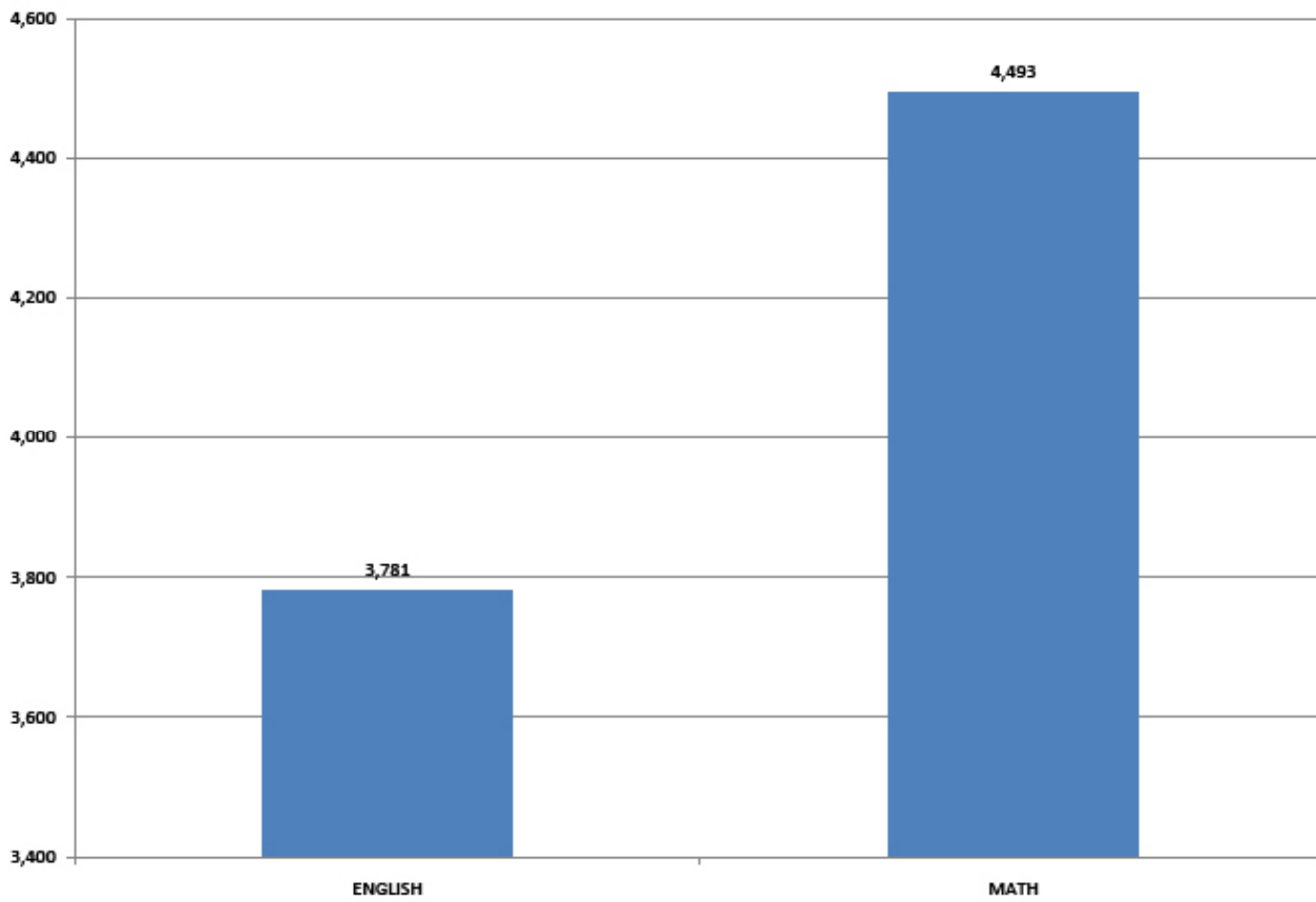


**Amount of Trust Funds used for Students**





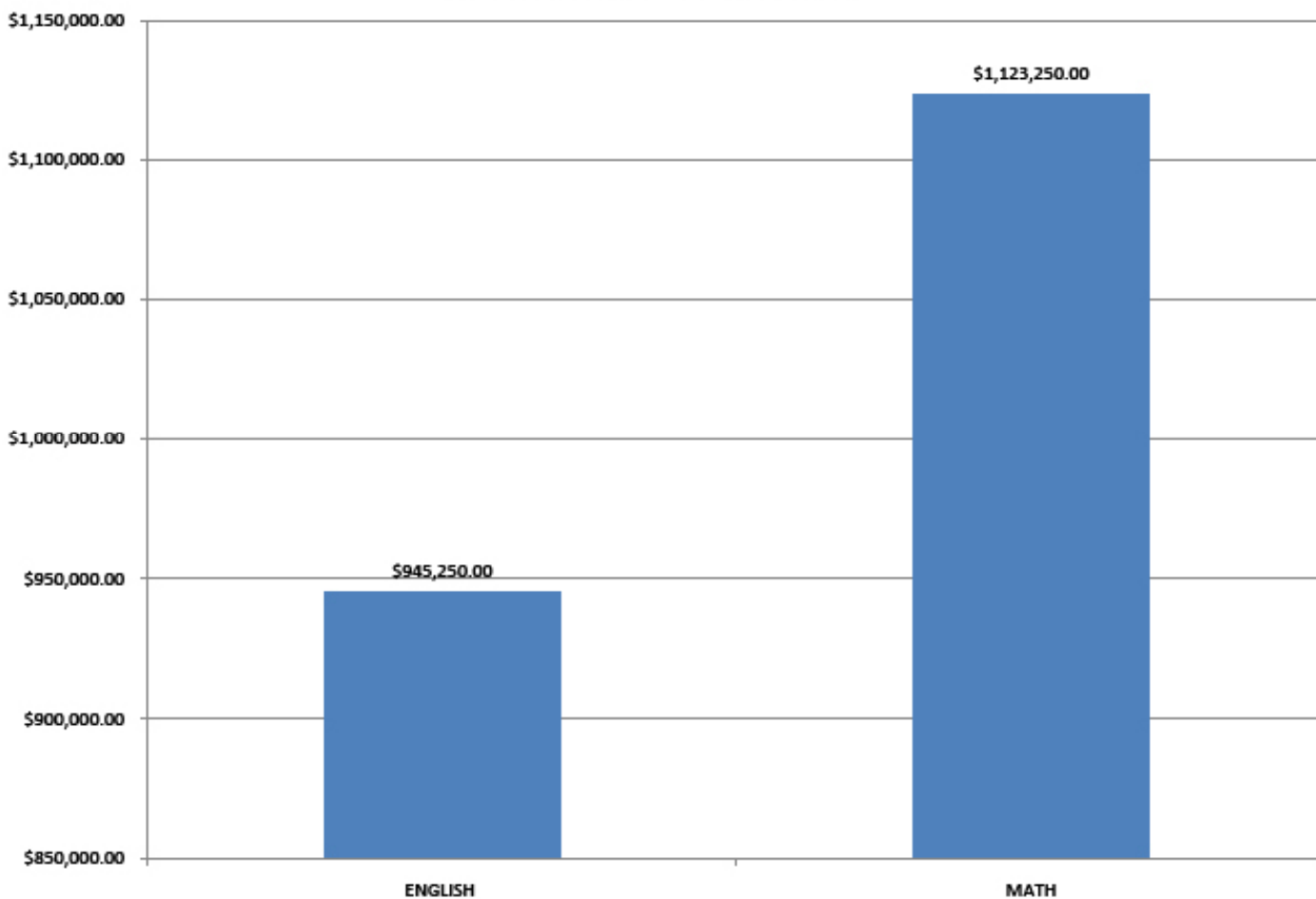
**Remedial Students by Subject**



Remedial data are students that have taken remedial English and Math courses during their Undergraduate studies.

The first chart shows the Number of students in remedial English and Math courses. Because a student may be enrolled in more than one remedial English and Math course during a semester, there are actually a total of 3,823 Undergraduate students taking remedial courses during the 2009 Academic Year. For instance, one student may be enrolled in one, two or more remedial courses. The 2009 Academic Year consists of Fall 2008, Winter 2009, Spring 2009 and Summer 2009.

**Remedial Students by Funding**



The second chart shows the Funding for students in remedial English and Math courses. There is a grand total of \$2,068,500 funds for remedial courses. Math courses at \$945,250 and English at \$1,123,250 for the 2009 Academic Year.

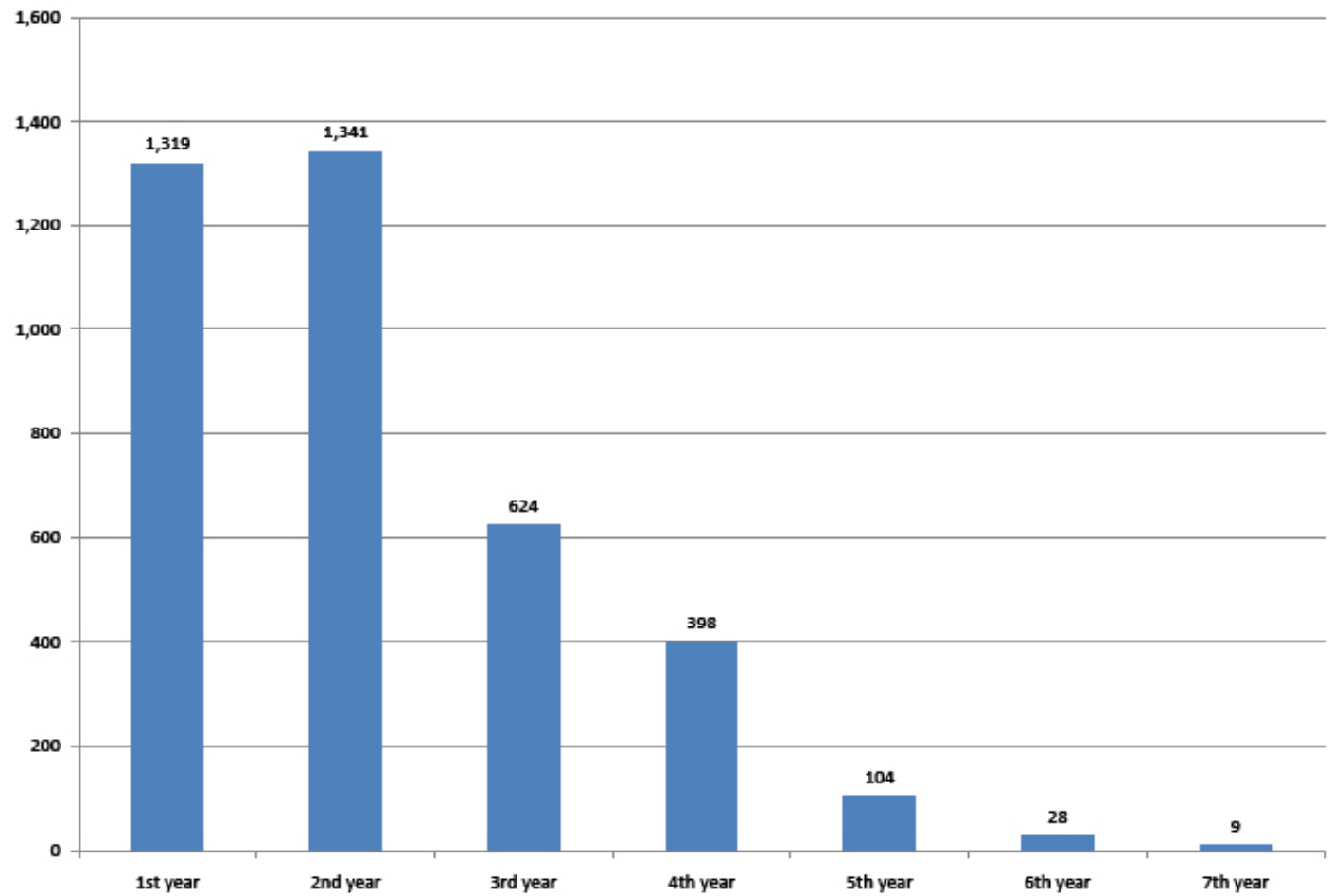


The first chart shows the Remedial Students by Year in School. There are 3,823 Undergraduate students represented in their first to seventh year during their years in school. The student's first year indicates they are classified as a freshmen; second year as a sophomore; third year as a sophomore; fourth, fifth, sixth and seventh year as a senior. The first year shows 1,319 students, second year at 1,341 students, third year at 624, fourth year at 398 students, fifth year at 104 students, sixth year at 28 students and seventh year at 9 students.

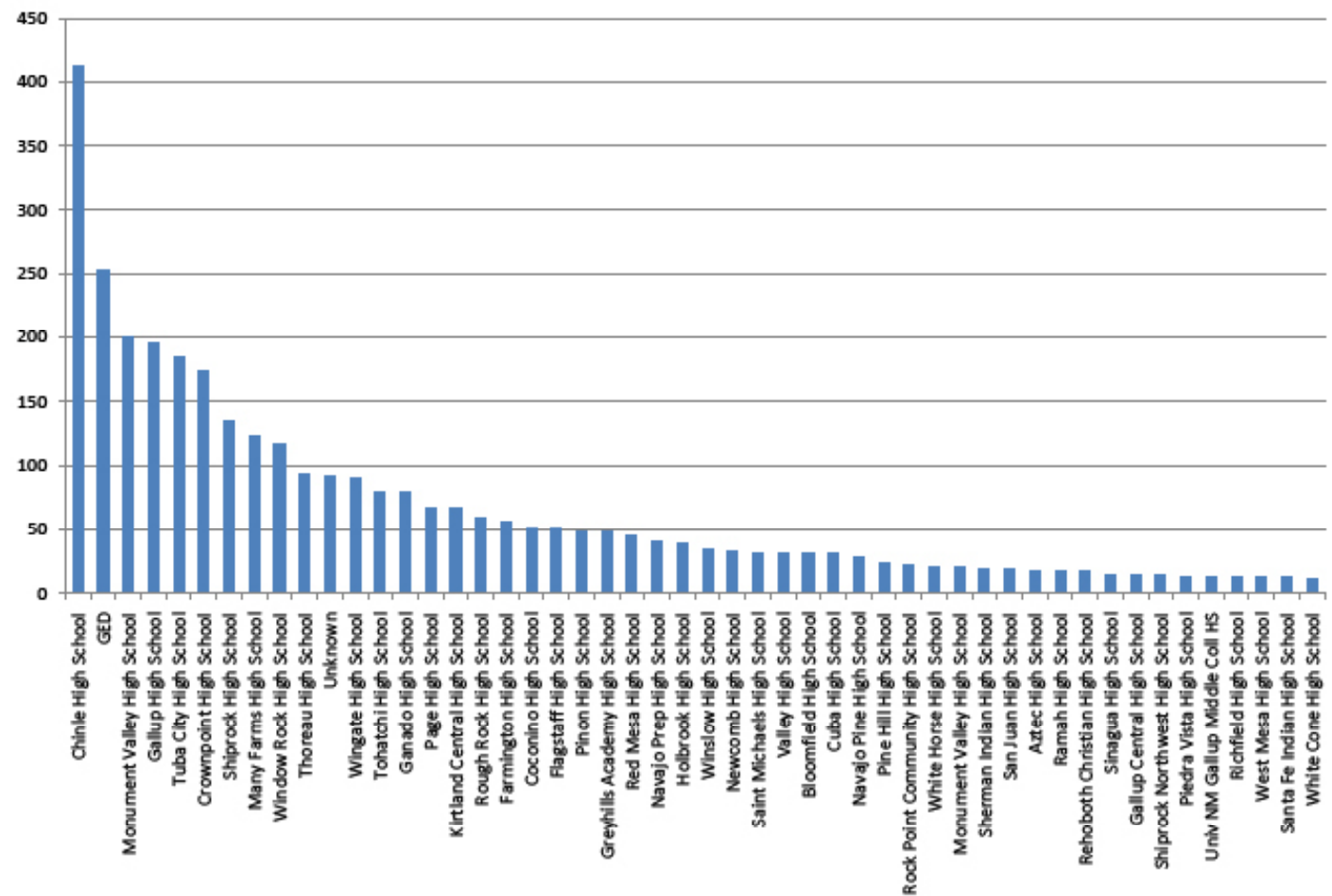
The second chart shows the 3,823 overall students taking Remedial Courses by High School during the Fall 2008, Winter 2009, Spring 2009 and Summer 2009 term. Chinle High School has 413 students, followed by GED with 253 students and Monument Valley High School, AZ with 200 students.

Many of the entering college freshmen have to take remedial courses in English and Math. The preponderance of remedial education for students is an indication that for whatever reason students are not obtaining this foundational knowledge at the secondary level (High School). Unfortunately, the cost of remedial coursework consumes 13% of scholarship funding. While ONNSFA presently funds remedial coursework, the true intent of the scholarship funding is to pay for higher education college level coursework and not remedial education.

**Remedial Students by Year in School**



**Remedial Students by High School**





## Students Awarded and their Chapter Affiliation - 2009

In filling out an ONNSFA application, students indicate their Navajo Nation Chapter affiliation. Chapters are grouped into five Agencies as seen below. For example, in the Aneth Chapter of the Shiprock Agency, 95 students were awarded funding in 2009. In total, 6,233 students were awarded in 2009. ONNSFA encourages all students to register as a voter with their chapter. Chapters receive funds for scholarships, housing, etc. based on the number of registered voters and population.

### Shiprock Agency

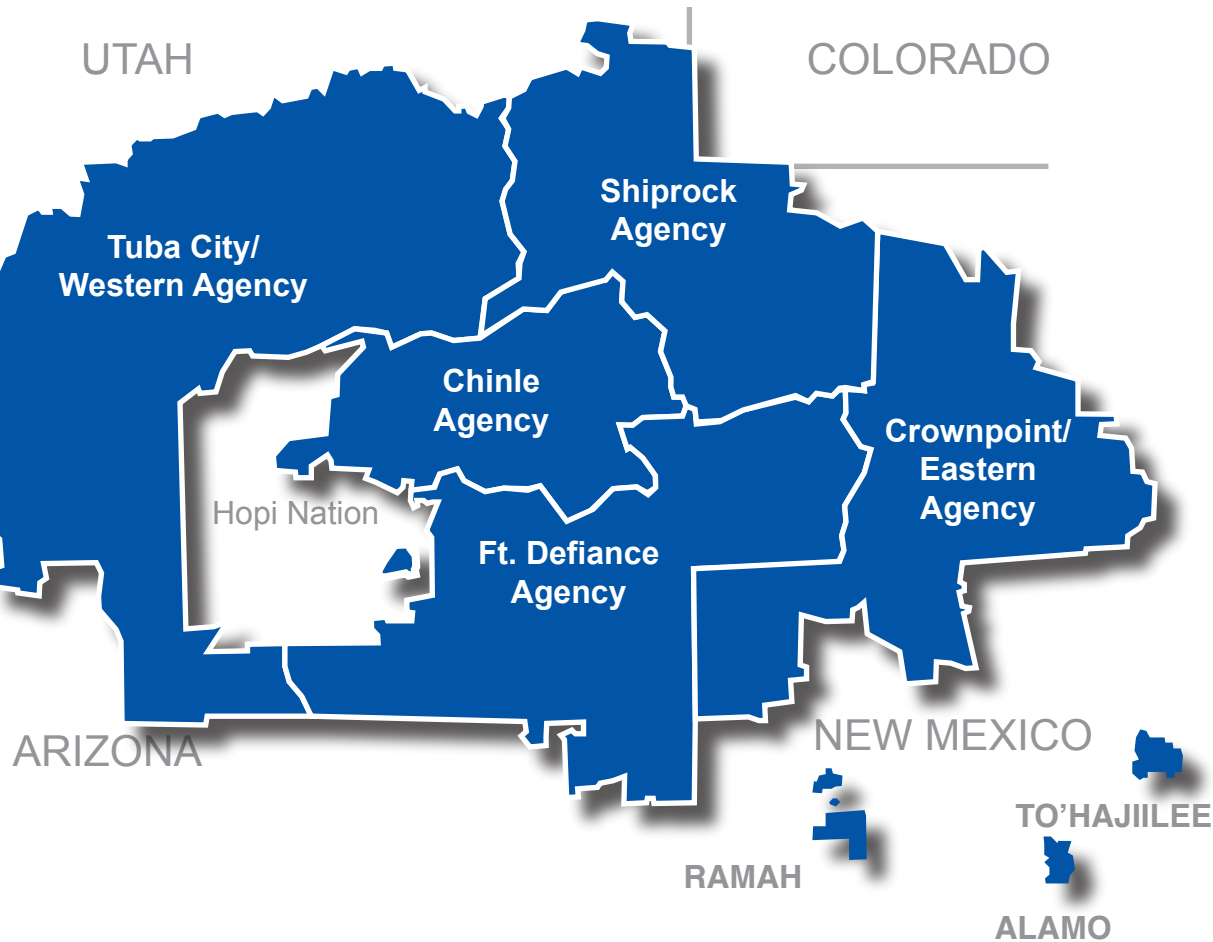
- Aneth - 95
- Beclabito - 52
- Tiis Tsoh sikaad - 13
- Cove - 25
- Gadíahí - 28
- Tsé Daa K'aan - 56
- Mexican Water - 37
- Nenahnezad - 76
- Newcomb - 31
- Red Mesa - 60
- Red Valley - 47
- Rock Point - 66
- San Juan - 12
- Sanostee - 69
- Sheepsprings - 27
- Shiprock - 463
- Sweetwater - 53
- Toadlena/Two Grey Hills - 25
- Teec Nos Pos - 57
- Upper Fruitland - 96

### Crownpoint/ Eastern Agency

- Alamo - 19
- Baca/Haystack - 37
- Becenti - 34
- Bahaali
- Casamero Lake - 14
- Chichiltah - 59
- Church Rock - 83
- Counselor - 17
- Crownpoint - 170
- Huerfano - 59
- Iyanbito - 27
- Lake Valley - 21
- Littlewater - 24
- Manuelito - 29
- Mariano Lake - 25
- Nageezi - 28
- Nahodishgish - 13
- Ojo Encino - 21
- Pinedale - 36
- Pueblo Pintado - 26
- Ramah - 49
- Red Rock - 36
- Rock Springs - 36
- Smith Lake - 21
- Standing Rock - 28
- Thoreau - 46
- Tohajiilee - 25
- Torreon/Star Lake - 39
- Tsayatoh - 22
- Whitehorse Lake - 15
- White Rock - 15

### Tuba City/ Western Agency

- Birdspring - 24
- Bodaway/Gap - 50
- Cameron - 47
- Chilchinbeto - 22
- Coalmine Canyon - 46
- Coppermine - 38
- Dennehotso - 41
- Inscription House - 33
- Kaibeto - 40
- Kayenta - 143
- Lechee - 65
- Leupp - 48
- Navajo Mountain - 30
- Oljato - 105
- Shonto - 57
- Tolani Lake - 28
- Tonalea - 56
- Tónaneesdizi - 330



### Chinle Agency

- Black Mesa - 21
- Chinle - 353
- Forest Lake - 35
- Hard Rock - 42
- Lukachukai - 99
- Many Farms - 93
- Nazlini - 34
- Pinon - 64
- Rough Rock - 46
- Round Rock - 47
- Tachee/Blue Gap - 19
- Tsaile/Wheatfields - 97
- Tselani/Cottonwood - 63
- Whippoorwill Spring - 44

### Ft. Defiance Agency

- Crystal - 62
- Cornfields - 28
- Coyote Canyon - 48
- Dilkon - 47
- Ft. Defiance - 262
- Ganado - 55
- Greasewood Springs - 26
- Houck - 41
- Indian Wells - 30
- Jeddito - 41
- Kinlichee - 65
- Klagetoh - 29
- Low Mountain - 37
- Lupton - 37
- Mexican Springs - 43
- Nahata Dziil - 27
- Naschitti - 65
- Oak-Pine Springs - 22
- Red Lake - 36
- Sawmill - 62
- Steamboat - 55
- St. Michaels - 118
- Teestoh - 42
- Tohatchi - 56
- Twin Lakes - 69
- White Cone - 40
- Wide Ruins - 29





# 2009 NEWS and UPDATES

## Financial Aid Counselor Presents at Navajo Pine High



Marilyn Daw speaks to a group of high school students about Navajo Nation scholarships and deadlines.

Senior Financial Aid Counselor, Marilyn Daw, of the ONNSFA Chinle Agency Office presented information on Navajo Nation scholarships

to a “quiet and attentive” group of seniors at Navajo Pine High School in March. Throughout its five Agency Offices, FACs—Fi-

ancial Aid Counselors—are presenting to this year’s graduating class on deadlines, knowing their chapter affiliation, getting an original

CIB, filling out the FAFSA and Financial Need Analysis, in-state tuition for Navajo students, and even some helpful hints on how to survive college.

Daw read a letter from a first-time college student to the group. The letter said that after not doing well in her first semester, she had to try even harder, sit up front, ask questions, and hunt down the professors and teacher assistants. This time she did better, said the letter.

Daw also presented information on the Chief Manuelito merit-based scholarship: \$3,500 per semester; \$7000 per year.

Her next slide showed a pie chart for reasons applications are denied. “As you can see,” she told students, “73% of the time an application is incomplete. Get your documents in early,” she said.

## Protection of Privacy - ONNSFA Consent Form

Often times families, elected officials or other interested parties call the scholarship offices advocating on behalf of a student or inquiring about the status of a student’s file. Understandably, people get upset when they are informed that such information cannot be disclosed to them. ONNSFA is required by the Navajo Nation and Federal laws to protect the privacy of applicants. Therefore, all applicant files are

kept confidential by ONNSFA.

In order for ONNSFA to disclose information regarding an applicant, the applicant must authorize ONNSFA to release information by submitting a signed disclosure statement specifying the individual and/or entities.

To avoid any confusion and conflict, the student applicant can fill out and submit the “Student Consent to Release Information” form,

a printable form that is available on the ONNSFA website ([www.onnsfa.org](http://www.onnsfa.org)) and at each ONNSFA agency office. The form is optional and has no bearing on a student’s denial or award. Therefore, it is up to the applicant to fill it out and consent to disclose full or limited information from their student file to the individual(s) whom they list on the consent form. Upon receipt of the form it will remain in the student’s file

and will be honored until it is revised or annulled by the student.

ONNSFA has no intention of offending anyone and any denials to requests of confidential information is in adherence to the Privacy Act. To access confidential information, students should know that the process is simple. If there are questions regarding the “Student Consent to Release Information” form call one of the five ONNSFA offices.





# Swiss Donor Aeberhard Gives ONNSFA \$10,000

Rudolph Aeberhard is not exactly rich and having no closer relatives—sons, daughters, or siblings—he donated \$10,000 to the Navajo Nation Scholarship Fund.

In 1999, Aeberhard, a native of Switzerland, visited the Navajo Nation, fulfilling a lifelong fascination with American Natives. “The history of the American Natives fascinated me [since] I was 12 years old [when I] started to read the first books of it. In the past 20 years I [took] trips to the Southwest, seeing Canyon Lands and the Land of the Diné. So I started to study your History and cultur-

al heritage—the massacres by the Spanish in the Canyon del Muerto; and later on the horrible “Long Walk” to Ft. Sumner and a long, long time later, your walk back to your homelands,” said Aeberhard.

About 10 years ago, he read an interview with a Navajo Medicine Man who said, “We call ourselves Diné, it’s our identity and heritage and Navajo is a Spanish word—it means renegade! Therefore I want to be called a Diné!” He liked that article.

“I think that education of your young folks is the best and only way for a better future,”

said Aeberhard. “I’m now 68 years old, but feel myself much younger and I’m still in a perfect shape. I am not exactly rich, but I have no closer relatives, such as sons, daughters or siblings, and I am divorced. Naturally I hope to have some years to live, but death is a part of life”—what he calls “Day X.”

His closest relative would have been his son but he died before he reached his 20th birthday—that was so long ago now, said Aeberhard. “But your People suffered and keep on suffering and this makes me feel bad. I would like to plan a legacy and think that the Diné

would be the right one. I very much hope that on Day-X part of my fortune will remain for your People.”

Writing from Switzerland, Aeberhard said, “I hope my English was not too poor to make you understand; but my last trip is now 10 years ago and I’ve forgotten a lot of it. But I hope to be back, maybe next spring and meet again all the places again in the Southwest and the Land of the Diné—it’s all so unique, huge and unforgettable! I remain, very truly yours, Rudolph Aeberhard”

## ONNSA Surveys Applying College Students; Online Application Important

In 1st Quarter 2010, the Office of Navajo Nation Scholarship and Financial Assistance (ONNSFA) conducted a survey of its applying college students, confirming the growing importance and satisfaction of its online application feature and internet research about scholarships.

“Although only 1 in 4 are aware of the website at this time—and this number is growing—the survey confirms the importance of our website—www.onnsfa.org,” said Director Rose Graham. “We re-launched our website this past spring, incorporating some new design, but most importantly adding an online application feature. Looking at the results of our survey, we are pleased that students “agree” or “strongly agree,” for the most part, with the helpfulness of the

website. Because the internet is an important source of information about scholarships, we will continue to stress our website, and the online application feature.”

The survey, randomly sampling its most recent database of applying college students—some 10,000+ of funded and unfunded students—is part of ONNSFA’s ongoing efforts to better understand its client-base and improve services and alignment of resources. In addition to its website, college students were queried about office visits, telephone calls to ONNSFA, knowledge of their home Agency, what influenced their decision on which college to attend, what ONNSFA ads or promotional items they had seen or heard, and how/when they first learned about the scholarship office.

## Roselala Lee Qualifies for CM

Roselala T. Lee, from Black Mesa, Arizona is a Chief Manuelito Scholar for Fall 2010. She needs 12 more hours, she said, and then she’ll qualify, becoming a Chief Manuelito scholar while attending her first year at Arizona State University.

“I wanted to go to one of the three colleges in Arizona,” she said when thinking about colleges to attend. “I decided on ASU. I enjoy school and learning.”

Transitioning from high school to college life was a challenge, she said. “There is more work in college, but if you want to succeed, it all depends on you. You are the main person who has to strive and encourage yourself.”

Lee is part of ASU’s Native American Achievement Program (NAAP). “I like that we get support like mentoring especially during our first year; it helps me a lot,” she said.

During the Office of Navajo Nation Scholarship and Financial Assistance visit to

ASU, Lee visited with Sr. Financial Aid Counselor, Orlanda Brown. Brown told her 12 more hours and she can be a Chief Manuelito Scholar. “I found out more information that I wanted to know,” said Lee.

Lee thinks of advice she could share with this year’s high school graduates: “Don’t allow any negative factors influence you if you want to go to college. If you want to go to college—that’s what you should do. If someone doesn’t like it, don’t listen to them.”

Lee thanks her parents, Enos and Rose Lee, as well as sisters, Diane and Ernestine, for being mentors to her. In addition, she thanks her high school math teacher, Lena Mann, for helping and mentoring her through high school. “Thanks for teaching me,” said Lee.

After her meeting with Brown, Lee had three classes to attend—Math, Ancient Cities and Lost Tribes, and Women’s Studies.



# Students who NAAP Succeed Reports Arizona State

The Native American Achievement Program—NAAP—is a program for entering Native American and second year students. NAAP’s goal is to keep these students in school. In its 13th year, NAAP is a partnership between ASU, the Navajo Nation, and the White Mountain Apache Tribe.

First-year Native American college students fall under NAAP 1, headed by Aaron Woods, Program Coordinator

of Multicultural Student Services. Second-year students are under Guila Curley, Student Support Specialist of ASU’s American Indian Student Support Services.

Based on its mid-year report for freshmen, Woods reported that students who get more involved in NAAP are doing better academically, pointing to a higher GPA of NAAP participants over non-participants.

NAAP ties a student’s tribal

scholarship to participation in the program. Students part of NAAP are required to keep a booklet, recording and documenting their participation in on-campus NAAP Orientation, visits with instructors, academic advisors, and NAAP staff throughout the year.

Aaron Woods, ASU Multicultural Students Services, said, “Students who get more involved with NAAP do better academically. We encourage

them to participate in NAAP and take advantage of our services.”

NAAP Coordinators said they wished more students would take advantage of tutoring, etc. “These are the ways we can help students to stay focused,” said Michael Begaye, Executive Director, American Indian Student Services. “NAAP is here to help them overcome challenges and graduate.”

## ONNSFA, DBHS Team up with ASU for Navajo Culture

**Tempe, Arizona**—The Office of Navajo Nation Scholarship and Financial Assistance (ONNSFA), the Department of Behavioral Health Services (DBHS), and Arizona State University have teamed up to help Navajo college students attending ASU with Navajo cultural education and when requested provides counsel, prayers and blessings.

“In the afternoon, after my presentations,” said Ernest H. Begay, “I’m available to the students. Some have been through some kind of trauma and they need counseling and blessings. Some students are single mothers—they want counsel on what they should do.” Begay prays with the student. He brings his medicine pouch, cedar and sweet grass. Today, a student is moving into a new home and has requested a house blessing. “Sometimes, we go out into the valley, close to the mountains, and we say a prayer. This is all for the students.”

During his presentation, Begay tells students and some visiting faculty that after 25 years in public office, doing what others wanted him to do, he’s now doing that he really likes to do—teaching and help-

ing others as a Traditional Practitioner with DBHS. Back home, said Begay, he’s helping Navajo people battle with substance abuse.

“Everyone needs a purpose for living,” he told students. “What’s your purpose for living? Think about that. Mine? My purpose is to raise my children to be successful—that’s my job.”

Begay’s cultural presentation today is focused on the “Story of the Four Sacred Spirits,” and he explains the importance of “4.” Students listen attentively and faculty jot down notes. “The number 4 is holistic,” he explains. “How do you know something is holy? Look at yourself, your wife, your child or your children, and you’ll see that there’s a spirit within each of us. That’s our name—Diné—Diyin and ne’, meaning “holy people” and “on earth.” That’s who we all are—holy people on earth. We have air, spirit, within us. So think holistically my friends,” he tells the students.

Lynette Willie is a Business Major student from Shiprock, New Mexico, and she’s never heard some of these stories before. “He’s a good speaker [Begay], and he’s



ASU students sit in on Navajo Culture presentation from Ernest H. Begay.

usually at the Tempe campus, but I’m glad he’s here today [at the East ASU Campus],” she said. “It’s a good opportunity to hear from him; this is my first time today. There are a lot of traditional stories I haven’t heard.”

After graduation in May, Willie plans to go back to the reservation and hopefully find a job in Human Resources. She interned, she said, with Arizona Public Service and likes the HR field.

She encourages the young people to go to school, and she enjoys ASU’s East Campus—it doesn’t have that big city feel, she said. “Keep going forward if you have that goal to go to college,” she said.

“There’s going to be bumps in the road but find a way to get through it.”

“A lot of our students wanted something like this while they’re away in school,” said Rose Graham, Director, ONNSFA. “It’s good to hear that our partnership with ASU and DBHS is helping students stay grounded and face their challenges. Although we’re a program that lends financial assistance, it’s good to be part of a partnership that helps the mind and the spirit of our students. We’re grateful to Ernest H. Begay for taking the time to help these students, and to ASU for their continued support of our Navajo students and for coordinating these visits from Mr. Begay.”



# ONNSFA Counselor Gets Special Invite to Creighton

## The Creighton University Experience

Rowena Becenti, Financial Aid Counselor, received a nice surprise in September—a select invitation for counselors and education professionals who work with Native American high school students to participate in the Creighton University campus visit

The invitation was initiated by Tami Buffalohead-McGill (Ponca), Director of Educational Opportunity Programs. “I spoke with Tami numerous times over the course of four years about her Navajo students attending Creighton University,” said Becenti. “The trip was sponsored by Creighton University in November and was part of a larger initiative for enhancing the Native American community at Creighton.”

Creighton University is located in the Omaha, Nebraska, home to the Jesuits who have a long history of working with and educating Native Americans. The Jesuits, members of the ‘Society of Jesus,’ dedicated to promoting and supporting Catholicism, wanted to continue this relationship with Native Americans but at a higher level. “I became part of the first group of counselors to get first hand view of the Creighton Experience,” said Becenti.

The first night of the visit was a meeting with faculty and staff who work with the Native population at a local downtown restaurant. There, Becenti met Taylor Keen (Omaha), Interim Director of CU’s Native American Center; Patty Suarez, Chair of Admissions and Scholarship Committee; and Omar Valentine, Assistant Director of Admissions. Becenti reported



Creighton University Student, Adrian Sandoval-Skeet.

that other counselors from Gallup High School, Grey Hills Academy, Chinle High School, Winnebago High School, Lincoln Nebraska Public Schools, University of South Dakota Upward Bound, Sioux City Indian Education, Meskwaki Higher Education Program, Omaha Public Schools and St Francis Indian School also participated in the campus visit.

The second day the group toured the campus. CU students provided the tour through the classrooms, church, and dormitories to the cafeteria. The campus tour provided insights on student living. “We heard from faculty and staff and met several Native American students including our own Marissa Begay, Adrian Sandoval-Skeet, Steven Buffalohead and Tamra Jones,” said Becenti. One of the Jesuits, Father Bucko, who served on the Pine Ridge Reservation, had

a special connection with the Native American students on campus. There was even whispers of how some of the Native American students over the past weekend made fry bread in his apartment setting off his fire alarms.

Tami Buffalohead-McGill, “mother” to the Native American students away from home, has her office comfy allowing students to feel at home. Dr Rudi Mitchell (Omaha) of the Department of Sociology and Anthropology teaches a course on Native Americans. Taylor Keen, member of the Business faculty, would like to see a Native American Center at CU. CU stressed their support for academic potential, realizing personal goals, and supporting students’ spiritual life.

Something that stood out for Becenti was CU’s Native American Summer Enrichment

program, which helps pre-health professions enter their field of study. “Adrian Sandoval-Skeet and Tamra Jones were part of this program and spoke how it helped them especially with Dental School admission,” said Becenti.

The campus visit provided a comprehensive view of CU’s diverse academic programs, dedicated faculty, especially those that really care for the Native American population. Plus, said Becenti, we got to see CU’s state-of-the-art facilities.

Becenti was impressed with what CU had to offer. “It is not for the sluggish,” she said. “In their application process they are looking for a good fit academically and socially. Some of the Navajo Nation’s finest who have good grades, have a well rounded personality and who are able to adapt to living in the Midwest far from family would be a good fit.”

To apply, a high school graduating senior will need a 3.0 GPA, an essay, a counselor’s recommendation, test scores, and leadership. CU will review the overall quality of curriculum. Several of the Native Americans on staff or faculty review these applications. A Native American Scholarship is available and renewable for four years. CU also offers a Diversity Scholarship that helps with tuition.

“This may be an exciting opportunity for some of our Navajo students,” said Becenti. “It was good to meet our Navajo students and I left happy knowing they were in good hands with their mentors and peers at CU.”





# Retiring from ONNSFA Crownpoint Agency

Mrs. Shirley L. Yazzie, Office Specialist for ONNSFA Crownpoint retired from the Navajo Nation in December 2009 after 24 years of service.

Yazzie is Todichiinii born for Ashiihnii and was born and raised five miles South of Coyote Canyon, NM. Yazzie claims she is a “coal miners’ daughter” because her late father worked the mines in the area around Coyote Canyon. Before Yazzie met her late husband Anson, she attended Fort Lewis College for a short time in pursuit of earning a Bachelor’s Degree in Business Administration.

ONNSFA staff from the five Agencies recognized her many years of service by hosting a combination ONNSFA staff meeting and retirement



dinner in Farmington, NM. Yazzie was showered with gifts from the staff and received an embroidered white Pendleton shawl as a farewell gift from all staff. ONNSFA staff from various agencies reminisced and shared stories about Yazzie

over the years and conveyed their heartfelt thanks for the many wonderful memories, dedication and service she provided to the Navajo Nation and ONNSFA.

“Shirley will be missed dearly by her former co-workers and the many wonderful people who were served by ONNSFA

Crownpoint Agency. Shirley can kick back and relax now, spend time with her children and grandchildren and travel. Our thanks and best wishes go out to Shirley L. Yazzie for job well done,” said Winona Kay, Sr. Fin. Aid Counselor at Crownpoint ONNSFA.

## NN Teacher Ed. Program - a Unique Funding Source

The Navajo Nation Teacher Education Program (NNTEP) was established in 1992 with a Ford Foundation Grant. This Grant allowed the Navajo Nation to work with a consortium of post-secondary institutions to establish a Navajo specific teacher education program. In 1996, the Navajo Nation established the funding to continue the program at the conclusion of the Ford Foundation Grant.

The NNTEP is a unique funding program that provides financial service to Navajo students pursuing their education degree. It is unique in that it supports the preservation of the Diné Language and Diné Culture by producing qualified Navajo teachers and administrators to be the role models and change agents within the schools serving Navajo Children.

The goal of the NNTEP is to give support to Navajo Teachers who strive to become bilingual, bicultural and certified instructors and administrators. Funding is no-need based and available on a part-time basis. It is only available to those students who meet and agree to the eligibility and academic requirements.

Qualified applicants must be enrolled at one of the Navajo

Teacher Education Consortium (NTEC) participating institutions; which include, Diné College, San Juan College in partnership with Fort Lewis College, Northern Arizona University, Western New Mexico University – Gallup Campus, University of New Mexico – Gallup Campus, University of Northern Colorado and Prescott College. The University of Utah is in the process of becoming a member of NNTEC. The applicants must also enroll each term in the Navajo Language or Navajo Cultural Emphasis course(s) through Diné College.

In order to meet the funding requirements, applicants must submit the 6 required documents to their agency ONNSFA on or before the term deadline. They must also be in good academic standing with ONNSFA.

The NNTEP has produced over 600 certified classroom instructors for schools on or near the Navajo Nation. In a recent phone survey of past funding recipients, the ONNSFA discovered that over 90% of the NNTEP graduates are currently employed in schools located on the Navajo Nation. Currently the ONNSFA is serving 51 students through the Navajo Nation Teacher Education Program.

## Regional Accreditation

It is the Navajo Nation Scholarship Office’s policy to fund students attending only regionally accredited schools.

ONNSFA encourages students to attend schools that are accredited by the Regional Institutional Accrediting Organization. These include the following regional accrediting institutions:

- MSA: Middle States Association of Colleges and Schools, Commission on Higher Education
- NWCCU: Northwest Commission on Colleges and Universities
- NCA-HLC: North Central Association of Colleges and Schools, Higher Learning Commission
- NCA-CASI: North Central Association of Colleges and Schools, Commission on Accreditation and School

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- NEASC-CIHE: New England Association of Schools and Colleges, Inc., Commission on Institutions of Higher Education
- NEASC-CTCI: New England Association of Schools and Colleges, Inc., Commission on Technical and Career Institutions
- SACS: Southern Association of Colleges and Schools, Commission on Colleges
- WASC-ACCJC: Western Association of Schools and Colleges, Accrediting Commission for Community and Junior Colleges
- WASC-ACSCU: Western Association of Schools and Colleges, Accrediting Commission or Senior Colleges and Universities





# Chief Manuelito Criteria - Qualify in High School or as Undergrad

The Chief Manuelito Scholarship was first established in 1980 to recognize and award scholarships to Navajo high school students who have excelled academically.

High school graduates must meet the following criteria:

- Be admitted to a post secondary institution with a minimum ACT (SAT scores will be converted) composite score in combination with a minimum grade point aver-

Cumulative G.P.A	ACT Scores
3.80-4.00.....	21
3.70.....	22
3.60.....	23
3.50.....	24
3.40.....	25
3.30.....	26
3.20.....	27
3.10.....	28
3.00.....	29-36

- Complete 1 unit of Navajo Language and 0.5 unit of

Navajo Government prior to June 25.

The Chief Manuelito Scholarship also recognizes and awards undergraduate college students with superior academic ability upon availability of funds and upon meeting the following eligibility criteria:

- A full-time undergraduate student, having completed twenty-four (24) semesters credit hours, or equivalent amount of quarter of trimes-

ter credit hours, with a 3.00 cumulative grade point average (GPA) based on college-level graded courses. Because this scholarship is based on the GPA of college level courses, students seeking an Associate of Applied Science (AAS) or Certificate are not eligible to receive the Chief Manuelito Scholarship.

## Projecting the Cost of Education Using Financial Needs Analysis (FNA), and Federal FAFSA

The Office of Navajo Nation Scholarship & Financial Assistance provides funding for full-time Graduate and Undergraduate students who are attending a regionally accredited institution.

One of the required documents when submitting a Full-Time application is the Financial Needs Analysis, often referred to as the "FNA".

The "FNA" is the projected cost of education for one (1) academic year minus all other resources the student may qualify for. The ONNSFA utilizes the FNA to determine the amount of assistance an applicant will need to supplement their resources, which is considered their "Un-met need".

For undergrad students, here's an example:

Projected cost of education: \$25,000.00 for Tuition/Fees, Room/Board, Books/Supplies, Meal Plans, Transportation, Personal, Child Care expenses, etc.

Resources: \$16,000.00. This is the student's expected family income, other types of finan-

cial assistance, scholarships, grants, and subsidized loans.

Un-met need for the academic year: \$9,000.00. Although the student has an un-met need of \$9,000.00 for the academic year the ONNSFA awards students based on a flat rate amount of \$2,000.00 for both the Fall and Winter/Spring terms.

In order for the "FNA" form to be completed by the Financial Aid Office at the institution students are required to complete the Free Application for Federal Student Aid (FAFSA).

The "FAFSA", is the first step in the financial aid process. Students use it to apply for federal financial aid, such as the Pell Grant, student loans, and college work-study. In addition, most states and schools use FAFSA information to award their financial aid. Students are encouraged to complete the "FAFSA" as early as possible beginning January 1st of each year.

## Frequently Asked Questions

**I applied online, when I went to check my status, I could not find anything. Did I do something wrong?**

The online application gets moved into our database the following business day. If you just applied you will need to give our office at least 24 hours to update your application.

**If I'm enrolled full-time at school and I miss the regular full time deadline, can I apply for part time funding?**

Yes, you can apply for part time funding. Part time funding only pays for 3 required courses or less based on graduation checklist students obtain from the school.

**If I decide to attend a different school, can my scholarship award be transferred to the new school?**

Yes, if all required documents are on file for the other school by the deadline and all funds must be returned to ONNSFA before an award is reprocessed.

**Will ONNSFA help me if I choose to attend college out-of-state?**

Yes, it is students choice to attend

a college out-of-state so long as the school falls under one of the six accreditation associations that the Navajo Nation recognizes.

**What if I'm undecided on which college to attend and I have several choices?**

You can list several schools on your ONNSFA application or put it in writing to ONNSFA the various schools of your choice if you applied on the web and if you have submitted paperwork for those schools prior to the deadline. You need to let ONNSFA know in writing once you make your final decision and it should be no later than the applicable deadline date.

**Can I qualify for both Chief Manuelito Scholarship and the regular Navajo Nation Scholarship at the same time?**

No. Students are funded from one source of funds per semester.

**Does ONNSFA help with housing?**

Housing budget is included in the completed Financial Need Analysis provided by institution Financial Aid Office.

CONTINUED ON NEXT PAGE.



# ONNSFA Counselor “Reads” for Gates Millennium Scholarship

Funded by Bill & Melinda Gates Foundation, the Gates Millennium Scholars (GMS) was established in 1999 to provide African American, American Indian/ Alaska Natives, Asian Pacific Islander American and Hispanic American students the opportunity to complete an undergraduate college education.

2009 marks 10 years that the American Indian Graduate Center (AIGC) has played host to GMS Readers. For one week, GMS Readers meet in Albuquerque to train on the scoring process, participate in readers’ showcase of their tribes, read essays and when the final essay is scored to celebrate their week long journey.

To be eligible for the GMS a student needs to:

- \* Be an ethnic minority; a citizen of the USA
- \* Have a cumulative GPA of 3.3 or have earned a GED
- \* Be willing to enroll as a full-time degree-seeking student at a US accredited college or university
- \* Demonstrate leadership abilities either through participation in community service, extracurricular or other activities
- \* Meet the Federal Pell Grant eligibility criteria; and
- \* Complete a Nominee Personal Information Form, Nominator Form

and Recommender Form by the deadline date.

AIGC staff invites Native Americans from different Native communities and geographic areas to apply. The African American, Hispanic and Asian Pacific communities each have their reads at the same time in different locations across the country.

In past reads, Rowena Becenti, Financial Aid Counselor from Crownpoint Agency, was the only Navajo representative. If there were questions by readers about a Kinaalda-written about in the essay-she would help explain to the reader the significance of that ceremony. Or maybe another reader had a question like, “Where is Crownpoint High School? Does it offer AP (Advancement Placement) or Honors courses? Or, what is a Roadman?”

As a reader Becenti is also responsible for reading applicants’ essays and scoring them. Sometimes, she comes across a sad essay. “The applicant will share their life with me for those few moments. It is hard to read without crying and to think in the world there is a young student just trying to survive daily at home and still academically do well in school.

But then, I have the essays you know that the student will make it to their educational goals. I often wish all these students could get funded,” said Becenti.

Out of all the ethnic minorities applying for GMS, the American Indian pool is the lowest. Each year since 1999, AIGC and GMS have a goal to have 150 new applying American Indians receive the scholarship; students who are paving their way to one day help their Indian communities.

Over the years, said Becenti, other GMS readers have come to me and said how well Navajo students write and that their essays have intrigued them. “I am happy to say I too am proud of the outstanding Navajo students graduating. As a reader, I must disqualify myself from reading essays from New Mexico High Schools or relatives but I still get the chance to read a Navajo student’s essay from Monument Valley or Tuba City High School. According to GMS statistics, the number of Navajos receiving this prestigious scholarship is growing.”

In these essays, students write about who they are, what subjects they excel in, what subjects are difficult. They

also describe a situation where they’ve felt they were treated unfairly. They share their short and long term goals, any leadership experience, their involvement in the community, ways they’ve gained knowledge or skills; obstacles they’ve overcome; and why they believe they qualify for the GMS scholarship.

Becenti advises that students applying for GMS need to start early. “Have a teacher or counselor read your essays, take a moment to think about who will be your nominator or recommender,” she said. “Sometimes what a nominator or recommender does not write can hurt your application. More and more scholarships today are asking what type of volunteer work or community services you are doing in your community. Remember it is not all about getting a scholarship but what you will give back.”

Becenti thanks AIGC staff for having her as a GMS Reader. “I especially would like to thank Christa Moya, Director of Financial Aid & Student Services and Michelle Van Pelt, Outreach Coordinator. They and the rest of the AIGC staff make our week away from home pleasant.”

## FAQs CONTINUED.

### What should I write if I’m undecided on my major?

It is okay to select Liberal Arts and when you reapply the following year you can let ONNSFA know your intended major.

### When do I get my check?

ONNSFA checks are not sent to students. Checks are issued directly to the Financial Aid Office at the institution indicated on the award letter. When the college/university

receives the check, the funds are applied to the student’s account. Tuition and fees are deducted first from the total award. If there are any funds remaining, disbursement will depend on the college/university Financial Aid Office’s policy. In most cases, the student will receive the balance of the funds.  
**Do I have to re-apply?**

All students are required to re-apply every academic year. When a student submits an application during the Fall term it is automatically

considered for the full academic year, which would be for both Fall and Winter/Spring term.

### I live off the reservation, where do I file my application if I don’t have a chapter affiliation?

You can choose your Chapter affiliation based on where your Navajo parents or grandparents live on the Navajo Nation or choose one of the five regional ONNSFA offices located throughout the Navajo Nation. Chapters are local units of

government. An ONNSFA Agency office’s service population is determined by Chapter affiliation and is a required field on the application form. It is important that you select the office where you wish to file your application.

### Is Voter Registration required?

ONNSFA does not require applicants to be registered to vote; however, students are encouraged to register and vote in Navajo Nation elections.