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2010 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

Increased Number of Applicants, Funding Delays Close out 2010

Funding delays and insufficient scholarship funding has challenged the Navajo Nation Scholarship Office as we closed out 2010.

As the years go by, it becomes more evident that the scholarship program does not have enough funding to provide a scholarship to every eligible Navajo college student.

In the past, we have always been able to fund eligible students in some way by providing them more than one avenue to qualify for some amount of funding. For instance, when students did not meet the full time application deadline, we gave them the option to apply instead for part-time funding, which helped to cover tuition for at least two courses. Also, when Chief Manuelito Scholarship recipients no longer qualify for the merit-based Chief Manuelito Scholarship—they miss the deadline or fall below the required 3.0 GPA—we review their file to see if they qualify for funding based on financial need. In other words, we have always stretched funds in an effort to meet as many students' needs as possible.

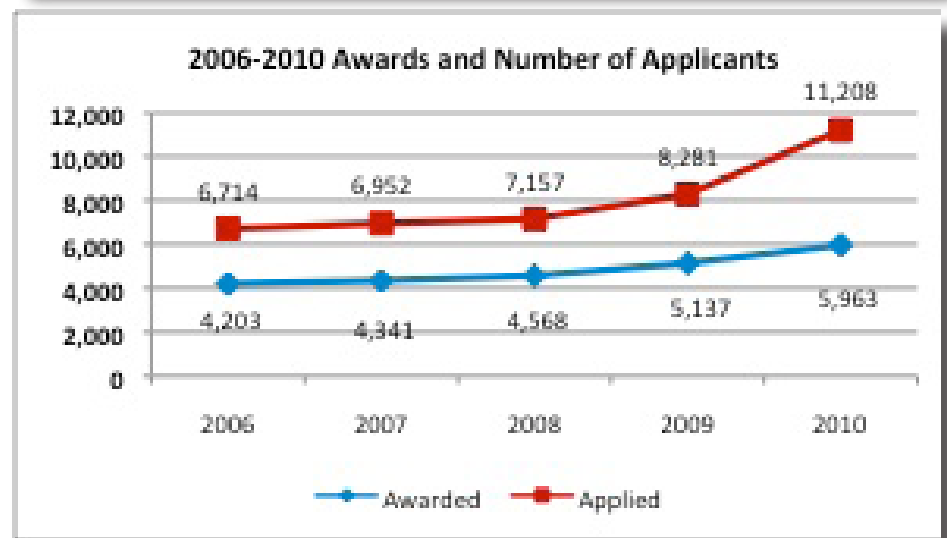
However, despite our best efforts, we now face the stark real-

ity that the Navajo Nation Scholarship Office is not going to be able to fund every applicant that is eligible. For that reason, the scholarship office revised its rules and set one deadline for all applications. This will give all applicants the one and the same opportunity to qualify for funding on our first come, first served basis.

Much of our funding challenges and shortages are attributable to funding the increasing number of students that are pursuing a Navajo Nation scholarship. Federal funding for scholarships has not kept pace with the increasing number of applicants. Also, decreased contributions from corporate donors and revenues from trust funds, as a result of the ongoing effects of the economic downturn, Federal budget cost-cutting measures which affect many federally supported programs across the board, increased costs of attendance (tuition, books, housing, etc.), are challenges facing our program.

Another contributing factor affecting Navajo scholarship funding is the fact that too much of our funding is spent on remedial courses – this has to change. At present, 12 hours of remediation in the first year of college is allowed as outlined in the Navajo Nation and Federal Financial Aid rules. However, given the funding challenges described above, the Navajo Nation Scholarship Office is scrutinizing student transcripts more than ever before to minimize the funding of such courses.

Let me also stress that the scholarship office will not pay for remedial courses beyond the first year of college. All funds are for



Top: Navajo Nation Scholarship staff at a recent training in February. **Bottom:** the Number of Students Awarded and the Total Number of Applicants from 2006-2010. Recently, the Number of Applicants has begun to outpace the number of students awarded.

higher education and the Navajo Nation is spending too much on remedial courses – that is, courses of academic strength that should have been acquired in a K-12 education. There are more than 10,000 funded Navajo students (and many more who apply) who are pursuing a higher education and we should be using those precious dollars for college level course work and not paying for an education and skills

that should have been acquired in high school.

As you look at the data in this report on remedial education (pp. 13-14), ask yourself the question: what does this tell us about our education system and what can we do? This is not just a simple issue of schools on the Navajo Nation. It is an issue for schools

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2010 Data & Statistics

Statistical Profile 2010 Calendar Year

Total Number of Students REQUESTING Awards	17,291
Total Number of AWARDS (combined for all 4 terms)	9,698
Total Number of STUDENTS Receiving Awards (per student, per SP, SU, FA, and WT terms)	7,407
Percentage of Females Receiving Awards	65%
Percentage of Males Receiving Awards	35%
Percentage of Undergraduates Receiving Awards	92%
Percentage of Graduates Receiving Awards	8%
Total Number of STUDENTS Awarded from Navajo Nation General Funds and Trust Funds, Corporate Funds, and Private Donations	4,262
Total Number of STUDENTS Awarded Funds from Federal Funds	5,436
Total Amount of FUNDS Awarded using Navajo Nation General Funds and Trust Funds, Corporate Funds, and Private Donations	\$5,981,851.00
Total Amount of FUNDS Awarded using Federal Funds	\$12,139,882.00
GRAND TOTAL of FUNDS Awarded from All Funding Sources	\$18,121,733.00
Total Amount of Federal Funds Awarded to Need-Based Students	\$11,373,493.00
Total Amount of Federal Funds Awarded to No Need-Based Students	\$2,454,736.00
Total Amount of Federal Funds Awarded to Chief Manuelito Scholars	\$4,293,504.00
Percentage of Federal Funds Awarded to Chief Manuelito Scholars	35%
Ratio of Federal Funds Awarded to Chief Manuelito Scholars to GRAND TOTAL	24%

Type of Students

Need-Based Students: The Need-based category represents those students that are determined to have a financial need based on their Financial Need Analysis (FNA) form. These students do not have enough personal or family resources to meet or exceed a college or university's cost of attendance (e.g. tuition, books and housing). The FNA and the Federal FAFSA form help ONNSFA determine the amount of the student's need. Need-based students are awarded 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 is No Need students or students whose cost of attendance needs are fully met. ONNSFA awards these students up to \$500 per semester.

Chief Manuelito Scholars: The third category of students are Chief Manuelito scholars, or merit-based scholarships for high-achieving students meeting a high grade point average (GPA) or college testing score (e.g. ACT and SAT). Students

who meet these requirements also take a Navajo language and Navajo government course and must apply before the deadline. Students are awarded \$3,500 per semester, or \$7,000 per year. Full-time Undergraduate students can also qualify for the Chief Manuelito under the 24/3 rule, where they can complete 24 credit hours with a 3.0 GPA based on college-level courses.

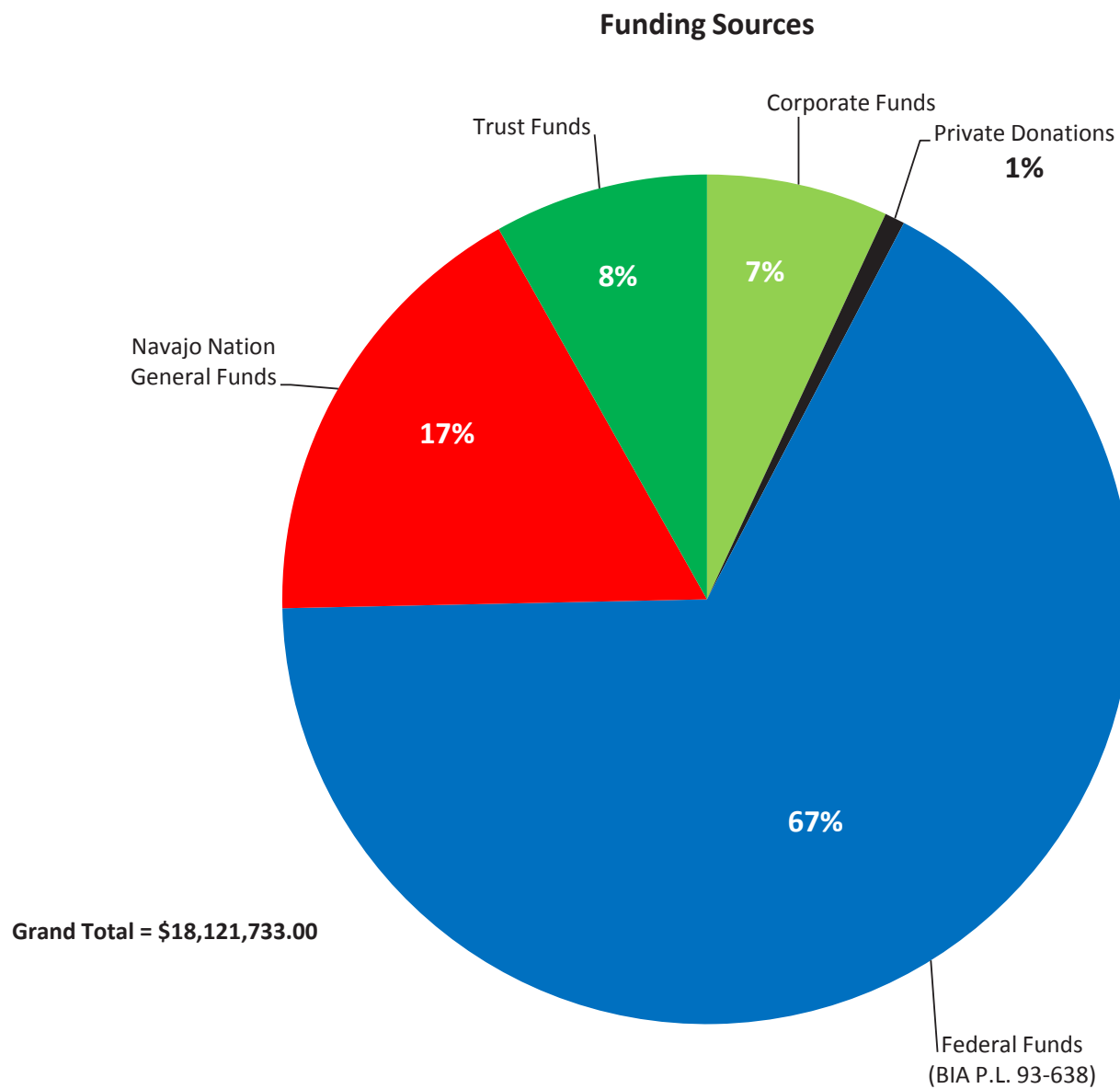
Full-Time Undergraduate and Graduate Students: The aforementioned categories of students are for the most part descriptive of the Undergradu-

ate student population. While a huge majority of ONNSFA funding goes toward Undergraduates (92%), it also funds a smaller population of Graduates (8%) from the same funding sources described on the facing page.

Part-time Undergraduate and Graduate Students: ONNSFA also funds part-time Undergraduate and Graduate students. Part-time funding has different requirements and varies in award amount.



Funding Sources



Funding Sources

From January 1 to December 31, 2010 the Navajo scholarship office awarded a total of \$18,121,733.00 in scholarships and financial aid to students. The pie chart above depicts all the funding sources. The funding sources are:

Federal Funds: Sixty-seven percent (67%) of the funds are derived through a P.L. 93-638 contract with the Navajo Region BIA categorized as Federal Funds. Federal Funds are used to fund Undergraduate students with financial need and merit-based Chief Manuelito Scholars.

Navajo Nation: The Navajo Nation General Fund contribution represents 17% of all funding sources. The Navajo Nation contribution funds Undergraduates, graduates, and students enrolled in the Navajo Teacher Education program.

Trust Funds: Trust Funds are Navajo Nation investments where the policy stipulates that "10% of the fund (market value) shall be used as scholarship and financial assistance." Trust Funds include the Graduate Trust Fund, the NECA Trust Fund, the Vocational Education Trust Fund, and Tucson Electric Funds. Trust Funds make up 8% of the overall funding sources, and may fluctuate from year to year based on market value.

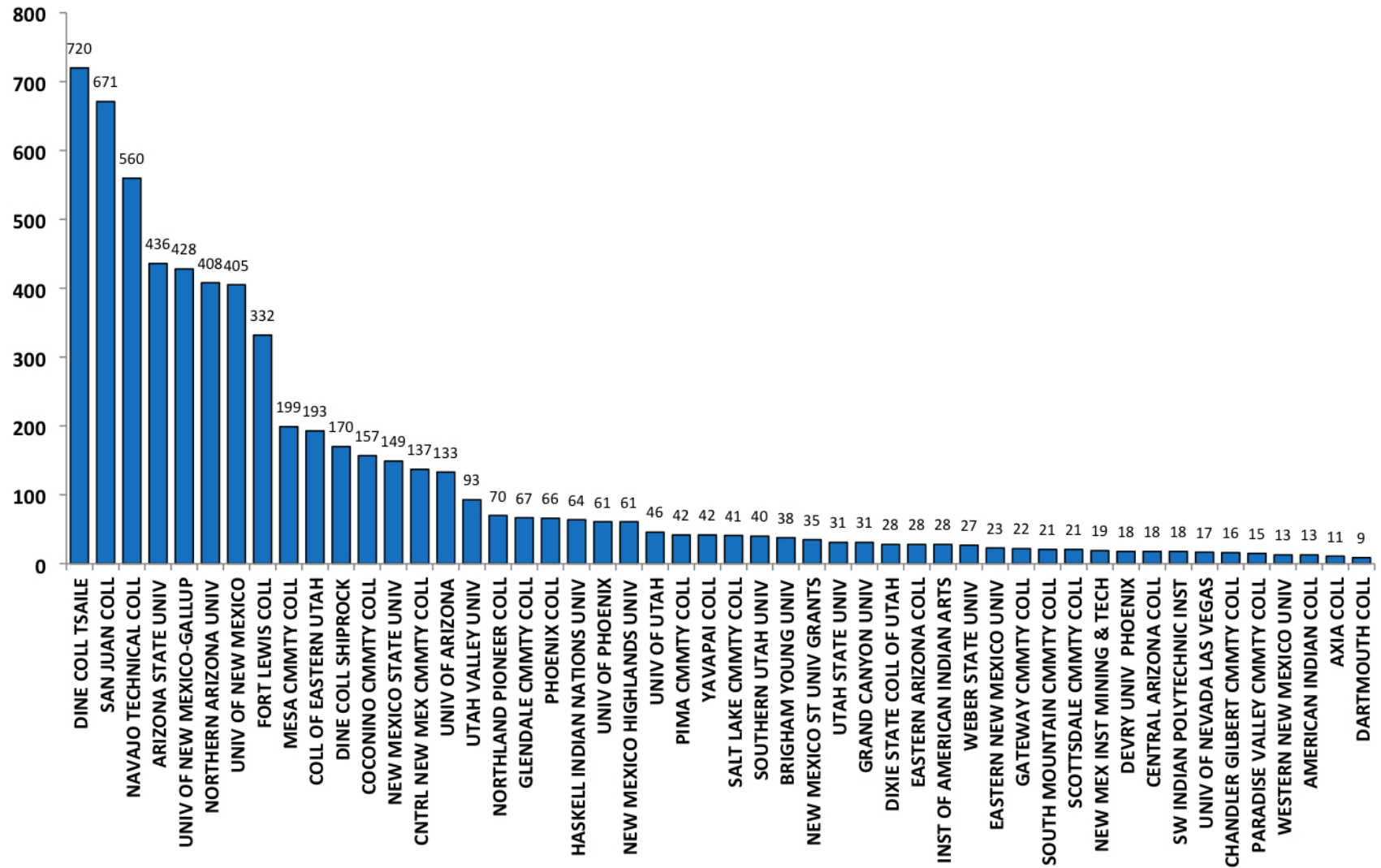
Corporate Funds: Corporate Funds are corporate contributions mostly from energy companies via leases between these corporations and the Navajo Nation. Such companies include the Peabody Coal Company, Chevron Mining, Inc. (formerly Pittsburg & Midway Coal [P & M]), Four Corners Power Plant (APS), and El Paso Natural Gas.

Private Donations: Private Donations represent 1% of all funding sources. Although the smallest funding source, Private Donations rely wholly upon the generosity of individuals who dedicate part of their

personal savings to the Navajo Nation for the benefit of Navajo students. Margaret Sussman, Serena Sharp, Robert King and Dr. Jennifer Denetdale are examples of contributors to this fund in 2010. This fund fluctuates from year to year, depending on the number of donors and amount of donations.

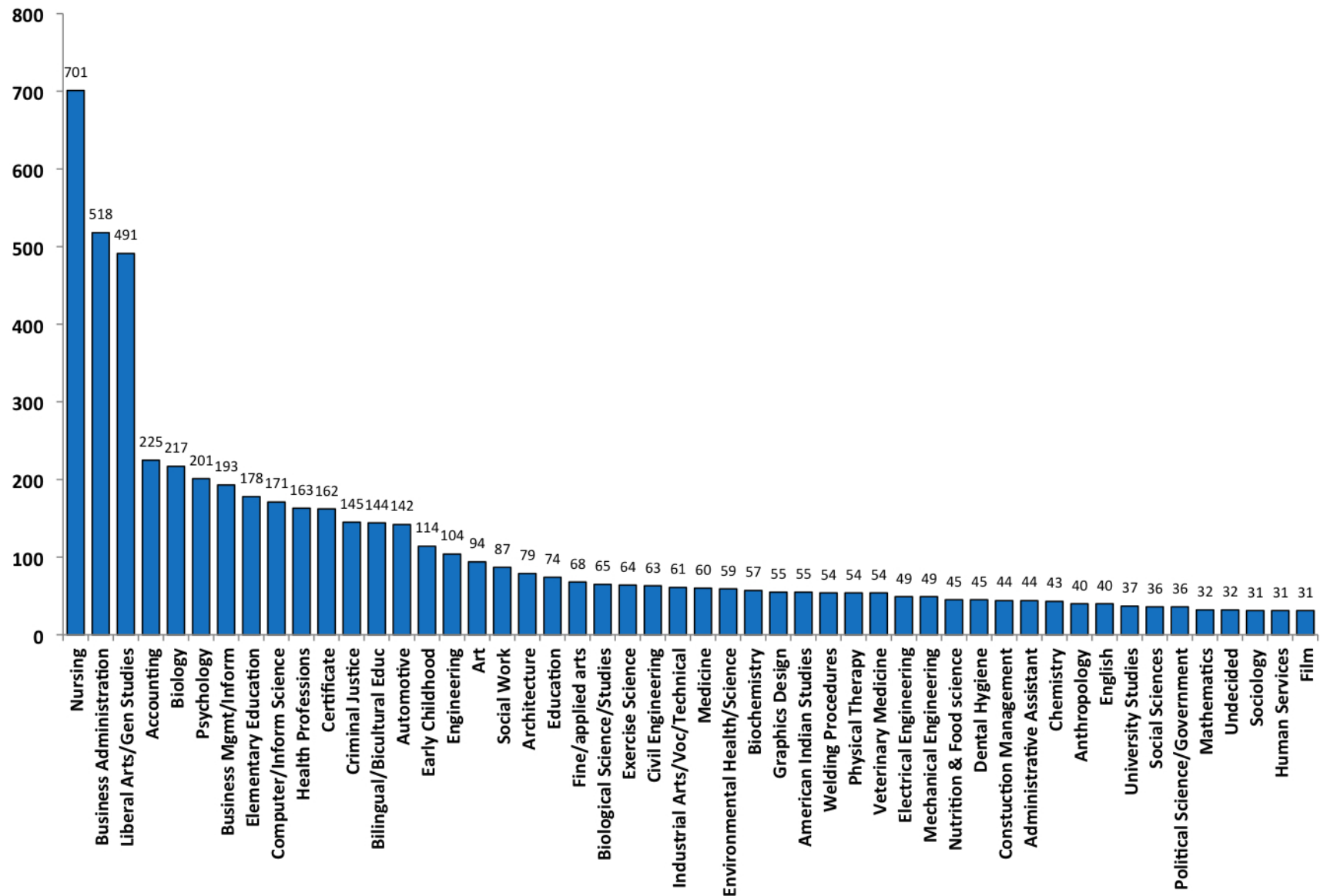


2010 Calendar Year Top 50 Undergraduate Colleges



The graph presents the Top 50 College and Universities attended by 6,848 Undergraduate students funded for the 2010 Calendar Year, which includes Spring, Summer, Fall and Winter 2010 semesters. There are a total of 363 Colleges attended by Undergraduate students including the Art Institute of Colorado, College of Coastal Georgia and San Francisco Art Institute. The chart above indicates that Diné College in Tsaile, AZ has the most Undergraduate Navajo students with 720 (11%), followed by San Juan College at 671 (10%) and Navajo Technical College at 560 (8%). The numbers represent only those students funded by the Navajo Nation Scholarship program. The Navajo Nation Scholarship Office funds students that attend post-secondary institutions that are Regionally Accredited in accordance with its policy (Chapter Two, General Policies and Procedures, Article 6, § 18).

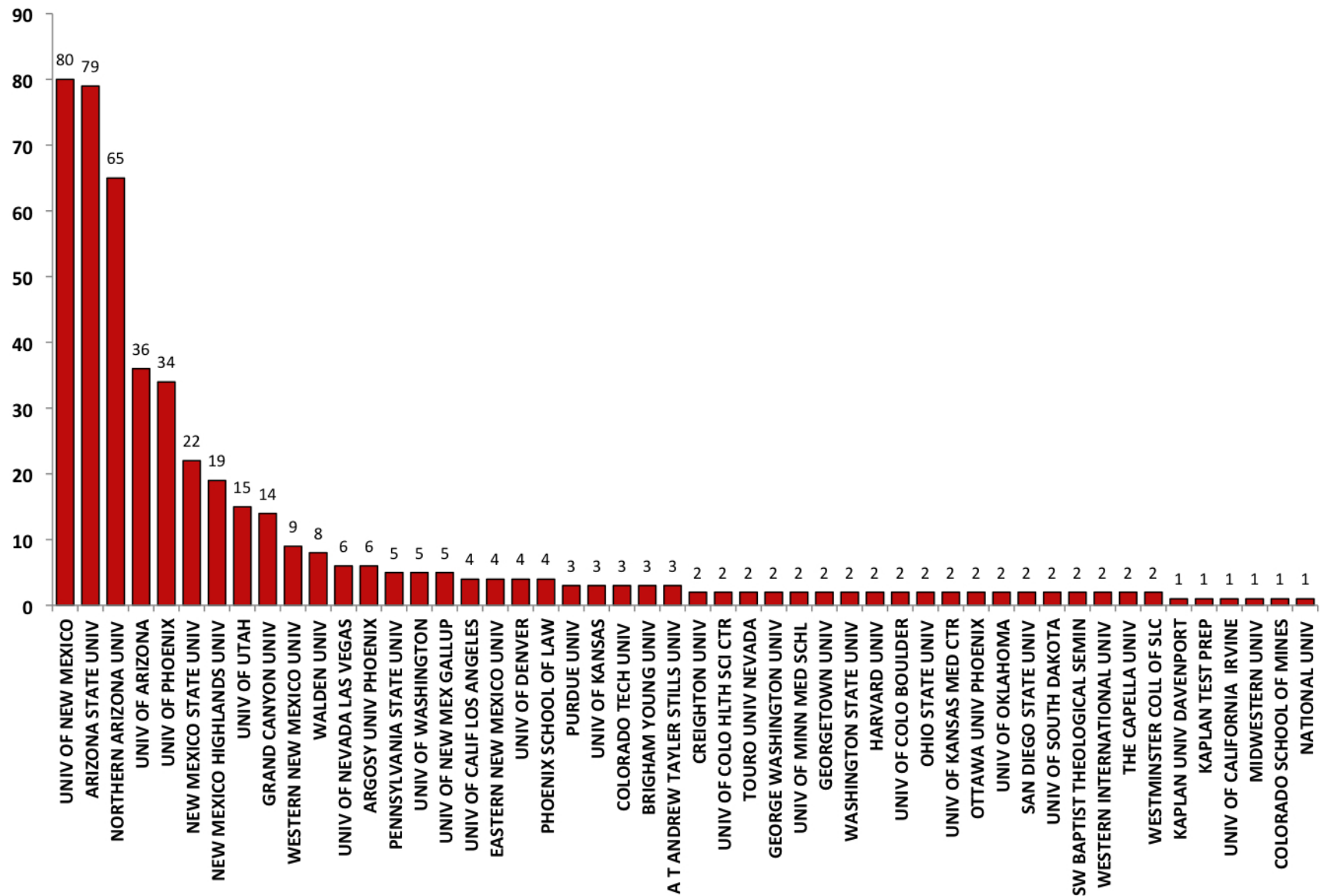
2010 Calendar Year Top 50 Undergraduate Majors



The graph represents the Top 50 Majors being pursued by the 6,848 Undergraduate students for the 2010 Calendar Year, which includes Spring, Summer, Fall and Winter 2010 semesters. There are a total of 232 majors represented by Undergraduate students including the Culinary Arts, Religious Studies and American Indian Literature. The chart indicates Nursing as the top major for Undergraduates with 701 (10%), followed by Business Administration at 518 (8%), Liberal Arts/General Studies at 491 (7%), Accounting at 225 (3%) and Biology at 217 (3%).

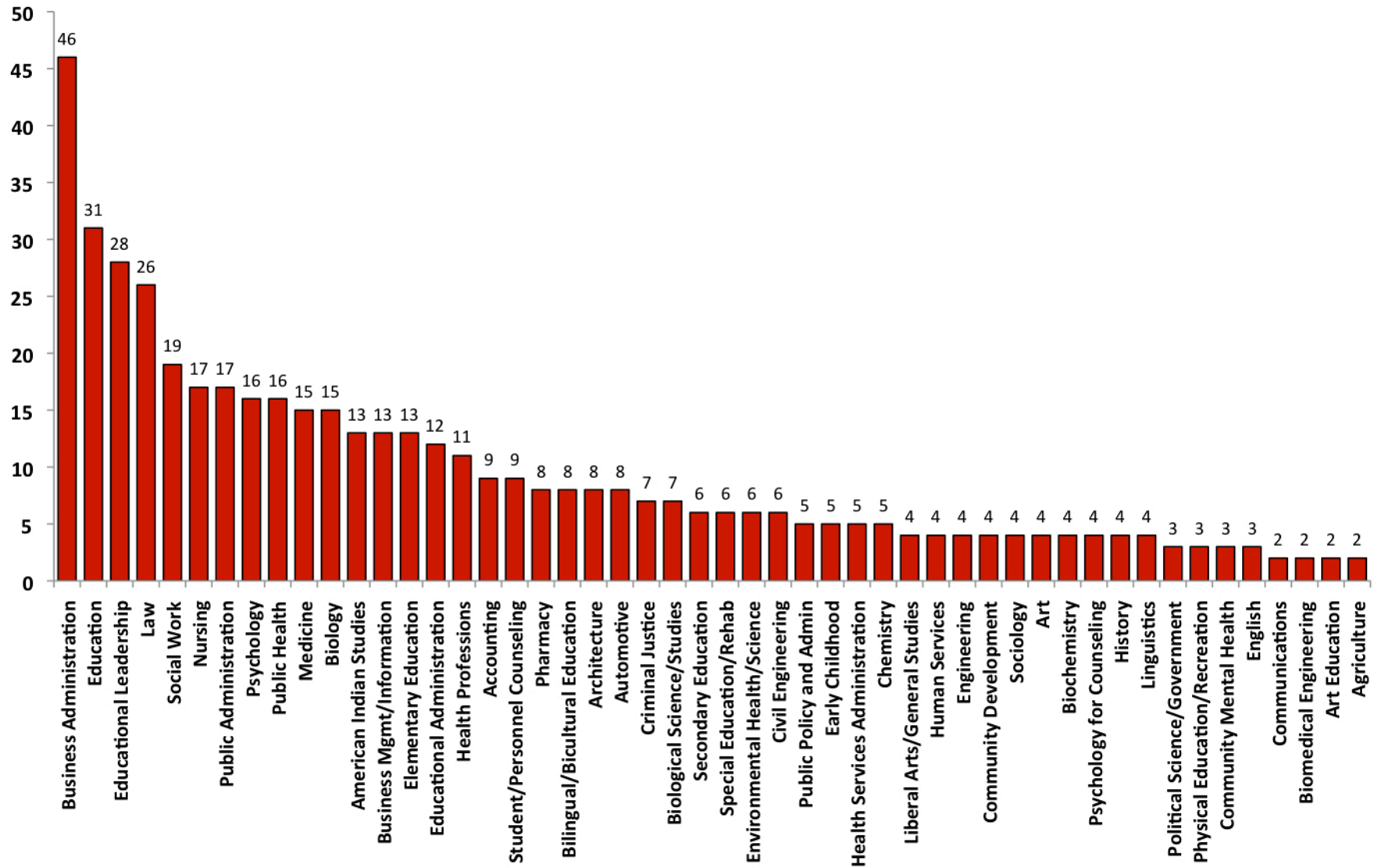


2010 Calendar Year Top 50 Graduate Colleges



The graph presents the Top 50 Colleges and Universities attended by 559 Graduate students funded for the 2010 Calendar Year, which includes Spring, Summer, Fall and Winter 2010 semesters. There are a total of 126 Colleges attended by Graduate students including the State University of New York, University of Oklahoma and Illinois Institute of Technology. The chart above indicates that the University of New Mexico has the most Graduate students with 80 (14%), followed by Arizona State University at 79 (14%) and Northern Arizona University at 65 (12%). The numbers represent only those students funded by the Navajo Nation Scholarship program. 22% of these students are taking courses online or through some other form of distance learning. Some students participate in cohorts. Scholarship recipients are taking online courses from schools such as the University of New Mexico, Northern Arizona University, the University of Phoenix, Grand Canyon University, George Washington University, Kaplan University, Ashford University, and Devry University.

2010 Calendar Year Top 50 Graduate Majors



The graph presents the Top 50 Majors being pursued by the 559 Graduate students for the 2010 Calendar Year, which includes Spring, Summer, Fall and Winter 2010 semesters. There are a total of 115 majors represented by Graduate students including Geology, Urban Planning and Music. The chart above indicates Business Administration as the top major for Graduates with 46 (8%), followed by Education at 31 (6%), Educational Leadership at 28 (5%), Law at 26 (5%) and Social Work at 19 (3%).

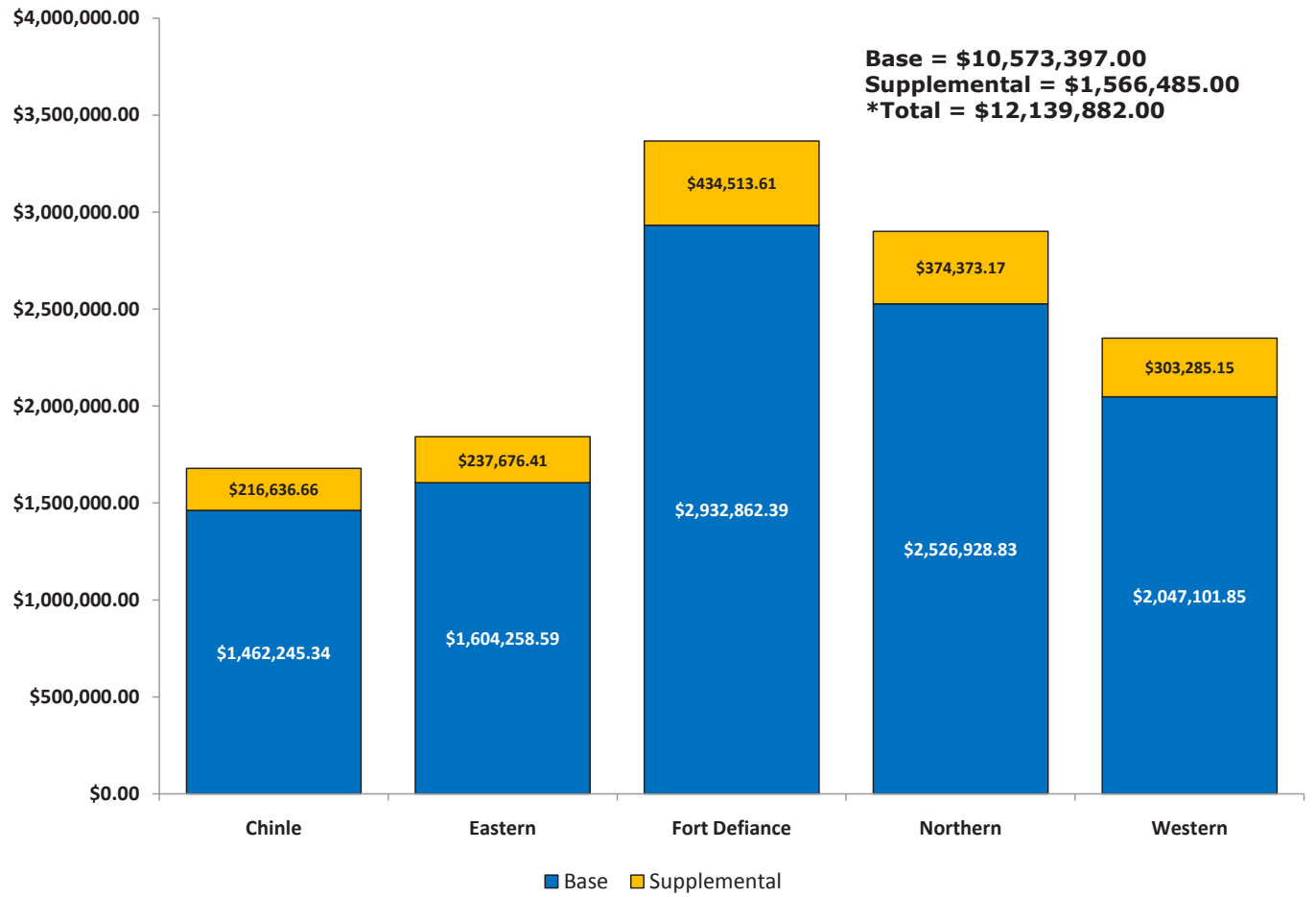


Federal funds are P.L. 93-638 contract funds. The Navajo Nation Scholarship Office administers the Higher Education Grant funds through a contract with the Bureau of Indian Affairs Navajo Regional Office.

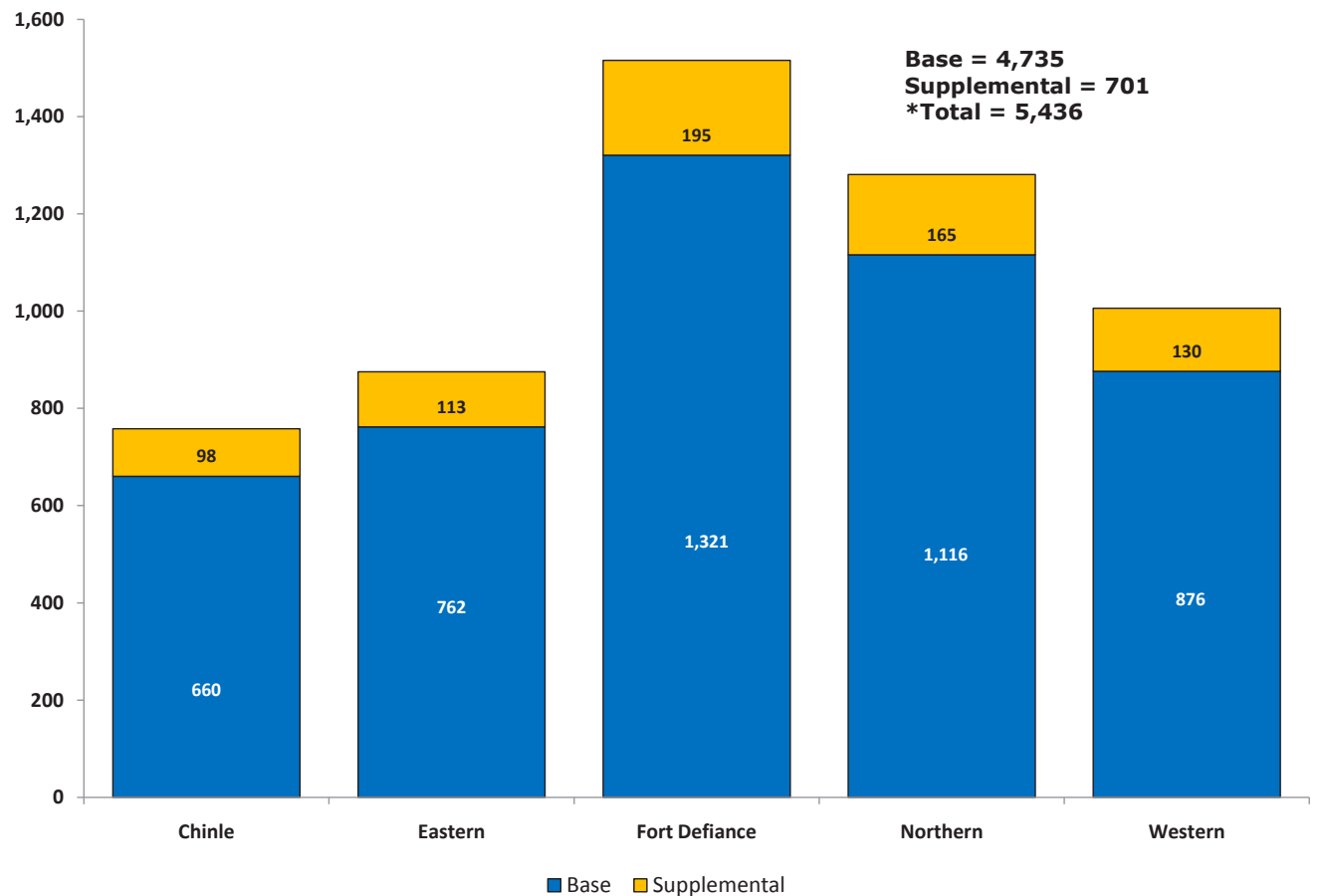
In 2010, the Navajo Region Bureau of Indian Affairs provided an additional 15% of funding above the FY 2010 base. Scholarship funding is allocated to five Agency Offices where direct services are provided. The top graph shows funding provided to each Agency. The blue portion shows the amount of funds each Agency used to fund students; these amounts are within the FY 2010 allocated base amount. The yellow represents the amount of supplemental funds provided by BIA. The overall totals show that the Navajo Region BIA provided \$1.5 million beyond the FY 2010 amount. The graph below shows that an additional 701 students were served with the additional 15% funding.

Federal funds also provide funding for the operation of the Higher Education Grant program which accounts for 14% of the budget. The program operates with a total of 28 employees in 5 agency offices throughout the Navajo Nation including an administration office.

Amount of Federal Funds used for Students



Number of Students awarded from Federal Funds



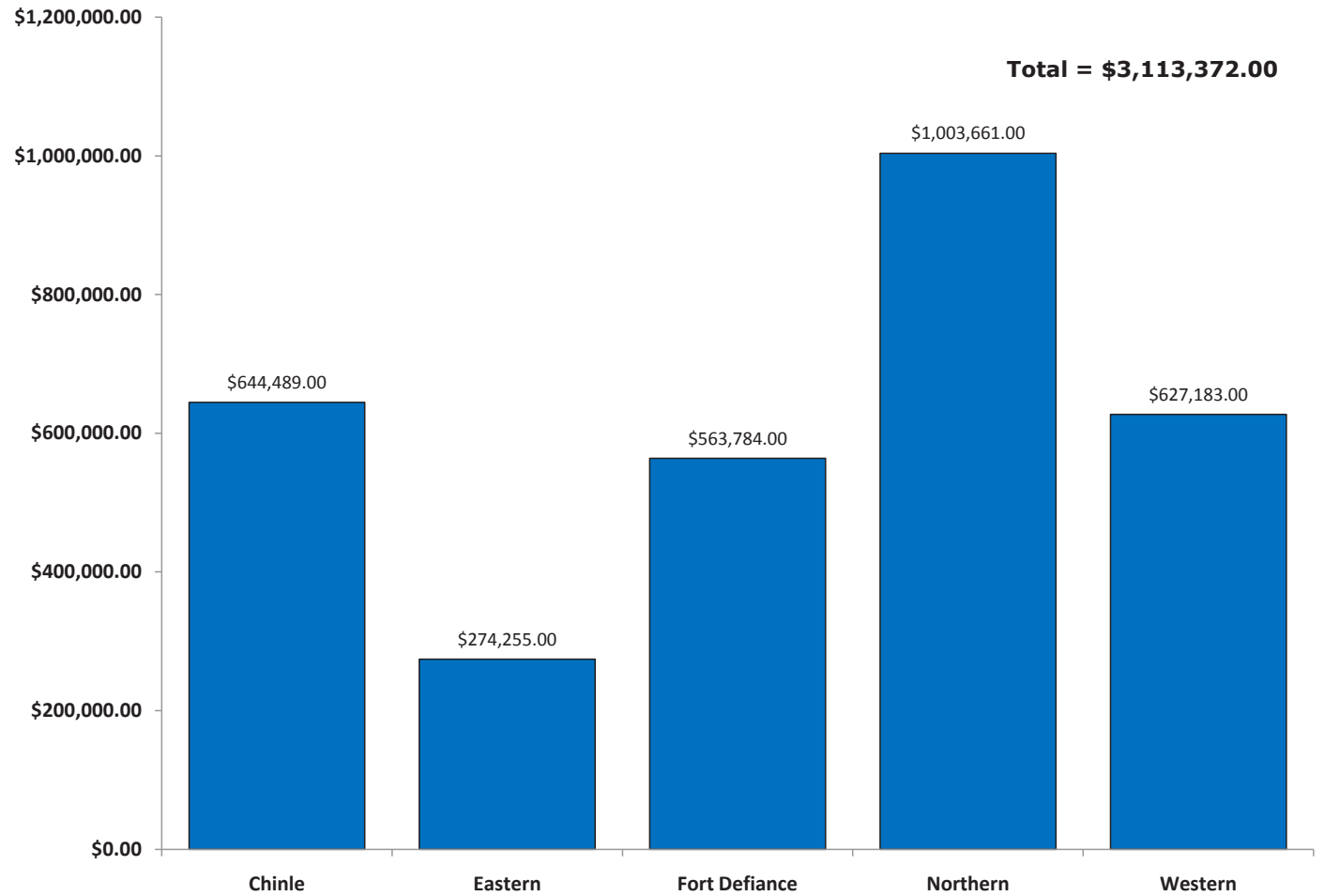


The Navajo Nation General Fund makes up 17% of the overall funding sources.

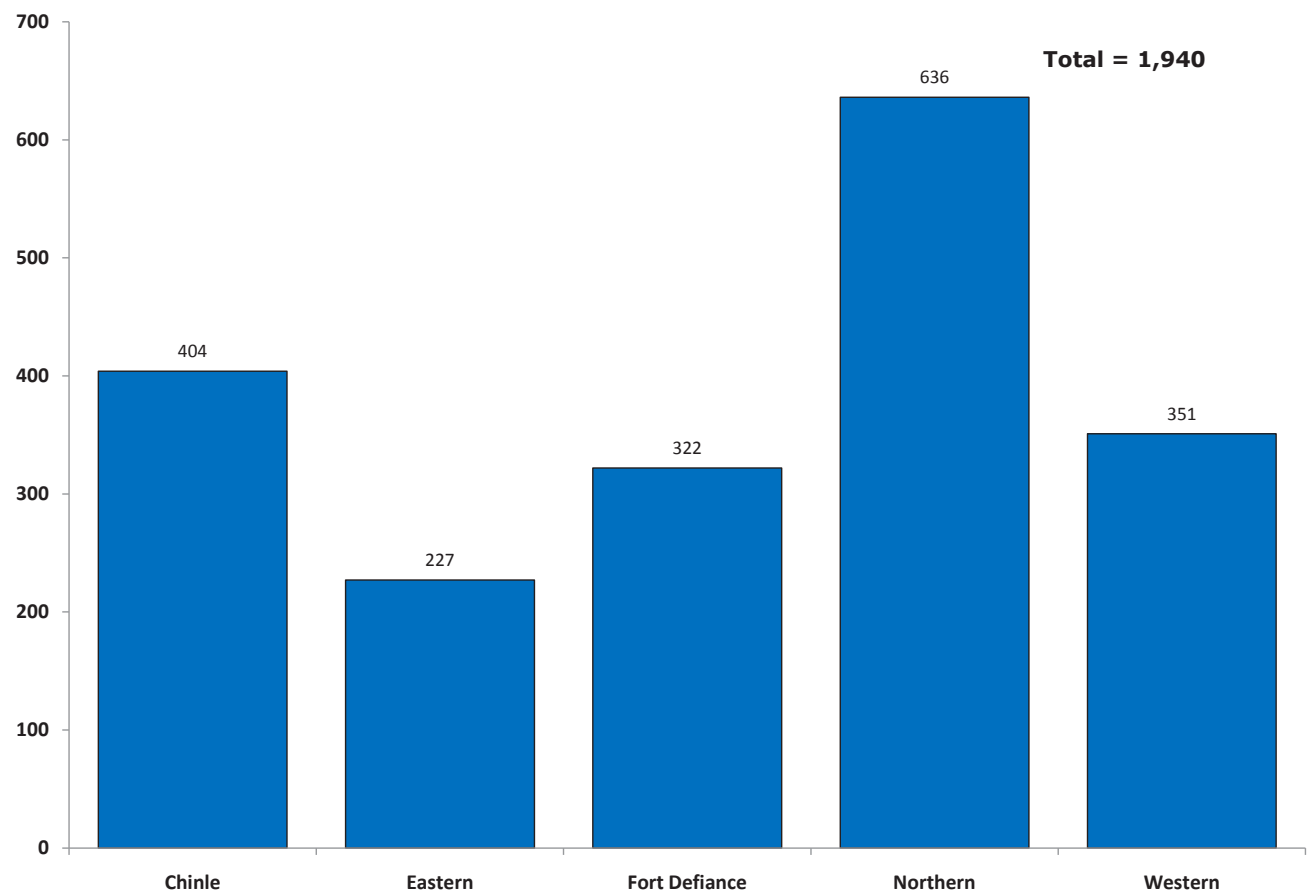
According to the top graph, there is a total of \$3,113,372.00 used for scholarships. The Chinle Agency awarded \$644,489.00 for scholarships; the Eastern Agency awarded \$274,255.00; the Fort Defiance Agency awarded \$563,784.00; the Northern Agency awarded \$1,003,661.00; and the Western Agency awarded \$627,183.00 for the 2010 Calendar Year.

The graph below shows a total of 1,940 students who received Navajo Nation Funds. Chinle awarded 404 students, Eastern awarded 227 students, Fort Defiance awarded 322 students, Northern awarded 636 students and Western awarded 351 students.

Amount of Navajo Nation Funds used for Students



Number of Students awarded from Navajo Nation Funds



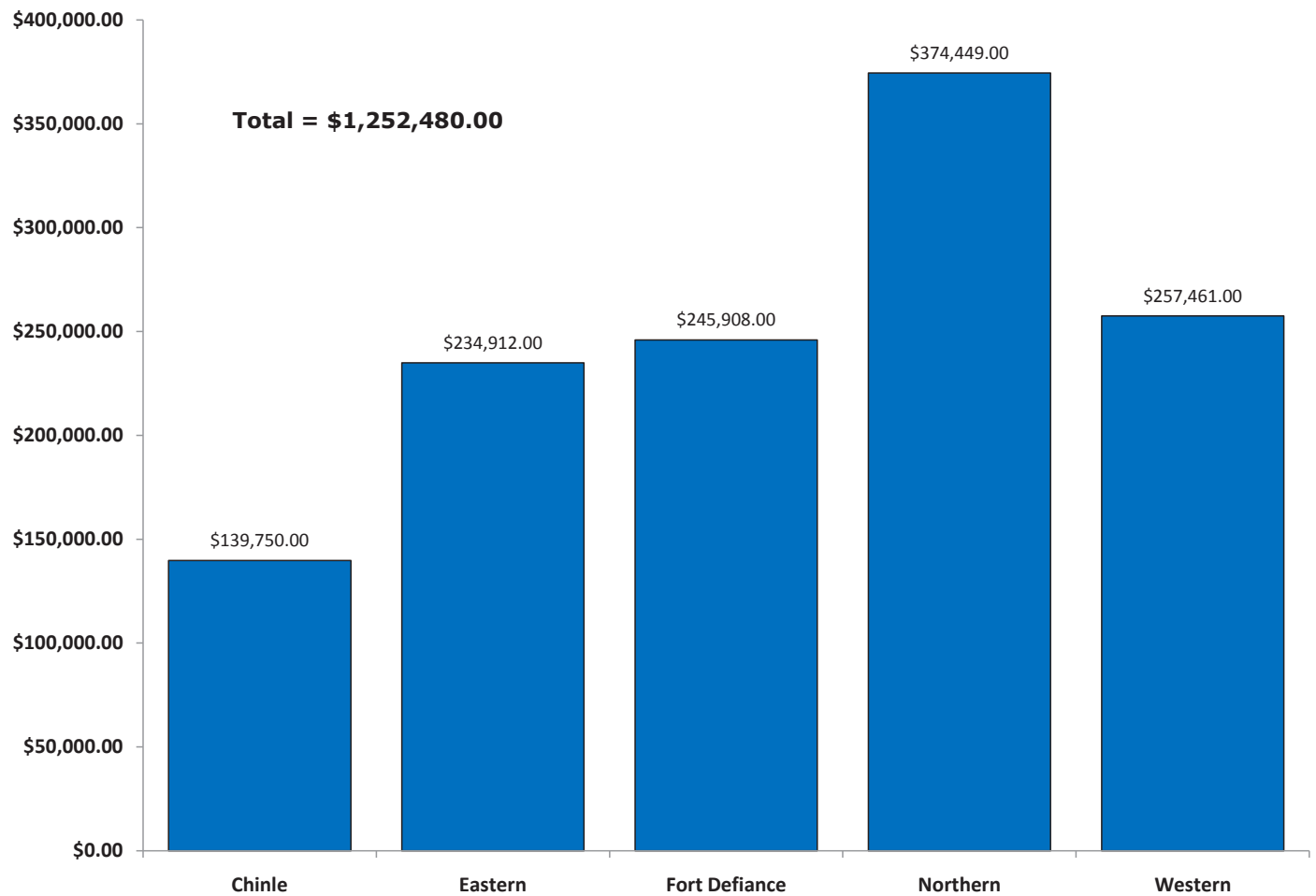


Corporate Funds include Peabody Coal Company, Chevron Mining, Inc. (formerly Pittsburg & Midway Coal [P & M]), Four Corners Power Plant (APS), and El Paso Natural Gas.

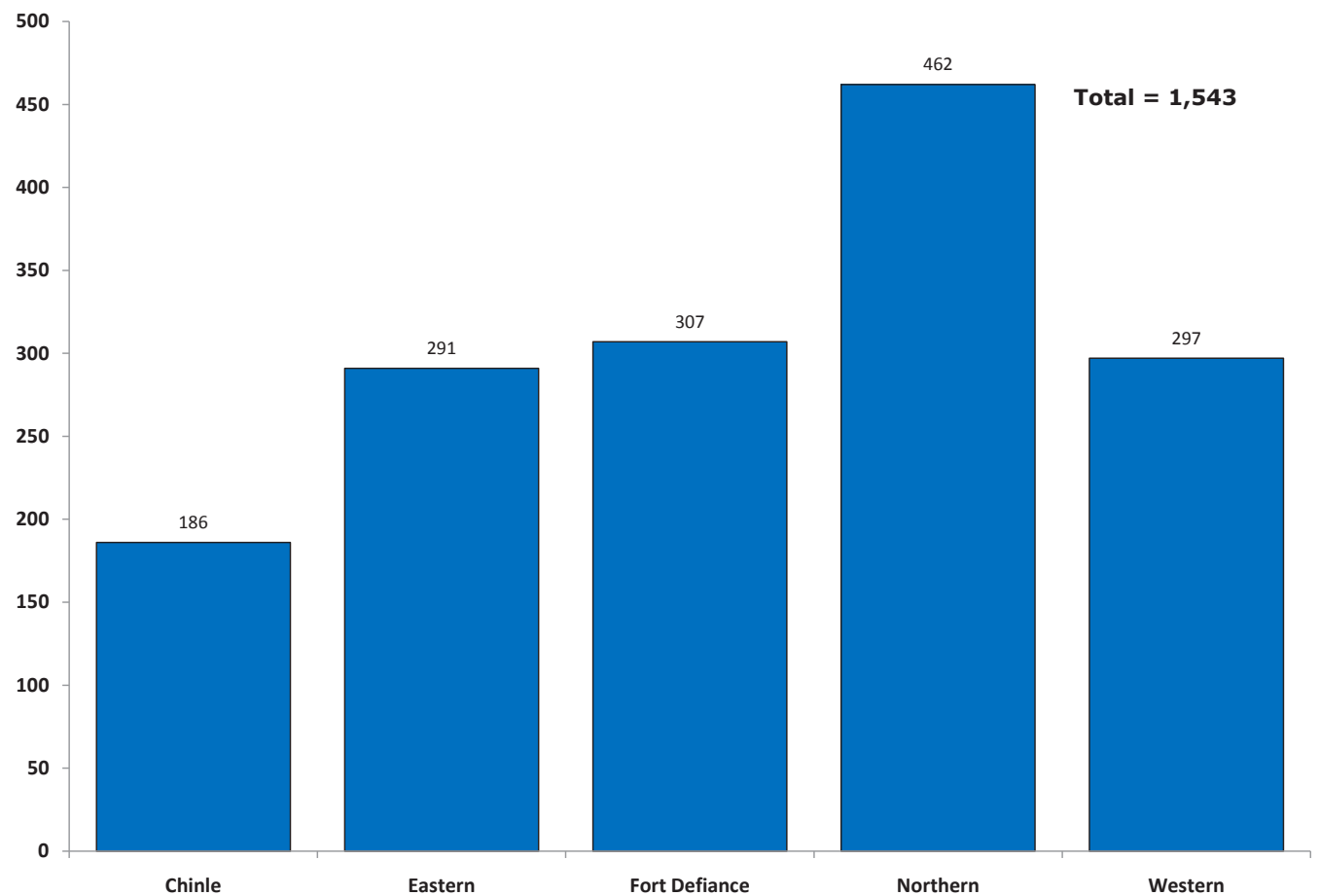
According to the first graph, a total of \$1,252,480.00 in Corporate Funds were used for scholarships. The Chinle Agency awarded \$139,750.00; the Eastern Agency awarded \$234,912.00; the Fort Defiance awarded \$245,908.00; the Northern Agency awarded \$374,449.00; and the Western Agency awarded \$257,461.00 for the 2010 Calendar Year.

The second graph shows a total of 1,543 students who received Corporate Funds. Chinle awarded 186 students, Eastern awarded 291 students, Fort Defiance awarded 307 students, Northern awarded 462 students and Western awarded 297 students.

Amount of Corporate Funds used for Students



Number of Students awarded from Corporate Funds



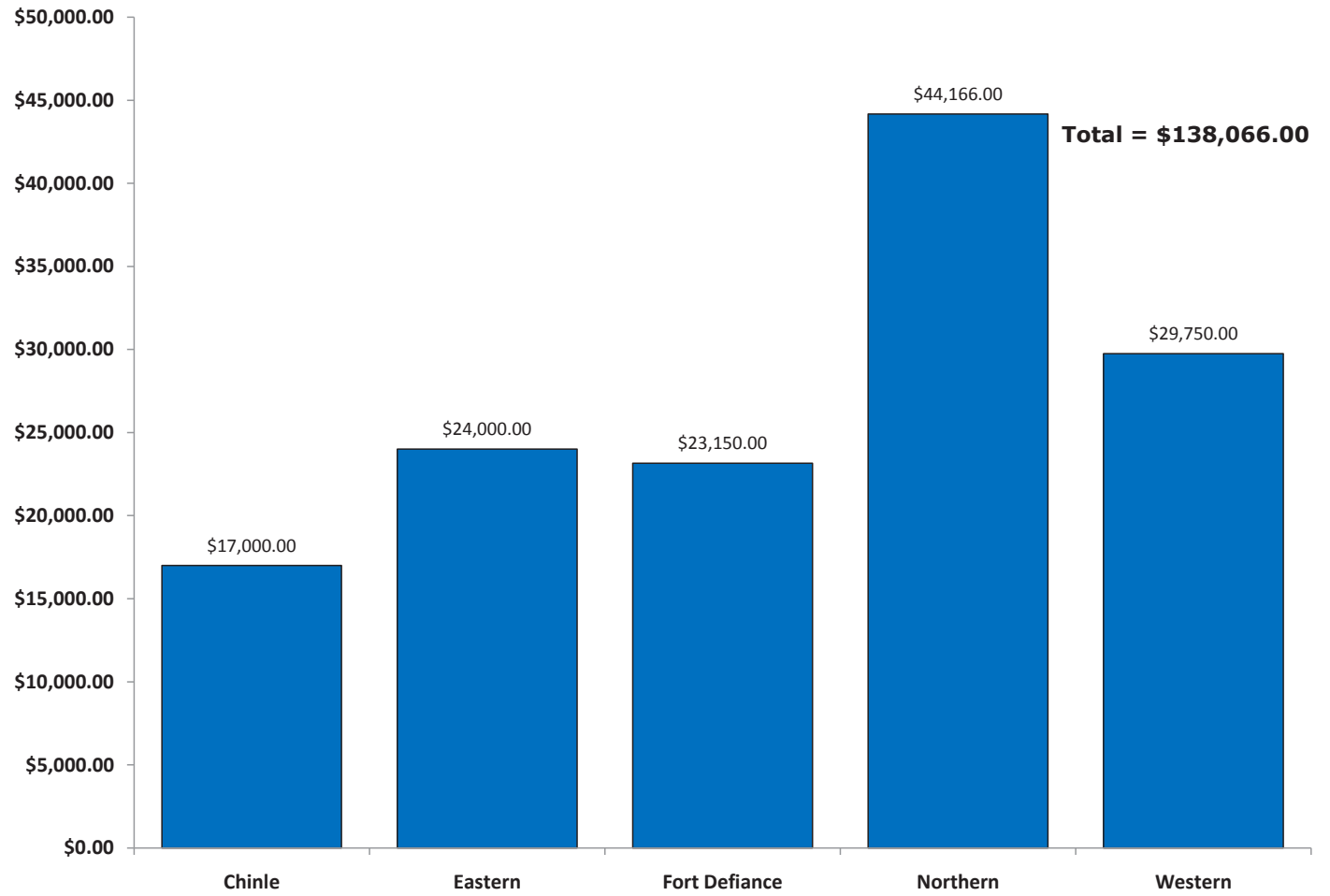


Private Donations represent 1% of all funding sources. Donors include Margaret Sussman, Serena Sharp, Robert King and Dr. Jennifer Denetdale.

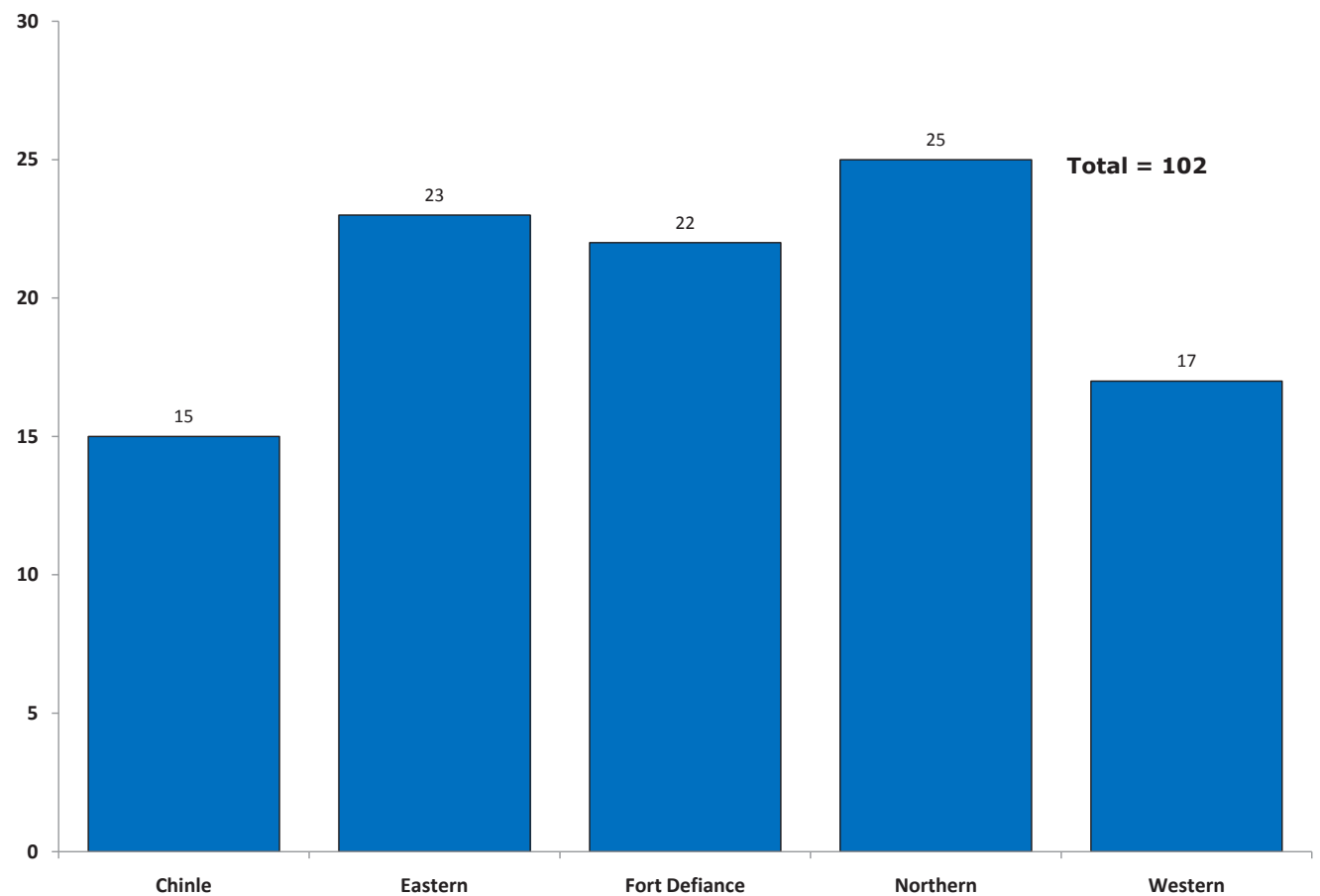
According to the first graph, there is a total of \$138,066.00 in Private Donations used for scholarships. The Chinle Agency awarded \$17,000.00; the Eastern Agency \$24,000.00; the Fort Defiance awarded \$23,150.00; the Northern Agency awarded \$44,166.00; and the Western Agency awarded \$29,750.00 for the 2010 Calendar Year.

The second graph shows a total of 102 students who received scholarship funding from Private Donations. Chinle awarded 15 students, Eastern awarded 23 students, Fort Defiance awarded 22 students, Northern awarded 25 students and Western awarded 17 students.

Amount of Private Donations used for Students



Number of Students awarded from Private Donations

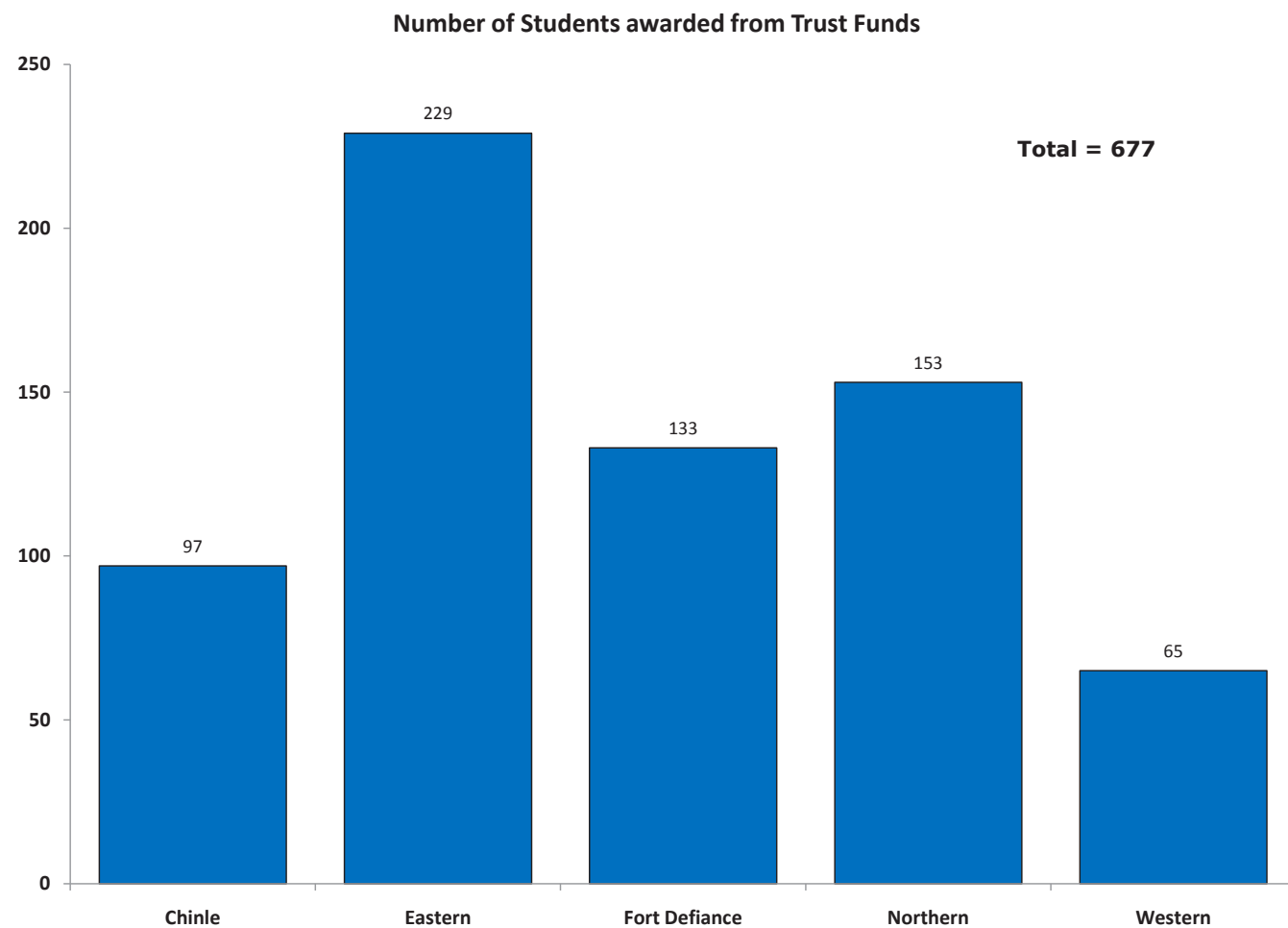
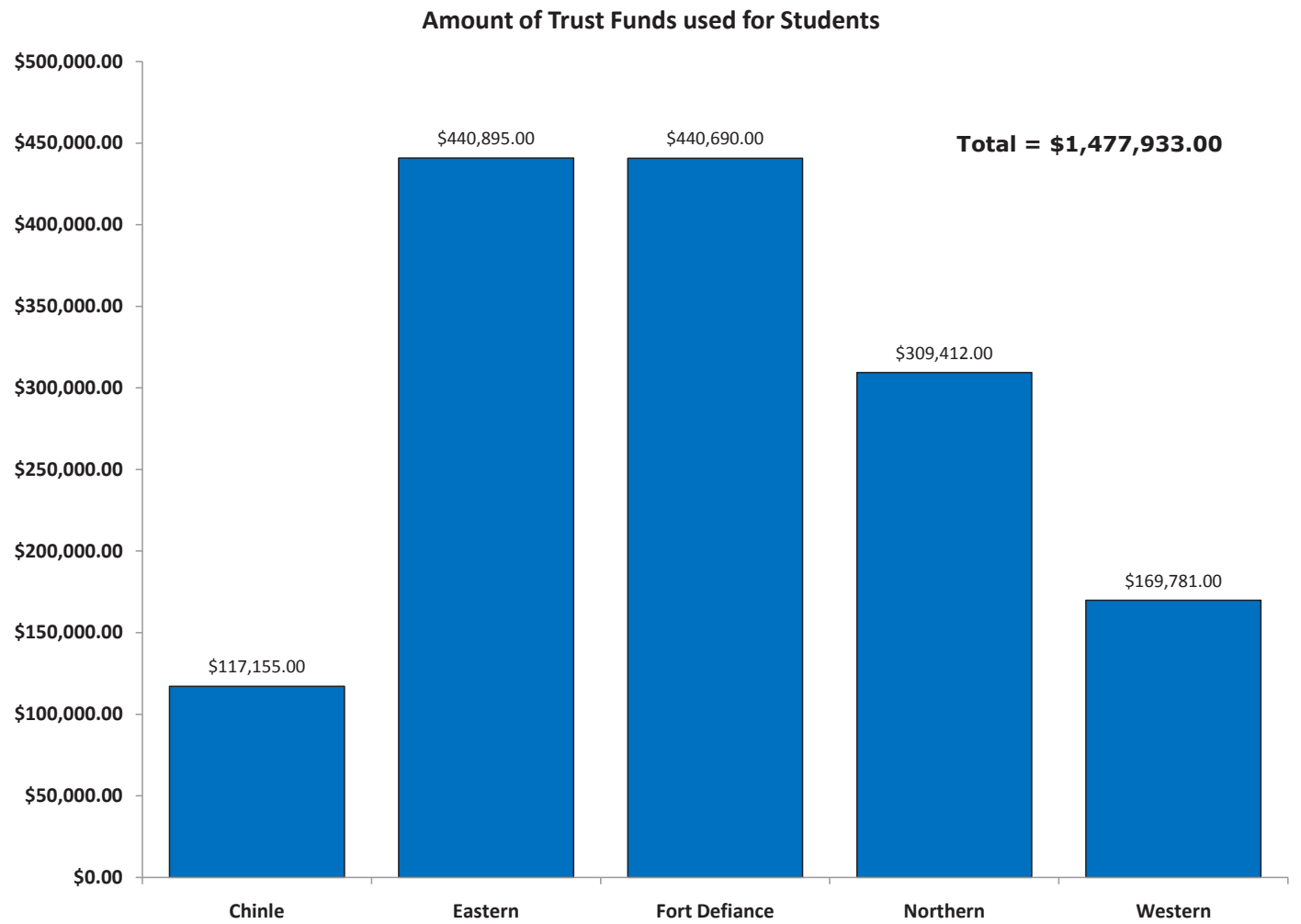




Trust Funds include the Graduate Trust Fund, the NECA Trust Fund, the Vocational Education Trust Fund, and the Tucson Electric Trust Fund which make up 8% of the overall funding sources.

According to the top graph, a total of \$1,477,933.00 in Trust Funds were used for scholarships. The Chinle Agency awarded \$117,155.00; the Eastern Agency awarded \$440,895.00; the Fort Defiance agency awarded \$440,690.00; the Northern Agency awarded \$309,412.00; and the Western Agency awarded \$169,781.00 for the 2010 Calendar Year.

The lower graph shows a total of 677 students who received scholarship funding from Trust Funds. Chinle awarded 97 students, Eastern awarded 229 students, Fort Defiance awarded 133 students, Northern awarded 153 students and Western awarded 65 students.



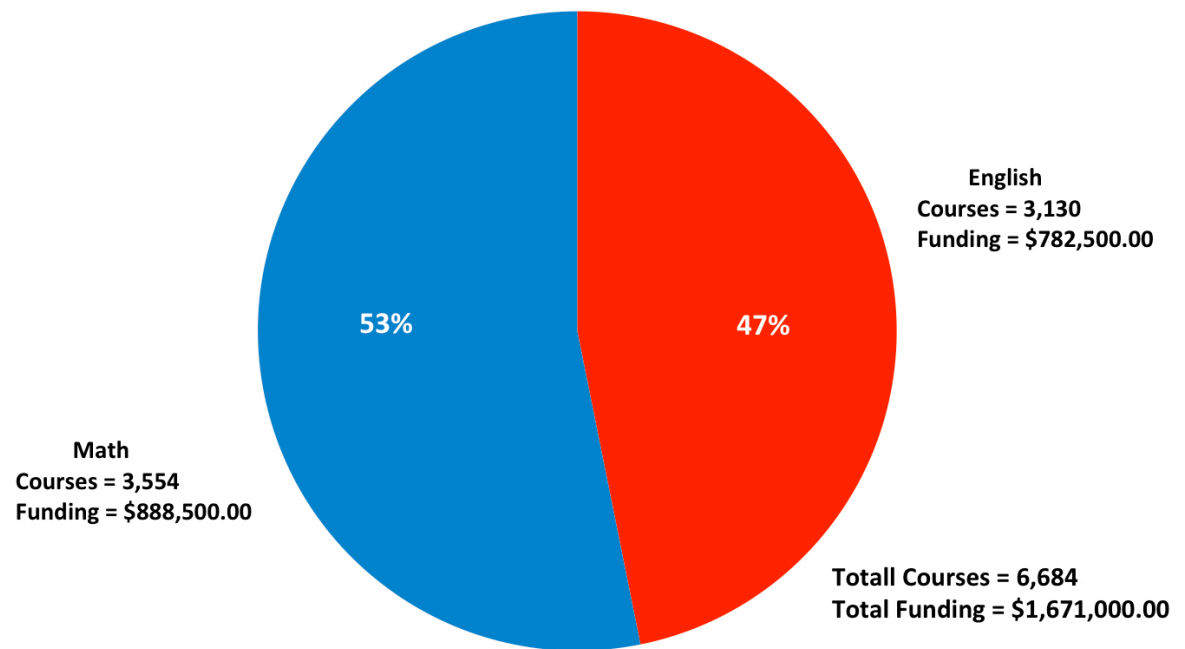


The graphs on pages 13-14 present data on students that are taking remedial English and Math courses during their undergraduate studies.

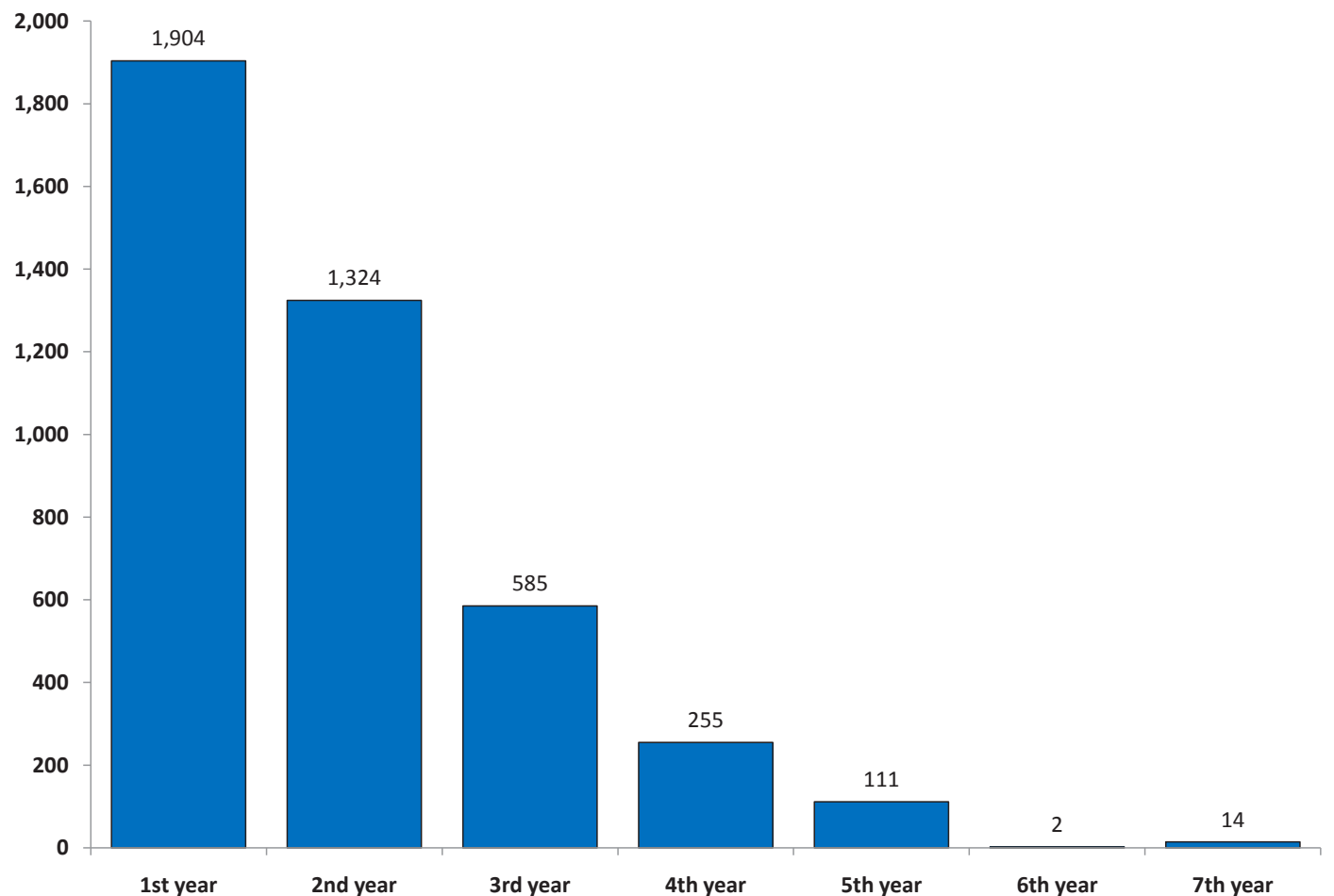
The pie chart at right shows the Number of Courses and Funding for remedial English and Math courses. Because a student may be enrolled in one or two remedial courses during the semester(s), there are actually 4,195 Undergraduate students taking a total of 6,684 remedial courses during the 2010 Academic Year. The 2010 Academic Year consists of Fall 2009, Winter 2010, Spring 2010 and Summer 2010. A total of \$1,671,000.00 was spent on remedial coursework during the 2010 Academic Year.

The chart below shows undergraduate students enrolled in remedial courses by their year in school. There are 4,195 Undergraduate students represented in their first to seventh years in school. The student's first year indicates their classification as a Freshman; second year as a Sophomore; third year as a Junior; and their fourth through seventh years as Senior. The first year shows 1,904 students enrolled in remedial coursework; 1,324 in the second year; 585 in the third year; 255 in the fourth year; 111 in the fifth year; 2 in the sixth year; and 14 in the seventh year.

2010 Award Year Remedial Students by Number of Courses and Funding

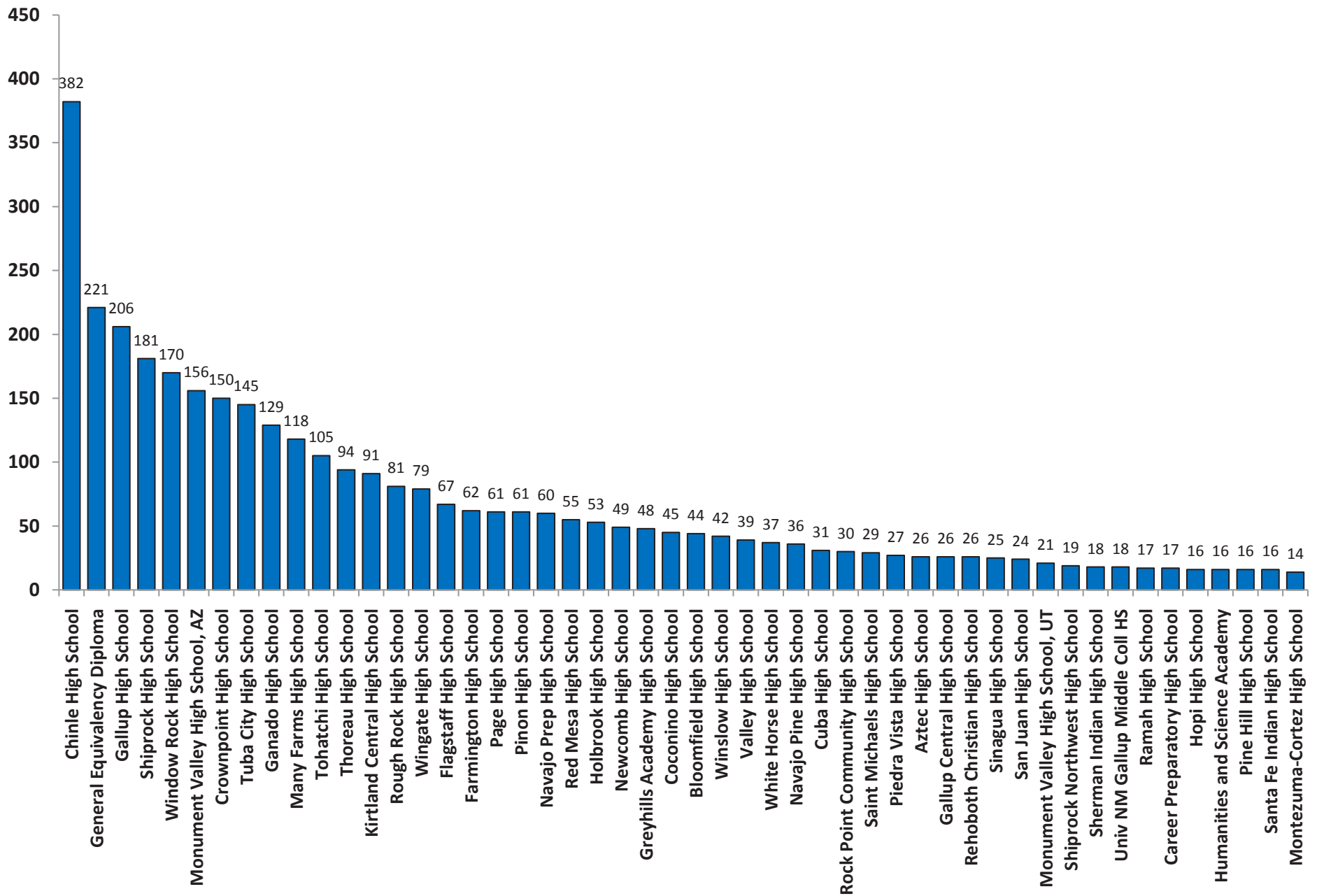


2010 Remedial Students by Year in School





2010 Academic Year Remedial Students by High School



The chart above presents the high school attended by the 4,195 Undergraduate students who are enrolled in remedial English and Math courses in college during the 2010 Academic Year (Fall 2009, Winter 2010, Spring 2010 and Summer 2010). There are a total of 379 high schools that were attended by Undergraduate students enrolled in remedial coursework in college. Chinle High School has 382 students enrolled in remedial coursework, followed by 221 students who earned their GED (General Equivalency Diploma), and Gallup High School which has 206 students enrolled in remedial coursework.

Many of the entering college freshmen enroll in remedial courses in English and Math. The preponderance of remedial education for students is an indication that for any number of reasons, college students are not obtaining foundational English and Math knowledge and skills at the secondary level, or high school. Unfortunately, the cost of remedial coursework consumes 9% of scholarship funding. While ONNSFA at present funds remedial coursework, the true intent of scholarship funding is to pay for higher education college level coursework and not remedial education.



Students Awarded by Chapter

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, 136 students were awarded funding in 2010. In total, 7,407 students were awarded in 2010. 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. In 2010, 8 students selected “unknown” for their chapter affiliation.

Shiprock Agency

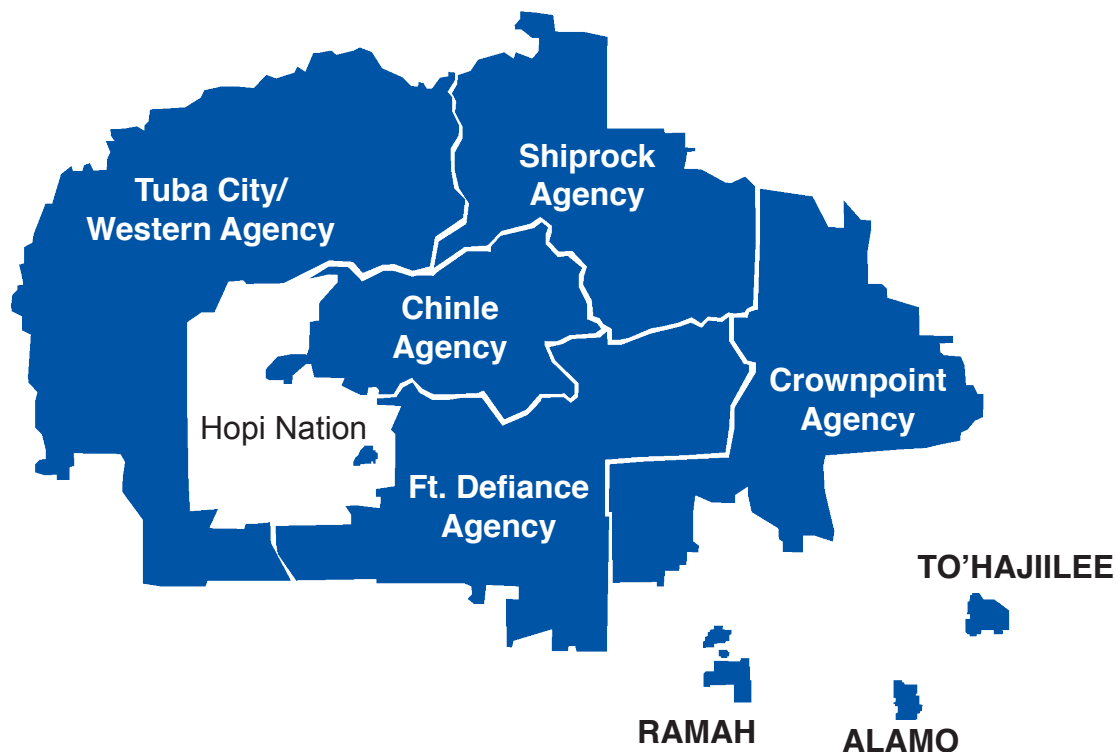
- Aneth - 136
- Beclabito - 46
- Burnham - 21
- Cove - 42
- Gadif' ahí - 48
- Mexican Water - 47
- Nenahnezad - 95
- Newcomb - 49
- Red Mesa - 76
- Red Valley - 66
- Rock Point - 91
- San Juan - 34
- Sanostee - 95
- Sheepsprings - 41
- Shiprock - 548
- Sweetwater - 60
- Tiis Tsoh Sikaad - 13
- Toadlena/Two Grey Hills - 27
- Tec Nos Pos - 75
- Tsé Daa K'aan - 86
- Upper Fruitland - 122

Crownpoint/ Eastern Agency

- Alamo - 17
- Baca/Haystack - 50
- Becenti - 44
- Bahaali - 33
- Casamero Lake - 30
- Chichiltah - 69
- Church Rock - 88
- Counselor - 17
- Crownpoint - 178
- Huerfano - 71
- Iyanbito - 19
- Lake Valley - 22
- Littlewater - 27
- Manuelito - 33
- Mariano Lake - 24
- Nageezi - 36
- Nahodishgish - 17
- Ojo Encino - 27
- Pinedale - 50
- Pueblo Pintado - 30
- Ramah - 37
- Red Rock - 52
- Rock Springs - 60
- Smith Lake - 37
- Standing Rock - 37
- Thoreau - 62
- Tohajiilee - 26
- Torreon/Star Lake - 40
- Tsayatoh - 31
- Whitehorse Lake - 15
- White Rock - 23

Tuba City/ Western Agency

- Birdspring - 29
- Bodaway/Gap - 45
- Cameron - 47
- Chilchinbeto - 35
- Coalmine Canyon - 61
- Coppermine - 32
- Dennehotso - 59
- Inscription House - 43
- Kaibeto - 44
- Kayenta - 174
- Lechee - 55
- Leupp - 78
- Navajo Mountain - 35
- Oljato - 95
- Shonto - 62
- Tolani Lake - 31
- Tonalea - 89
- Tónaneesdizi - 379



Chinle Agency

- Black Mesa - 26
- Chinle - 352
- Forest Lake - 20
- Hard Rock - 42
- Lukachukai - 126
- Many Farms - 128
- Nazlini - 44
- Pinon - 80
- Rough Rock - 56
- Round Rock - 62
- Tachee/Blue Gap - 29
- Tsaile/Wheatfields - 105
- Tselani/Cottonwood - 62
- Whippoorwill Spring - 52

Ft. Defiance Agency

- Cornfields - 47
- Coyote Canyon - 46
- Crystal - 40
- Dilkon - 60
- Ft. Defiance - 295
- Ganado - 93
- Greasewood Springs - 26
- Houck - 58
- Indian Wells - 35
- Jeddito - 48
- Kinlichee - 69
- Klagetoh - 38
- Low Mountain - 37
- Lower Greasewood - 34
- Lupton - 43
- Mexican Springs - 49
- Nahata Dziil - 30
- Naschitti - 77
- Oak-Pine Springs - 26
- Red Lake - 42
- Sawmill - 61
- Steamboat - 61
- St. Michaels - 139
- Teestoh - 56
- Tohatchi - 63
- Twin Lakes - 68
- White Cone - 59
- Wide Ruins - 41



2010 News and Updates

Chinle HS Parent Coordinator: Involved Parents, An Indicator of Student Academic Success



Above: Vernita Largo (Center), Parent Coordinator at Chinle High School, talks with a parent at a February Parent/Teacher Conference. Largo invited local colleges to the conference to provide information to parents and their children.

Chinle, Arizona — Vernita Largo, Parent Coordinator at Chinle High School, has noticed that students who are doing great in school have parents who are involved.

“That’s my job—getting parents involved with their child’s education,” she said. “Parent-

Teacher conferences are just one of the ways.”

There are several ways parents can get and stay involved, she explained. One of the ways is through Power School, an online tool for parents to check on their children’s grades and attendance.

Vernita coordinates workshops and conference for parents, giving parents as much information as she can about their child’s education. It’s a challenge.

Parents, out here in the rural Navajo Nation, face unique challenges—transportation, grandparents as the primary guardians, no running water or electricity in the home, 2-3 hour bus rides to and from school, low income. “Just getting parents here is sometimes a challenge,” said Vernita.

Lennie Reed, 37-year veteran at Chinle High, says there’s more distractions for kids in school these days. “While the challenges—some 20-30 years ago—are the same, there have been some drastic changes in my time here,” said Reed.

When he first arrived in Chinle, he remembers a Navajo mother scolding a young boy, dropping him off at school. “I don’t know what she was saying but it was clear she was getting after him, telling him that he was going to school,” he remembers.

This evening, about 14 parents came by his classroom with their child. He wishes more parents would visit, he acknowledges. On the one hand, some students, especially the ones living in housing compounds, don’t have much to do when they get home—no chores and they seek other distractions. On the other hand, he said, you have kids who take a 1 ½ hour bus ride to a home with no electricity and lots of chores to do, and the parents aren’t home.

Kathleen Brown is a parent of graduate this year, Kendrick Harvey, who is one of some 175 students (based on latest estimates) set to graduate this spring from Chinle High. Kathleen said it won’t be easy for her when her son goes on to college. “Parents need to stay involved and be strong, be very strong,” she said.

“I try to be here for the parents, the kids, the teachers, the counselors; and the administration is very supportive,” said Vernita. “I love working here.”

Shiprock Financial Aid Counselor Awarded for Service

Shiprock, New Mexico — Kay Nave-Mark, Financial Aid Counselor at the Shiprock Agency Office of the Navajo Scholarship program, was awarded a plaque for her service as she leaves to head up education programs at BHP Billiton.

Superintendent of Schools, Andrew M. Tah, awarded Nave-Mark with a plaque, reminding her and all scholarship staff of their impact on the lives of so many Navajo college students.

Nave-Mark served for eight years at the Shiprock Agency office

as a Sr. Financial Aid Counselor. She and her staff provided assistance to college students in the Shiprock/Northern Navajo Agency, one of the largest agencies on the Navajo Nation.

“I am grateful for Kay’s outstanding service to Navajo youth and to the scholarship program,” said Rose Graham, Scholarship Director. “Students, parents, our staff, and many of her contacts at colleges and universities will miss her energy. We wish her well in her new position.”



Above: Department of Diné Education Superintendent, Andrew Tah, awards Kay Nave-Mark with a plaque for her service at the Shiprock/Northern Navajo Agency Office of the Navajo Scholarship Office. Nave-Mark accepted a position at BHP Billiton.



DNA Staff Attorney Gives Back to Navajo Nation for College Education

Arash Moalemi-Yazzie, spent two months, 10-12 hour days, in libraries and in his family's basement studying for the California Bar Exam. He passed, and as he promised, he's giving back to the Navajo Nation for helping fund his four-years at Cal State Fullerton and his grad schooling at the Florida Coastal School of Law.

"The Chief Manuelito Scholarship helped me focus on school," said Arash, who is a new Staff Attorney at the Chinle DNA Legal Services. "I didn't have to worry about school-related expenses. I think it assisted me greatly with maintaining a high GPA, getting good grades throughout college."

His scholarship paid for tuition, books, general expenses for his undergrad degree in business and for law school. After law school graduation in May



Arash Moalemi-Yazzie

2010, Arash studied and passed his bar exam and in January 2011, was offered a position at Chinle DNA Legal Services.

"Law school was highly competitive and I had to be at the top of my game," said Arash. Unlike his undergrad years, grades in law school were on a

curve and everyone competed against each other. "It required me to focus and a dedication to studying and books."

His grandparents, his parents are to credit, he says, for his desire to succeed in school. "My grandparents are from Shiprock and they like my parents emphasized education to me," said Arash. "In today's day and age, it's not the only way, but a college education is what one needs to be successful."

Set a good foundation for success by going to college, whatever and wherever it is, Arash tells young people. "Do whatever you can to get your degree and go as far as you can."

A California kid, Arash now lives in a three-bedroom house in Many Farms with his wife and their three dogs. "We're really happy out here."

Ft. Lewis College Submits FNA Online

Ft. Lewis College has been submitting its student Financial Need Analysis online to the Office of Navajo Nation Scholarship and Financial Assistance for the past two years. Diana Longwell, Financial Aid Counselor, said staff are saving time.

The process is highly automated. The ONNSFA online system asks information like year attending, full time or part time, family contribution, other financial aid, residing on or off campus, etc.

Cost of attendance figures are loaded into the system: Fees, room and board, books, transportation, tuition, etc. are all loaded.

Some improvements are needed, said Longwell, but as it is, the system is "definitely" a cost- and time savings.

Ft. Lewis College is one of several colleges participating in the online submission of documents.

Whitman Faces Challenges, Achieves Ph.D. with Navajo Scholarship

Dr. Carolene Whitman's road to a Ph.D. in education was supported by Navajo Nation scholarships and fellowships. She is Honágháahnii born for Tsi'naajíinii. Her maternal grandfathers are Tódík'ózhi and her paternal grandfathers are Náneesht'ézhí-Náádaá altsoii.

"I explored different scholarships, applying for the ones I qualified for," remembers Whitman. "I applied for the Navajo Nation scholarship and crossed my fingers because I knew it was competitive."

She got the scholarship and chose to go to school close to home. "I stayed in New Mexico for my family," she said, describing the challenges of single parenthood, holding down a part time job, and performing well in rigorous courses. "It was tough doing all three, and the Navajo Nation scholarship monies helped me out a lot throughout my



Dr. Carolene Whitman pictured with her husband, Dan Yazzie

years of education."

Many students may face Whitman's same challenges. She said, "Balance your course load—hard, intensive courses with courses you can handle. Take chemistry, biology, or calculus with

your humanities courses."

And stay close to your advisor, said Whitman. "Become partners with your advisor, because they have the best advice for you on how to finish your college degree."

When in school, look at the bulletin boards, she also said. Scholarships, part time jobs, study groups, internships—tons of information—are found on these boards. "I don't think students look at these boards enough."

After some years in teaching at the UNM main campus, Whitman is now an Adjunct Faculty member at the UNM Gallup College of Education. She earned a Bachelor of Science degree in Science Training and Learning Technologies, a Master of Arts in Organizational Learning and Instruction Technologies. Her doctorate is in Language Literacy and Sociocultural Studies. All her degrees are from UNM and all were supported, in part, by the Navajo Nation Scholarship.



Financial Aid Counselors: Leading, Guiding the Way



(L-R): Sr. Financial Aid Counselor from the Chinle Agency Office, Marilyn Daw shares information with a high school student at a recent Parent/Teacher Conference at Chinle High School. Shirley Tunney, Sr. Financial Aid Counselor from Tuba City, assists Lyle Reese, a Sophomore, Majoring in American Indian Studies at Fort Lewis College, with the online application. Reese is checking his application status online at the Navajo Scholarship Office website: www.onnsfa.org. Winona Kay, Sr. Financial Aid Counselor at the Crownpoint Agency Office, helps a Thoreau High School Senior with some information on how to apply for a Navajo Nation scholarship. Kay attended Thoreau High School's Career Day to provide information on how to pay for college.

Financial Aid Counselors at the Office of Navajo Nation Scholarship and Financial Assistance not only process applications for college students, part of their time is spent providing information to a new class of incoming college students.

Throughout the year, Counselors can be seen in high schools at college fairs answering questions from students and parents and at colleges and universities throughout the southwest visiting Navajo scholarship recipients.

Where do I apply? What is a Financial Needs Analysis? Where do I apply for the FAFSA? How much funding do I qualify for? These are some of the questions posed to Counselors by high school seniors.

Many of these frequently asked questions from students can be answered by going to the scholarship office's website (www.onnsfa.org) or its Facebook page (www.facebook.com/onnsfa)

where Counselors have posted many responses. These sites are part of the scholarship office's efforts to answer as many frequently asked questions as possible.

However, said Counselors, questions specific to a person's file and/or status must be addressed confidentially, pursuant to Federal requirements. Students can either access their information online to check their status and/or speak with a Financial Aid Counselor by calling one of the five scholarship Agency Offices. A listing of contact information can be found at www.onnsfa.org.

This January, the Crownpoint Agency Office attended a Career Day activity at Thoreau High School. Throughout the day, Freshmen, Sophomores, Juniors, and Seniors were ushered into the gymnasium to meet and greet with local colleges and universities. The Navajo Scholarship Office staff attended to provide informa-

tion on how to pay for school.

In February, the Chinle Agency Office attended a Teacher/Parent Conference at Chinle High School. As parents and their children visited with their teachers, scholarship staff were on hand to answer students' and parents' questions about applying for a Navajo Nation Scholarship.

In November, the Tuba City Agency Scholarship Office staff visited Navajo Scholarship recipients at Ft. Lewis College in Durango, Colorado. In addition to visiting with students individually, staff introduced students to some of its online features. Students created accounts, logged in and checked the status of their applications.

These presentations, and the online application feature on its website, has increased awareness of the Navajo Nation Scholarship amongst graduating high school students and entering college fresh-

men. As a result the Navajo Nation Scholarship has become more popular and very competitive. More and more Navajo students are applying for a scholarship. Counselors tell students that scholarships are awarded to qualifying, eligible Navajo students on a first come, first serve basis, with preference for the physically disabled and veterans.

Rose Graham, Director of the Navajo Scholarship Office, encourages students to seek alternative sources of funding. In the past, she said, students could rely solely on the tribal scholarship to fund their college education but today, students must seek other sources of funding to help pay for school.

While they cannot process applications to other sources of funding, the Scholarship Office's Financial Aid Counselors can help students identify other potential scholarships.



BIA Navajo Region Provides More than Funding

The Bureau of Indian Affairs – Navajo Region Administration has provided significant scholarship support to the youth of the Navajo Nation. This year, the BIA contribution accounted for 67 percent of all scholarship funding sources (see summary on pp. 2-3, 8).

The BIA provides this Federal support to the Navajo Nation in accordance with a “638” contract. Also known as P.L. 93-638, as amended, this contract is based on the Self-Determination and Education Assistance Act. Through this contract, the BIA provides funding for Navajo Scholarship Office operations and scholarship funding for Navajo students.

“The Navajo Region BIA management goes out of their way to provide a variety of services,” said Rose Graham, Director of the Navajo Scholarship Office.

One of the services being provided is the Higher Education Grant—scholarships for college students—administered by the Navajo Nation Schol-



(L-R) Omar Bradley, BIA Regional Director; Mike Black, Director BIA, Washington, D.C.; Sharon Pinto, Deputy Regional Director; and Timothy DeAsis, Acting Superintendent, Eastern Navajo Agency.

arship Office. “The BIA has provided scholarship opportunities to Native American students throughout the country,” said Sharon Pinto, Deputy Regional Director, BIA Navajo Region. “Funding is based on allocations determined by BIA central in Washington, D.C.”

In addition to providing funding, the BIA also provides a variety of other support services such as technical support. They also monitor the Navajo Scholarship Office by visiting each of its five Agency Offices. In their

monitoring function they review expenditure of funds for personnel and operations as well as conduct a random audit of student files, checking to see if decisions are made in accordance with policies and procedures. They also ensure that student files are in safely secured and kept confidential.

The Navajo Region BIA also provides training free-of-charge on a variety of federal regulations, including, but not limited to: P.L. 93-638 regulations, Contract Support Costs, Records Management, and Indirect Costs.

Every year they also host the annual budget formulation meetings.

“As outlined on page eight of this report, in addition to Base Funding, the BIA is active in providing whatever Supplemental Funding they can,” said Graham. “We’re very grateful for the BIA’s efforts to provide as much scholarship funding as possible to our students, especially at this time when the Navajo Scholarship is

in great demand. Mr. Bradley and his staff have been very helpful in advocating on behalf of our students.”

As part of its responsibility, the Navajo Scholarship Office, reports annually to the Navajo Region BIA. This 2010 Annual report, which summarizes the allocation of Federal funds in 2010, will be shared with the BIA.

“A report like this is very beneficial,” said Pinto. “It does a lot of good for us to see the data—the classes students are taking and the degrees they’re pursuing. It helps us see the greater need. We want to utilize every available dollar to benefit scholarships for students. When we have carryover funds, the first priority on our list is scholarships for Native American students. We hope to send more dollars if/when they become available. Even with budget freezes and cuts this year, we might have additional dollars to send over, but it’s still going to be a little bit tighter this year,” said Pinto.

Former Admissions Director: Involved Students Do Well in School

When students get involved, they do really well in college, said Angela Mora Riley, former Admissions Counselor and Director of Admissions at New Mexico State University. “Students meet other people and it helps,” she said.



Angela Mora Riley

Mora Riley retired in December from NMSU after 27 years in the Admissions office, first as Counselor, Assistant Director, and then Director.

In those 27 years, she’s worked closely with the Navajo Nation Scholarship Office and has learned some things that students should know and has some advice

on preparing for college.

“First thing, visit the campuses,” she said. “I know it’s hard to get away but visit the campuses early in your high school years. Make a visit to a campus when you have the chance.”

Second, she said, take your exams—SAT’s, ACT’s—early. “Your Junior year is a good time to take them. Even if you’re not sure about college, take them anyway and keep your options open.”

Third, when they come to town, she advised, go to the col-

lege fairs. “Fill out those contact cards, get on the mailing lists.”

Fourth, apply to at least five schools, she said. “Ask if they can waive the application fee. If you get accepted into two or more, that’s fine. You can always decide to go to this school or that one, or whether to attend college or not, but apply.”

And there are so many scholarships that are not applied for, she said. The Gates Millennium Scholarship and the Bill Daniel Scholarship are scholarships that students should apply for. “Do not just rely on the tribal scholarship. You have to look at others and apply

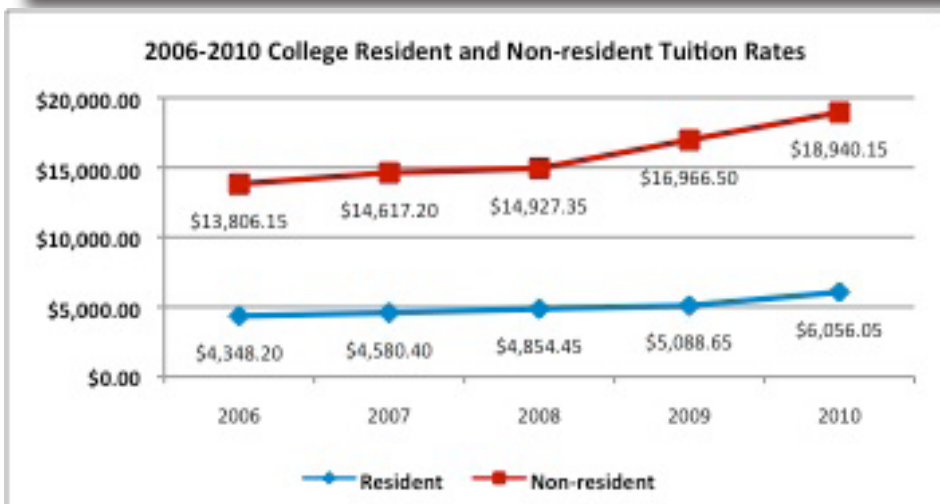
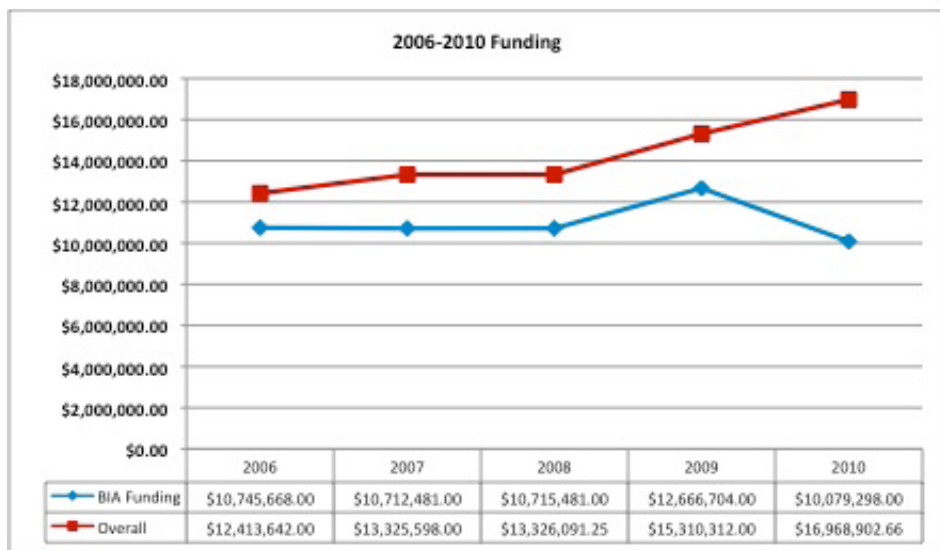
for as many of them as you can,” she said.

“If you plan to go to the military, or go work, apply to college anyway and take your exams, because you just never know and plans always change,” she said. “You never know what’s going to happen after high school.”

Finally, start local if you can and then transfer. “Go to the community college to start off and then transfer.” Mora Riley graduated high school from Ganado, started at the College of Ganado and then attended New Mexico State University.



NN Vice President Recruits Author and Ph.D Morris



Top: The BIA and Overall Funding amounts are presented from 2006-2010, with BIA funding decreasing this past year. Below: The steady rise in cost of attendance (i.e., tuition) is presented for colleges where significant numbers of Navajo students go to school.

FROM PAGE ONE.

off the Navajo Nation as well. A significant number of Navajo families are living outside the Navajo Nation, in border towns and metro areas. Many of our students are attending K-12 schools in these areas. The data shows that the problem is the same for schools on and off the Navajo Nation—high school graduates are not adequately prepared to enter the workforce or college.

On a concluding note, I would like to ask past recipients to contribute to the Navajo Nation Scholarship Office for the benefit of our children. A \$5-\$20 contribution will help. All contributions go directly to Navajo students. I am confident that if every Navajo person contributes a small amount of money, we can help more Navajo college students.

While we deal with the challenges of more and more ap-

plicants, we are nevertheless glad to see that more students are aware of the Navajo Nation Scholarship. The increased numbers are evidence of students taking advantage of our online application.

In addition to financial aid, we also provide outreach services, participating in college fairs, presenting at schools and community meetings, providing information and answering questions about the program, and visiting students at colleges and universities.

We also help businesses recruit Navajo professionals as well as help students connect with those businesses for employment on or near the Navajo Nation.

In closing and on behalf of our staff, I would like to wish our college students and high school graduates the very best.

Rose Graham, Director,
Navajo Nation Scholarship Office



Irvin Morris

Irvin Morris, author, former professor, and now staff assistant to Navajo Nation Vice President Rex Lee Jim, was nearly born at his family's summer sheep

camp on the eastern slopes of the Chuska Mountains. The family, he said, had just sat down to lunch when his mother realized the baby was coming. They raced over the rugged dirt road winding up the summit and then down the other side, making the turns on two wheels, slowing down by grinding gears because the truck had no brakes. "I think of my birth as an apt metaphor for what my life has been and continues to be as an Indian in America," said Morris.

Morris never made a long-range plan for his education, and wasn't serious about school until late in his twenties. "Up until then, I was the typical Navajo young man, more preoccupied with having fun than preparing for life," he remembers.

His education, really didn't begin until 1986. "I was finally beginning to ask some serious questions of myself: Am I happy? What was I going to do with my life?" he said.

Morris had always been interested in writing, but he never took it seriously as a career. In 1988, he was accepted into the Creative Writing Program at the Institute of American Indian Arts in Santa Fe. "I didn't have to pay tuition and I would have free room and board for the next two years." After an Associate of Arts degree from IAIA, Morris headed west to UC Santa Cruz where he finished his BA degree in 1991. He was then accepted into Cornell

University's prestigious Creative Writing Program. After getting his Master's degree in 1993, he worked full time as a Lecturer in the university's English Department.

Discovering that he liked writing and teaching, Morris decided to earn a doctorate degree. "I began my doctoral work in American Studies, with an emphasis in Native American Studies, at the State University of New York, and completed coursework for the degree in 1996," he said.

After a tenure-track position as an Assistant Professor of English and American Indian Studies at the University of Arizona, Morris came home. "I wanted to work with my own people," he said.

In spring 2001, he got a job teaching English, Creative Writing, and Native American Literature at Diné College where he served as the head of Communications, Fine Arts & Humanities before his transfer to the Office of the President and Vice President where he serves as Executive Staff Assistant to Vice President Rex Lee Jim.

There's really no secret to educational success, said Morris, looking back. "I'd say, just a lot of blood, sweat, and tears. If you're not afraid of a little hard work, that degree is just waiting for you to claim it."

"I want to recognize some very important people," said Morris. "In particular, I must acknowledge the unwavering support of the Navajo Nation Scholarship and Financial Assistance Office for all the assistance they provided, financial and otherwise," he said. "I want to single out Maxine Damon. I do think that there are many like her in that office, unsung heroes who toil away on our behalf and whose patience, generosity, and dedication has had a tremendous and positive impact on our nation."