Navajo Youth Continue to Persevere, Move Forward

BY ROSE GRAHAM
DEPARTMENT DIRECTOR

The Office of Navajo Nation Scholarship and Financial Assistance expresses its appreciation for students’ patience as we continue to navigate through the challenges imposed by the ongoing coronavirus pandemic.

As director of the ONNSFA, a program within the Navajo Nation government, I am proud to report that the youth of the Navajo Nation continue to persevere and are moving forward with their educational endeavors despite seemingly insurmountable challenges.

Since early 2020, students and faculty in higher education have faced countless disruptions. When colleges and universities first responded to the pandemic and turned to remote instruction in March 2020, students were rushed off-campus.

In many cases, students returned to family homes within the boundaries of the Navajo Nation. Many realized they could not make an immediate move online because of the lack of reliable internet or electricity. Yet their schools expected them to keep to academic schedules as if nothing had changed.

Early in the pandemic, Chad Hamill, PhD, who was serving as the Vice President of Northern Arizona University’s Office of Native American Initiatives, sought support to provide an adequate Wi-Fi signal for students throughout the Navajo Nation. He alerted the ONNSFA of the initiative and we gladly offered technical assistance.

Working with key staff from NAU and the University of Arizona, Dr. Hamill helped to establish Wi-Fi which could be accessed by students in Fort Defiance, Window Rock, Tuba City and Kykotsmovi, Ariz. Eventually, the project included partners such as Diné College and Navajo.

See NAVAJO YOUTH, Page 14
ONNSFA Statistical Profile

<table>
<thead>
<tr>
<th>Calendar Year</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students Requesting Awards:</td>
<td>13,226</td>
<td>11,924</td>
</tr>
<tr>
<td>(Students are counted once whether they submit one or more applications during a calendar year.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Students Receiving Awards:</td>
<td>6,646</td>
<td>5,548</td>
</tr>
<tr>
<td>(Students are counted once whether they receive one or more awards during the calendar year.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of Students Funded:</td>
<td>50%</td>
<td>47%</td>
</tr>
<tr>
<td>(The total number of students awarded from the total number of applicants. Applicants are counted once.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Students Denied:</td>
<td>6,580</td>
<td>6,376</td>
</tr>
<tr>
<td>Denial Ratio of ONNSFA Applicants:</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Enrollment Status of Recipients:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>84%</td>
<td>81%</td>
</tr>
<tr>
<td>Graduate</td>
<td>16%</td>
<td>19%</td>
</tr>
<tr>
<td>No. of Awards by Funding Source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td>4,153</td>
<td>3,339</td>
</tr>
<tr>
<td>Navajo Nation, Trust, Corporate</td>
<td>5,330</td>
<td>4,884</td>
</tr>
<tr>
<td>Total</td>
<td>9,483</td>
<td>8,223</td>
</tr>
<tr>
<td>Total Federal Fund Awards to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Need-Based Students</td>
<td>$5,420,590</td>
<td>$3,971,784</td>
</tr>
<tr>
<td>Chief Manuelito Scholars</td>
<td>$7,060,338</td>
<td>$5,802,750</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$12,480,928</td>
<td>$9,774,534</td>
</tr>
<tr>
<td>Chief Manuelito Awards:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total No. of Student Awards</td>
<td>1,849</td>
<td>1,744</td>
</tr>
<tr>
<td>Total Expended From All Sources</td>
<td>$9,726,335</td>
<td>$9,428,340</td>
</tr>
<tr>
<td>Percentage From All Sources</td>
<td>37%</td>
<td>41%</td>
</tr>
<tr>
<td>Total Funding to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>20,284,639</td>
<td>17,617,742</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>5,647,637</td>
<td>5,582,856</td>
</tr>
<tr>
<td>Grand Total</td>
<td>$25,932,276</td>
<td>$23,200,598</td>
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<tr>
<td>Average Award to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>$3,631</td>
<td>$3,924</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>$5,530</td>
<td>$5,277</td>
</tr>
<tr>
<td>No. of Students Awarded:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undergraduate Students</td>
<td>5,586</td>
<td>4,490</td>
</tr>
<tr>
<td>Graduate Students</td>
<td>1,060</td>
<td>1,058</td>
</tr>
</tbody>
</table>

Apply online: www.onnsfa.org

Deadlines to apply:
2022-2023 Academic Year – June 25, 2022
2023 Spring/Winter Term - November 25, 2022

Financial Need-Based Awards
(up to $2,500 per semester)
Need-based funding is provided to students who demonstrate financial need according to the Financial Need Analysis (FNA) form submitted on their behalf by the school of attendance. Students in this category are deemed not to have sufficient personal or family resources to meet a college’s or university’s cost of attendance (e.g. tuition, books and housing). Awards of up to $2,500 per semester or $5,000 per academic year are provided to students based upon their individual need assessment. Primary funding sources of need-based awards are PL 93-638 funds and Navajo Nation Funds.

No-Need-Based Awards
($500 per semester)
No-need-based funding is provided to students, who are deemed to have enough resources to meet the cost of attendance (e.g. tuition, books and housing) at a college or university of their choice.

Chief Manuelito Scholarships
($3,500 per semester)
Merit-based scholarships are provided students, who achieve a high grade point average and a commensurate ACT or SAT college test score. Students are required to complete courses in Navajo Language (1 unit) and Navajo Government (½ unit) prior to the application deadline to be considered for this scholarship. Full-time undergraduate students may also qualify for the Chief Manuelito scholarship under the 24/3 rule by completing 24 credit hours of college-level courses with a 3.0 GPA. The Chief Manuelito Scholarship is based upon the GPA of college-level courses. Students seeking an Associate of Applied Science (AAS) or Certificate are ineligible. The scholarship is not automatically renewed and students must re-apply each year for continued consideration.

Graduate Student Awards
($5,000 to $10,000 per semester for 9-12 credit hours)
Grant awards are provided to Navajo students seeking graduate-level degrees.

Part-Time Undergraduate and Graduate Awards
($500 to $750 per semester depending on courses)
Funding is available for eligible part-time undergraduate and graduate students. Part-time application requirements and award amounts vary.
Degrees Attained/Pursued by ONNSFA Recipients

1,338 ONNSFA Award Recipients Attain College Degrees or Certificates

More than a thousand Navajo students persevered through the COVID-19 pandemic and earned a degree or certificate in Calendar Year 2021. It was a noteworthy feat for students as they were forced to pivot from in-person instruction to online classes. In the Spring of 2020, students were forced to deal with numerous changes. Many were hard hit by the pandemic and were forced to be creative to finish their degree programs by 2021.

Data collected from 196 schools, primarily in the Four-Corners area, showed that 1,338 students attained a degree or earned a certificate. Approximately 400 students, or 30 percent, earned an Associate or certificate. Another 47 percent earned a Bachelor’s degree, 19 percent earned a Master’s degree, and 4 percent earned a Doctoral or professional degree.

Degrees Sought by Class Levels - Undergraduate and Graduate

Eighty-one percent of students awarded by the ONNSFA in Calendar Year 2021 were attempting undergraduate degrees. A total of 4,490 or 74 percent of undergraduates were in a bachelor's degree program. Another 21 percent were in associate degree programs, and 2 percent sought certification.

Graduate students comprised about 19 percent of all students receiving ONNSFA awards. About 71 percent or 750 students were seeking Master’s degrees. Another 27 percent or 287 students sought doctoral/professional degrees. Seven graduate students were seeking certification. Fourteen were undeclared.

<table>
<thead>
<tr>
<th>Undergraduates</th>
<th># of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>959</td>
<td>21%</td>
</tr>
<tr>
<td>Bachelor</td>
<td>3,322</td>
<td>74%</td>
</tr>
<tr>
<td>Certificate</td>
<td>135</td>
<td>3%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>74</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4,490</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduates</th>
<th># of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral</td>
<td>287</td>
<td>27%</td>
</tr>
<tr>
<td>Master</td>
<td>750</td>
<td>71%</td>
</tr>
<tr>
<td>Certificate</td>
<td>7</td>
<td>1%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>14</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,058</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
ONNSFA Awards $23.2 Million in Financial Aid, Scholarships

From January 1 to December 31, 2021, the Office of Navajo Nation Scholarship and Financial Assistance awarded a total of $23,200,598 in scholarships and financial aid.

The total number of students, who received awards from the four funding sources equated to 5,548. The total number of awards made from all funding sources amounted to 8,223. The chart to the right illustrates the proportion of each funding source to the total amount administered by the ONNSFA.

Federal Funds (BIA P.L. 93-638)
Total: $9,774,534
No. of Awards: 3,339
Federal funds, provided though a P.L. 93-638 contract with the Navajo Region Bureau of Indian Affairs, comprised about 42 percent of the funds awarded by the Navajo Scholarship Office. Federal funds are used to award undergraduate students with financial need as determined by the student’s Financial Need Analysis and also for merit-based awards to Chief Manuelito Scholars.

Navajo Nation General Funds
Total: $11,293,430
No. of Awards: 4,086
Navajo Nation General Funds comprised about 48 percent of scholarship funds. These funds are used to provide awards to graduate students, undergraduates and students enrolled in the Navajo Teacher Education program.

Trust Funds
Total: $1,056,558
No. of Awards: 312
Interest revenue from trust funds comprised about 5 percent of funds awarded by ONNSFA in 2021. Policies for trust funds including the Graduate Trust Fund, the Navajo Engineering & Construction Authority Trust Fund, the Vocational Education Trust Fund and Tucson Electric Funds stipulate that “10 percent of the fund [market value] shall be used as scholarship and financial assistance.” Interest revenue from these sources fluctuate from year-to-year based upon market value.

Corporate Funds
Total: $1,076,076
No. of Awards: 486
Contributions from corporations comprised about 5 percent of the total funds awarded by ONNSFA in 2021. Leases with companies including Chevron Mining, Inc., and Dominion Energy include a provision that companies make a contribution to the scholarship fund. Contributions from private individuals to the Diné Scholarship Annual Fund are also included in this category.

Note: The total number of students awarded from all funding sources (5,548) differs from the total number of awards (8,223) as students may have received awards from a combination of funding sources and are counted in each source.
ONNSFA Funding

2017-2021 Funding By Calendar Years

<table>
<thead>
<tr>
<th></th>
<th>2017</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$9,971,453 (41%)</td>
<td>$13,647,552 (56%)</td>
<td>$13,414,550 (53%)</td>
<td>$11,917,270 (46%)</td>
<td>$9,774,534 (42%)</td>
</tr>
<tr>
<td>Navajo Nation</td>
<td>$12,168,071 (50%)</td>
<td>$8,710,026 (36%)</td>
<td>$9,964,989 (39%)</td>
<td>$12,480,928 (48%)</td>
<td>$11,293,430 (48%)</td>
</tr>
<tr>
<td>Corporate</td>
<td>$565,327 (2%)</td>
<td>$751,889 (3%)</td>
<td>$542,606 (2%)</td>
<td>$531,392 (2%)</td>
<td>$1,076,076 (5%)</td>
</tr>
<tr>
<td>Trust</td>
<td>$1,422,534 (6%)</td>
<td>$1,288,322 (5%)</td>
<td>$1,350,787 (5%)</td>
<td>$1,002,686 (4%)</td>
<td>$1,056,558 (5%)</td>
</tr>
<tr>
<td>Total</td>
<td>$24,127,385</td>
<td>$24,397,789</td>
<td>$25,272,932</td>
<td>$25,932,276</td>
<td>$23,200,598</td>
</tr>
</tbody>
</table>

Navajo Nation Appropriations for Scholarships Surpass Federal Funding

In 2021, the Office of Navajo Nation Scholarship & Financial Assistance awarded about $23.2 million to 5,548 students. A significant development to note is that Navajo Nation funds have surpassed federal funding amounts for two years in a row. In 2019, federal funds provided the majority of funds (53 percent) awarded to students by the ONNSFA. Navajo Nation funds provided 39 percent. In 2020 and 2021, the Navajo Nation’s contributions to the scholarship fund increased to 48 percent of the total awarded to students. Navajo Nation funds comprised about 48 percent of all funds used for scholarships and financial assistance.

The increase is primarily due to legislation appropriating a portion of Navajo Nation Sales Tax revenues to scholarships and increases in appropriations from the Diné Higher Education Grant Fund. Former Navajo Nation Council Delegate Dwight Witherspoon sponsored legislation in 2011, which increased the Navajo Sales Tax rate by one percent and redistributed the taxes to include the Office of the Navajo Nation Scholarship and Financial Assistance and the economic development fund. As sponsor of the legislation, Delegate Witherspoon made presentations throughout the Navajo Nation to gain support. Delegate Witherspoon’s efforts have resulted in millions of dollars for scholarships.

Another piece of legislation that continues to provide much-needed revenue for scholarships is CJY-41-12, which amended the Navajo Nation’s appropriations to Diné College, Navajo Technical University, and the ONNSFA from $7.2 million to $11.2 million. The ONNSFA’s portion increased from $1.5 million to $3.5 million.

The rising costs of education make it difficult for Navajo students to earn a college degree. The ONNSFA is appreciative of Navajo Nation leadership’s commitment to continually increase the amounts available for scholarships for the Nation’s youth – a worthwhile investment.
## Top Graduate Majors & Institutions

### Students Attending 20 Institutions Receive 79% of Graduate Awards

In 2021, a total of $5,582,856 was awarded to 1,058 graduate students attending 177 schools. Seventy-nine percent of all graduate funding went to 20 schools. Students attending Grand Canyon University received 15 percent of graduate funding. Seventy-five graduates, or 7 percent of the total number of graduate students (1,058), chose to major in Business Administration. Another 6.5 percent majored in Public Health or Education. Other majors included Social Work, Educational Leadership, Law, Psychology, Medicine, Nursing, Health Care Management, Public Administration, Health Services Administration, and Psychology for Counseling.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Awards to Graduates</th>
<th>No. of Students</th>
<th>% of Awards to Graduates</th>
<th>% of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grand Canyon University</td>
<td>$861,966</td>
<td>158</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>$572,317</td>
<td>103</td>
<td>10%</td>
<td>2%</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>$638,768</td>
<td>104</td>
<td>11%</td>
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</tr>
<tr>
<td>University of Arizona</td>
<td>$483,723</td>
<td>71</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>$371,500</td>
<td>78</td>
<td>7%</td>
<td>2%</td>
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<tr>
<td>New Mexico Highlands University</td>
<td>$360,500</td>
<td>71</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>$224,000</td>
<td>48</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Fielding Graduate University</td>
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<tr>
<td>University of AZ College of Medicine</td>
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<td>&lt;1%</td>
</tr>
<tr>
<td>University of Utah</td>
<td>$82,000</td>
<td>14</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>University of Oklahoma</td>
<td>$80,250</td>
<td>17</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>New Mexico State University</td>
<td>$71,529</td>
<td>18</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Fort Lewis College</td>
<td>$58,250</td>
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<td>&lt;1%</td>
</tr>
<tr>
<td>Western New Mexico University</td>
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<td>1%</td>
<td>&lt;1%</td>
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<td>University of Denver</td>
<td>$55,432</td>
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<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>University of Washington</td>
<td>$54,330</td>
<td>9</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Navajo Technical University</td>
<td>$49,000</td>
<td>10</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Colorado State University - Ft. Collins</td>
<td>$38,500</td>
<td>8</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Institute of American Indian Arts</td>
<td>$29,000</td>
<td>6</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>University of Michigan - Ann Arbor</td>
<td>$28,834</td>
<td>6</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
</tbody>
</table>

$4,384,318 795 79% 19%
### Top Undergraduate Majors & Institutions

#### Students at 20 Schools Receive 59% of All Undergraduate Awards

In 2021, the ONNSFA awarded $13.6 million to 4,490 undergraduates attending 430 colleges and universities throughout the United States. A majority of students, or 78 percent, chose to attend schools in the Four-Corners area. Students attending Arizona State University received 8 percent of all ONNSFA funding.

A total of 332 undergraduates chose to major in Nursing, 286 in Business Administration, 241 in Psychology, 189 in Biology, Public Health, and 135 in Liberal Arts/General Studies. Less than 100 undergraduates chose to major in areas such as Business Management and Accounting.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total Awards to Undergraduates</th>
<th>No. of Students</th>
<th>% of Awards to Undergraduates</th>
<th>% of Total Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>$1,949,474</td>
<td>459</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>University of New Mexico</td>
<td>$1,640,244</td>
<td>380</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Northern Arizona University</td>
<td>$1,701,654</td>
<td>380</td>
<td>10%</td>
<td>7%</td>
</tr>
<tr>
<td>Fort Lewis College</td>
<td>$1,619,882</td>
<td>410</td>
<td>9%</td>
<td>7%</td>
</tr>
<tr>
<td>Diné College</td>
<td>$1,193,582</td>
<td>344</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Navajo Technical University</td>
<td>$818,780</td>
<td>259</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>$813,488</td>
<td>188</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>Grand Canyon University</td>
<td>$617,489</td>
<td>161</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Utah State University - Blanding</td>
<td>$457,791</td>
<td>128</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>New Mexico State University</td>
<td>$432,316</td>
<td>94</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>San Juan College</td>
<td>$427,791</td>
<td>158</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>University of New Mexico - Gallup</td>
<td>$382,296</td>
<td>114</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>University of Utah</td>
<td>$250,323</td>
<td>49</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Coconino Community College</td>
<td>$246,731</td>
<td>85</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>New Mexico Highlands University</td>
<td>$240,514</td>
<td>53</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Brigham Young University</td>
<td>$224,605</td>
<td>50</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>University of Phoenix</td>
<td>$200,893</td>
<td>55</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Utah Valley University</td>
<td>$168,646</td>
<td>48</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Central New Mexico Community College</td>
<td>$157,171</td>
<td>63</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Haskell Indian Nations University</td>
<td>$150,817</td>
<td>35</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

$13,694,487  3,513  78%  59%
New Mexico Gov. Michelle Lujan Grisham signed HB-0178, a bill that removed a significant counseling and therapy licensure barrier for students who complete an Associate of Arts degree on April 7, 2021.

HB-0178, legislation amending the Counseling and Therapy Practice Act, and updated the type of degrees required for students seeking licensure as a Licensed Substance Abuse Associate (LSAA).

The bill, introduced by NM District 5 Rep. D. Wonda Johnson (D-McKinley and San Juan Counties), removed a significant counseling and therapy licensure barrier for students who complete an Associate of Arts.

Rep. Johnson took on the challenge of changing the law after hearing students testify about the challenges they faced in seeking LSAA licensure.

“As we continued to hear more testimony from our students, it was apparent that this was an injustice for the students, who were denied their credentials and had to reapply. The appeal process took a long time because the board only met four times a year,” Rep Johnson said.

In 2017, Dr. Sylvia Andrew, Professor Emeritus at UNM-Gallup, alerted the ONNSFA of the issue that made it difficult for students completing an AA in Human Services to gain licensure as a Licensed Substance Abuse Associate (LSAA).

Even though students had completed required substance abuse courses, they had to take additional coursework as the NM Counseling and Therapy Practice Board did not include “Human Services” in “counseling-related degrees.” Instead, the board defined degrees in “Human and Family Studies” as acceptable for licensure.

“The problem was that NONE of the 19 New Mexico colleges and universities that offered two-year associate degrees offered a degree in ‘Human Studies.’ Of the 19 two-year institutions, six offered an AA in ‘Human Services’.” Dr. Andrew said. “Still, because this degree was not among the listed ‘counseling-related degrees,’ their applications were denied. Students ultimately prevailed, but the process was arduous and time-consuming.”

In 2019, Dr. Andrew joined Dr. Bob Phillips, Eastern New Mexico University-Roswell, Professor Jennifer Cady from Central New Mexico in Albuquerque, NM, and Professor Jean Ellis-Sankari from UNM-Taos to find a solution. They determined the language in the Counseling and Therapy Practice Act needed to be amended to include “Human Services” as a counseling-related degree.

Tyrone Kay remembers when he first sought LSAA licensure after attaining an AA in Human Services from UNM-Gallup. “I submitted my paperwork and found out I was short,” Mr. Kay said.

The New Mexico Counseling and Therapy Board required him to take an additional class before approving his application. In 2019, he decided to help other students pursuing a career in counseling and joined the effort to amend the Counseling and Therapy Practice Act.

“It was motivating talking to the representatives to push the bill so future students could get approval to work in McKinley County and the State of New Mexico,” Mr. Kay said. He focused on “clearing the path and moving the mountain” to get the law changed. Since that time, Mr. Kay earned a Bachelor of Science in Chemical Dependency (Addiction) with a Psychology minor.

He is currently working on a Master’s degree in Mental Health and is also a member of the National Association for Alcohol and Drug Abuse Counselors (NAADAC). He provides contract work to McKinley and Cibola counties while working on his graduate program.

Rose Graham, Navajo Scholarship office director, said changes to New Mexico’s laws regarding LSAA licensure are welcome.

“The need for counselors throughout the Navajo Nation is great. It’s been a real struggle for students to get through the licensure process.”

In 2021, the ONNSFA funded 87 students, including five graduate students, seeking counseling-related degrees at the University of New Mexico, University of New Mexico-Gallup Branch, Central New Mexico Community College, New Mexico Highlands University, and Eastern New Mexico University.
## Funding Activity by Agency in 2021

### Total Award Amounts by Agency

<table>
<thead>
<tr>
<th>Agency</th>
<th>Chinle</th>
<th>Crownpoint</th>
<th>Fort Defiance</th>
<th>Shiprock</th>
<th>Tuba City</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$1,630,383</td>
<td>$1,664,138</td>
<td>$2,766,916</td>
<td>$1,755,721</td>
<td>$1,957,376</td>
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<td>Navajo</td>
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<td>1,891,940</td>
<td>3,285,209</td>
<td>2,375,064</td>
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<td>180,461</td>
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<td>161,500</td>
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<tr>
<td>Corporate</td>
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<td>120,500</td>
<td>393,955</td>
<td>204,164</td>
<td>237,023</td>
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<td><strong>Total</strong></td>
<td><strong>$3,444,475</strong></td>
<td><strong>$3,857,039</strong></td>
<td><strong>$6,888,531</strong></td>
<td><strong>$4,497,679</strong></td>
<td><strong>$4,512,874</strong></td>
</tr>
</tbody>
</table>

### Number of Awards by Agency

<table>
<thead>
<tr>
<th>Agency</th>
<th>Chinle</th>
<th>Crownpoint</th>
<th>Fort Defiance</th>
<th>Shiprock</th>
<th>Tuba City</th>
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<tbody>
<tr>
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<td>564</td>
<td>961</td>
<td>601</td>
<td>653</td>
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<tr>
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<td>700</td>
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<td>860</td>
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<tr>
<td>Trust</td>
<td>46</td>
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<tr>
<td>Corporate</td>
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<td>60</td>
<td>166</td>
<td>104</td>
<td>105</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>1,380</strong></td>
<td><strong>2,335</strong></td>
<td><strong>1,625</strong></td>
<td><strong>1,614</strong></td>
</tr>
</tbody>
</table>
2021 ONNSFA Denials

Incomplete Applications, Missed Deadlines Trigger Denials

In Calendar Year 2021, a total of 11,924 students submitted applications to the Office of Navajo Nation Scholarship & Financial Assistance (ONNSFA). Approximately 47 percent or 5,548 applicants received an award. Another 53 percent, or 6,376 applicants, were denied.

Applicants were denied for several reasons, including:

Incomplete/Missing Documents/ Missed Deadlines
Eighty-eight percent (5,624 students) submitted incomplete applications or failed to provide all required documents by established deadlines.

Withdrawal/Failure to Repay Funds
Four percent or 216 applicants were denied due to outstanding debts to the ONNSFA arising from withdrawing from school without proper justification. All applicants with outstanding debts to the ONNSFA are disqualified.

Not Admitted Into Degree Program
A total of 205 or three percent of applicants were denied due to not gaining admission to a degree program. Graduate applicants are required to submit a regular Letter of Acceptance to the graduate program of study and a Regular Letter of Admission from the graduate university.

Maximum Number of Terms Exceeded
Two percent, or 137 applicants were denied due to exceeding the maximum number of terms which generally are:

- Undergraduates: Ten semesters or fifteen quarters;
- Graduates: Five semesters or seven quarters;
- Two-Year Institutions: Five academic terms or sixty-four semester credit hours, or an equivalent number of quarter or trimester credit hours.

Disqualification
Two percent or 128 applicants were denied due to violation of the ONNSFA’s policies, including not maintaining the required grade point average, repeating courses, or falsifying information.

Seeking Second Degree at Same Level
One percent or 59 applicants were denied as they requested additional funds toward a second undergraduate, graduate, or postgraduate degree at the same level.

Default Status With Student Aid
Seven applicants were denied due to default status. Students who default on a federal student loan are ineligible for additional federal student aid.

Other reasons applicants have been denied in past years:

Institution Not Regionally Accredited
Applicants are denied as the institutions they sought to attend were not accredited by a regional accrediting association or the appropriate accrediting association for highly specialized majors.

Received Other Aid
Applicants are denied due to receiving aid from other sources that meets or exceeds their financial need.
47% of Applicants Receive Awards; 53% Denied in ‘21

The Office of Navajo Nation Scholarship & Financial Assistance received 10 percent fewer applications (11,924) in 2021 than the previous year (13,225). However, the denial rate increased to 53 percent from 50 percent in 2020.

The ONNSFA received the most applications (2,392) from students with Freshman status (0-30 credits). Approximately 72 percent of Freshman applicants (1,729) were denied. Another 28 percent (663) received awards. A total of 2,144 applicants in the Junior category (60-89 credits) submitted applications. Fifty percent of those applicants (1,074) were denied. Another 50 percent (1,070) received awards. Entering Freshmen submitted a total of 1,763 applications. About 72 percent or 1,729 were denied, and another 28 percent or 663 received awards. A total of 1,663 students classified as Seniors (90+ credits) submitted applications. A total of 1,090 applicants (66 percent) received awards. The remaining 573 applicants (34 percent) were denied. Applicants seeking Master’s degrees numbered 1,301. Of those, 59 percent (764) received awards. The remaining 41 percent (537) were denied. About 71 percent or 286 applicants seeking Doctoral/Professional degrees received awards. The remaining 29 percent (118) were denied.

The reasons applications are denied are outlined on page 10.
Students Awarded by Agency/Class Level

In 2021, a total of 11,924 undergraduate and graduate students submitted applications for financial aid to the Office of Navajo Nation Scholarship & Financial Assistance. Of those, 5,548 students received a total of 8,223 awards.

As illustrated in the graph above, the Fort Defiance Agency office made approximately 29 percent of all awards in 2021, with the most number of students at the undergraduate (1,269) and graduate levels (323).

Two agency offices - Shiprock and Tuba City - issued approximately 20 percent of the total number of awards each. The Shiprock Agency office issued 864 undergraduate and 223 graduate awards, totaling 1,625. The Tuba City Agency office issued 1,614 awards to 889 undergraduates and 198 graduates.

The Crownpoint Agency office issued approximately 17 percent of all awards to 742 undergraduates and 176 graduates totaling 1,380.

The Chinle Agency issued about 16 percent of all awards with 1,269 awards, with 726 provided to undergraduates and 138 to graduates for a total of 1,269 awards.

Navajo Nation funds, federal funds, corporate funds, and trust fund interest are used to make awards. Navajo Nation funds were the primary source for 50 percent of all awards at 4,086.

Federal funds provided 41 percent of all awards at 3,339. Corporate funds funded 6 percent or 486 awards, and Trust fund interest funded 4 percent of all awards at 312.

The Fort Defiance Agency office issued the highest amount of funding from all sources totaling $6,888,531.

The Shiprock Agency and Tuba City offices each issued approximately 19 percent of total funding, with Shiprock at $4,497,679 and Tuba City at $4,512,874.

The Crownpoint Agency office issued about 17 percent or $3,857,039 and the Chinle Agency office issued about 15 percent or $3,444,475 of total funding.
**Student Awards (by Chapter)**

**Chapter Affiliation**
Students submitting an ONNSFA application are asked to state their chapter affiliation. This information is used to determine which agency office a student’s file will be assigned to and for reporting purposes.

**Choosing a Chapter**
On occasion, students inquire about which of the Navajo Nation’s 110 chapters they should state on the application. We encourage students to consider the chapter nearest to their residence or the chapter at which their parents are registered to vote.

Students, who become registered voters on the Navajo Nation, have an opportunity to elect leadership at the chapter and national levels. Many Navajo Nation services and funds are divided amongst the 110 chapters based upon the number of registered voters and population.

In 2021, the ONNSFA provided awards to a total of 5,548 students. The chapters the students are affiliated with are:

**Ft. Defiance Agency**
1,508 Students
- Cornfields - 36
- Coyote Canyon - 64
- Crystal - 50
- Dilkon - 49
- Ft. Defiance - 316
- Ganado - 77
- Greasewood Springs - 43
- Houck - 38
- Indian Wells - 33
- Jeddito - 39
- Kinlichee - 61
- Klageroth - 28
- Low Mountain - 30
- Lupton - 19
- Mexican Springs - 31
- Nahata Dziil - 24
- Naschitti - 50
- Oak-Pine Springs - 33
- Red Lake - 35
- Sawmill - 46
- St. Michaels - 140
- Steamboat - 41
- Teestoh - 49
- Tohatchi - 59

**Crownpoint Agency**
1,003 Students
- Alamo - 17
- Baca/Haystack - 24
- Bahaali - 43
- Becenti - 28
- Casamero Lake - 22
- Chichiltah - 33
- Church Rock - 94
- Counselor - 15
- Crownpoint - 159
- Huerfano - 44
- Iyanbito - 31
- Lake Valley - 9
- Littlewater - 16
- Manuelito - 30
- Mariano Lake - 21
- Nageezi - 33
- Nahodishgish - 19
- Ojo Encino - 20
- Pinedale - 22

**Shiprock Agency**
1,063 Students
- Aneth - 89
- Beclabito - 25
- Cove - 28
- Gad i’ahí - 23
- Mexican Water - 22
- Nenahnezad - 62
- Newcomb - 16
- Red Mesa - 51
- Red Valley - 18
- Rock Point - 85

**Chinle Agency**
833 Students
- Black Mesa - 14
- Chinle - 304
- Forest Lake - 20
- Hard Rock - 2
- Lukachukai - 58
- Many Farms - 67
- Nazlini - 31
- Piñon - 70
- Rough Rock - 35
- Round Rock - 46
- Tachee/Blue Gap - 40
- Tsaile/Wheatfields - 65
- Tselani/Cottonwood - 55
- Whippoorwill Springs - 26
- Unknown - 31
NAVAJO YOUTH, Continued from Page 1

Tribal Utility Authority. Students in Chinle, Dilkon, Leupp, Holbrook and Shiprock could access public Wi-Fi. The team effort brought a measure of relief to students and affirmed NAU’s commitment to ensuring Native American students did not fall behind.

For the ONNSFA program, we were challenged to figure out how to incorporate remote workplaces and maintain services for students. President Jonathan Nez determined ONNSFA staff be essential employees, and offices continued operating at limited capacity depending on directives in Public Health Emergency Orders throughout most of 2020 and 2021. Also, temporary changes to the ONNSFA’s policies and procedures were approved in 2020 to help students address the sudden shifts in instruction and changes in grade systems. The Chief Manuelito Scholarship Award ceremonies were moved to virtual celebrations.

More than 11,000 of our Navajo millennials are now preparing for their future in all areas of work at the undergraduate, vocational, and graduate levels. Students and the ONNSFA staff continue to shift to new ways of using technology through various online platforms and find positive ways to reshape teaching and learning.

Navajo Nation Future Physicians
In 2016, the Navajo Nation entered into an agreement with the University of Arizona Colleges of Medicine in Tucson and Phoenix to establish the Navajo Nation Future Physicians’ Scholarship Fund to help more Navajo students pursue careers as physicians.

We received the exciting news that two students – Thomasina Blackwater and Aaron Bia – who benefited from the fund graduated with medical degrees in 2021. Ms. Blackwater grew up in Kirtland, NM. Dr. Bia is originally from Canyon de Chelly, Arizona.

Dr. Blackwater is now completing a family medicine residency physical-training program at Harbor-UCLA Medical Center. Dr. Bia is completing a family medicine residency at University of Utah Health.

We hope more students can benefit from the scholarship fund. It provides financial aid to cover students’ tuition and academic support for up to seven Navajo scholars per year to help them earn a medical degree from the UA College of Medicine - Tucson or the UA College of Medicine-Phoenix.

Navajo medical students who receive support from the Navajo Nation Future Physicians’ Scholarship Fund, and earn their medical degrees, will be required to serve the Navajo people for a minimum of five years upon completing their post-MD medical residency programs.

COVID-19 Survey
We launched a COVID-19 Survey to determine how the pandemic impacted Navajo students. More than 57 percent of the 1,279 students who responded reported they experienced significant income loss. Students said they lost work-study jobs and internships. In addition, they lost access to technology available at their schools. Survey results were provided to Navajo leaders to help guide policy decisions.

HB-0178
I am also proud to report that the ONNSFA supported an initiative to amend the New Mexico Counseling and Therapy Practice Act. NM Gov. Michelle-Lujan Grisham signed HB-0178, legislation that amends the act and updates the type of degrees required for students seeking licensure as a Licensed Substance Abuse Associate (LSAA). ONNSFA Policy Advisor Daryl Begay navigated the legislative process to have the law changed.

Forward Funding
We also continued our efforts to get legislation to authorize Forward Funding of the Bureau of Indian Education (BIE) Higher Education Grant Program, which provides federal funds for scholarships to Indian tribes. Authorizing Forward Funding would greatly benefit undergraduates as federal funding for scholarships would be provided two years in advance to tribes. Currently, federal appropriations are subject to delay for myriad reasons, such as short-term continuing budget resolutions or government shutdowns.

When financial aid provided through federal funding is late, ONNSFA awards to students are delayed. Students then have to figure out whether they can continue, drop classes, disenroll or take on student loan debt. We know that financial aid and scholarships are critical to ensuring students stay in college and attain a degree.

The Forward Funding initiative has already gained a lot of support from other tribal governments, colleges, and universities in the Four-Corners area and state legislatures of New Mexico, Arizona, Utah and Colorado. We will provide more information and ask for public support as federal legislation is introduced to Congress.

The ONNSFA is committed to seeking more opportunities for Navajo students. It is inspiring to see our children manage so many different areas of study and to think that we can build a strong nation with a vibrant economy and a sound health care system, including an excellent K-12 school environment for the next generation. Navajo youth are at the forefront.
Students Cite Income Loss, Technology as Primary Challenges of Pandemic

In late 2020, the Office of Navajo Nation Scholarship and Financial Assistance conducted a survey to determine how the global COVID-19 pandemic impacted Navajo college students. The results provided a snapshot of challenges facing Navajo college students when campuses were shuttered and classes were moved online.

“Students were confronted by the same issues experienced by others on the Navajo Nation including housing, mental health, traditional healing needs, public safety, and technology needs,” said Rose Graham, ONNSFA director. “Our office provided a report to Navajo Nation leadership so they could know what our students are facing.”

The online survey ran from Aug. 21, 2020, through Sept. 7, 2020. A total of 1,292 Navajo students responded, providing unverified, self-reported data. Seventy-nine percent or 1,026 respondents reported they were attending college when the COVID-19 pandemic hit. Ninety-six percent or 1,242 respondents reported they are currently attending college.

Challenges Student Faced

More than 57 percent reported they experienced significant income loss. Students reported losing work-study jobs and internships. Several students shared that their parents and/or spouses also lost jobs, making it extremely difficult to make ends meet. Thirty-six percent of respondents reported they could not pay mortgage, rent, or utilities. Students also said they were challenged to meet transportation costs and did not have enough food. Other challenges students faced included dropping one or more classes due to financial or other reasons.

One student shared about the loss of income during the pandemic: “Due to COVID-19, I lost my internship at NAU in Spring 2020 and had to move back to my parent’s house on the Navajo Nation. I could not afford my monthly rent near campus. The internship was my main source of income as I depended on it to help pay for tuition and books, also rent, food, and gas for my vehicle. Currently, I am still out of a job and struggling to make ends meet.”

Another provided the following narrative: “My entire family caught the virus in April. I was half way done with my third class for my master’s degree. The sickness took a toll on my health and mind. There was a time when I was so sick, literally falling asleep on my work, and felt like quitting, but I did it. I passed the class with my first B, and as a result, I lost my perfect 4.0 GPA.

As I began the next class, I lost my grandma, uncle, and my eldest brother. It was so hard; my family literally had funerals for them just a week apart from each other – the pain and grief of losing relatives greatly affected my mental health. I lost interest, focus, and motivation for school. Despite it all, I’m still hanging on and just finished my fifth class. Four more classes and I will have my MBA.”

Respondents also reported significant technology challenges, including lack of access to a printer and reliable internet access. Other challenges included lack of required software and lack of reliable access to a device to connect to the internet.

“I do not own a laptop or PC; I utilized the university’s resources. When classes transferred to remote learning, I had to borrow a PC. After two weeks, my school went remote. Rent, utilities, and food became a priority, and then my education took a backseat. It is a stressful situation but learning to adapt as I go.”

“I had very good grades before the pandemic. The main thing that messed me up was the technology side. For my film class, I got a low grade because the campus was closed, and I did not have a laptop.”

How can the Navajo Nation help you? Approximately 98 percent responded, “Financial aid, grants, or additional funds.” Followed by “Equipment, WiFi or technology,” “Food, housing, and resources,” and “Mental health counseling and support.”

One student said, “Ever since this pandemic happened, everything was scattered, and I barely had enough money to pay for housing in Colorado...”

Another responded, “As a college graduate student who is single with no children, there is no reliable housing provided for young adults within the boundaries of the Navajo Nation. There needs to be housing provided for young adults. My house is very toxic with an alcoholic father and a mother who lives in a home with two families. Home is not safe, nor is there room. The Navajo Nation must provide housing for those who wish to return home.”

Ms. Graham thanked students for providing a glimpse of the challenges they faced and are still working through. She acknowledged students’ frustration regarding the partial Navajo Nation government shutdown and access to scholarship office staff and services. “Offices are now open. We will continue to work at improving services and access for our students.” Ms. Graham said.
Chief Manuelito Scholars Honored in Virtual Awards Ceremonies

The COVID-19 pandemic created challenges in launching awards ceremonies for students who earned the Chief Manuelito Scholarship in 2020 and 2021.

As the pandemic lingered with spikes of infections and concerns about risks of mass gathering events rose, the Office of Navajo Nation Scholarship and Financial Assistance chose to host virtual awards ceremonies.

The 2020 ceremony was produced and aired on March 3, 2021. The 2021 ceremony aired on Nov. 26, 2021.

Past annual in-person celebrations attracted more than 500 students and guests and filled meeting rooms to capacity. The virtual award ceremonies aired last year were viewed by thousands – 18,000+ views for the first and 15,000+ views for the second.

Each ceremony featured distinguished guest speakers, including Dr. Jennifer Denetdale, who spoke about the legacy of Chief Manuelito, Dr. Dave Wilson, director of the Tribal Health Research Office at the National Institutes of Health, and Shandiin Herrera, a co-founder of Yee Hâ’olní Doo, the Navajo & Hopi Families COVID-19 Relief Fund. President Jonathan Nez, First Lady Phefelia Nez, and Vice President Myron Lizer addressed students at each event. Students who submitted their photos and biographical information were introduced in Navajo individually during the broadcasts.

The Chief Manuelito Scholarship was established in 1980 to provide scholarships to high-achieving Navajo high school graduates. They are awarded based on ACT/SAT scores and final high school grade point average.

Details about the scholarship may be accessed here: https://onnnsfa.org/chief-manuelito. The virtual ceremonies may be viewed at https://onnnsfa.org/video.

Special thanks to sponsors of the virtual ceremonies, including the Department of Diné Education, Diné College, NTUA Choice Wireless, Navajo Petroleum, and Navajo Nation Shopping Centers.

A Message from the Navajo Nation Office of the President & Vice President to Chief Manuelito Scholars

On behalf of the Navajo Nation Office of the President and Vice President, we congratulate the 133 recipients of the prestigious 2021 Chief Manuelito Scholarship! Words cannot express how proud and happy we are for each of you, your parents, your grandparents, your teachers, and everyone who supported you along the way.

Not only have you persevered, but you have overcome many challenges and managed to earn your high school diploma in the midst of a global pandemic. We know that the last year and a half has been very tough. You may have lost out on time spent with your fellow classmates, teachers, teammates, and others, but you overcame so much to be where you are today.

The COVID-19 pandemic has impacted all of us. We are certain that all of you have been impacted in one way or another. The toll that it has taken on you and your loved ones – physically, mentally, and spiritually – cannot be measured, but all of you should be proud that you remained strong and resilient to get where you are today.

The same strength and resilience of our ancestors remains within each of you to this day, and will help you to continue moving forward on a good path in life. Many of you have grandparents who have shown you their tough love, the teachings that have been passed down for generations. T’áá Hwó Aji Téego, or self-reliance and self-determination, is one teaching that can be applied to many situations that you will encounter in life. T’áá Hwó Aji Téego is what our elders always tell us, that we have the ability within ourselves to accomplish what we set out to do.

Whether you’re dealing with adversity or maybe it’s setting goals for yourself like working toward your bachelor’s degree, master’s degree, or beyond, the teaching known as T’áá Hwó Aji Téego can help you every step of the way. Yes, there will be hardships and setbacks, but you don’t give up. Our ancestors long ago never gave up. They persevered, and because of them, we are here today.

Always remember that we do not accomplish things alone. We have to recognize and thank our parents, our grandparents, teachers, coaches, and everyone who supported us and helped us. As you move forward in life, it won’t be easy, but remember the teachings of our elders and the importance of prayer. The power of prayer can take you far in life, but you also have to work hard and focus on the positive things in life. To all of you, we congratulate you on your great achievement, and we want you to know that you will always be in our prayers for continued success. Ahe’hee’
2020 Chief Manuelito Scholars

Alexis B. Atcitty; Skyridge High School, Brigham Young University
Aiyana L. Austin; Bloomfield High School, Stanford University
Kelly S. Becenti; Tuba City High School, Northern Arizona University
Amber E. Begay; Farmington High School, University of Denver
Eljah Adam Begay; Newcomb High School, Northern Arizona University
Kimball Jared Begay; Mountain View High School, Brigham Young University
Erin Begaye; Middle College High School, Northern Arizona University
Niesha Z. Benallie; San Juan College High School, New Mexico Highlands University
Nathan H. Benally; Newcomb High School, Fort Lewis College
Natalie Bigman; Marcos De Niza High School, Fort Lewis College
Marissa Bowens; Grayson High School, Brigham Young University-Hawaii
Aric M. Bradley; Tuba City High School, Northern Arizona University
Collin Patrick Brown; Middle College High School, Northern Arizona University
Naat'áni S. Castillo; McClintock High School, Northwestern University-Evaston
Triston J. Charles; Piedra Vista High School, Colorado Mesa University
Cameron E. Charleston; Shiprock High School, Northland College
Dr'Zhon S. Chase; Miyamura High School, Columbia University-New York
Jayda K'mya Chee; Tuba City High School, Glendale Community College
Kiley Nicole Chischilly; Window Rock High School, Arizona State University
Maya Grace Clark; West High School, New York University
Aydén M.C. Clytus; Skyline High School, Arizona State University
Coule J. Dale; Farmington High School, Capital University
Brooke Marie Damon; Flagstaff High School, Northern Arizona University
Madyson L. Deale; Farmington High School, Stanford University
Julian Brent Deering; Flagstaff High School, Arizona State University
Laciana E. Desjardins; Mesquite High School, Louisiana State University
Grace Ellen Dewyer; Cactus High School, Duke University
Paige Ashley Dugi; Shadow Mountain High School, Northern Arizona University
Brianna D. Esitivity; Marcos De Niza High School, Arizona State University
Jaylin Ray Farrell; Greycliff Academy High School, Northern Arizona University
Mia D. Freeland; Albuquerque High School, University of Redlands
Victor Gallegos; Page High School, Stanford University
Amaya B. Garnez; Piedra Vista High School, Cornell University
Valerie K. Gee; Page High School, Coconino Community College
ShanDii Yazhi Cheyenne Gerena; Page High School, Fort Lewis College
Manina J.C. Gopher; Crownpoint High School, New Mexico State University
Ryan J. Greysmuhle; Reedy High School, University of Arizona
John J. Haddad; College of Southern Nevada High School, University of Arizona
Ionna Rain Hansen; Middle College High School, University of New Mexico
Kaslynn Hansen; American Fork High School, Brigham Young University
Sky A. Harper; Navajo Preparatory School, Dixieland University
Miauxochitl K. Haskie; Navajo Preparatory School, Brown University
Johanna L.E. Hawley; Monument Valley High School-AZ, Northern Arizona University
Gracie Ann Henderson; Tuba City High School, South Mountain Community College
Cody T. Henry; Rebohoth Christian School, University of New Mexico-Albuquerque
Terrell Hoover; Ironwood High School, Grand Canyon University
Loryn E. Hortsman; Fremont High School, Brigham Young University
Caitlin A. James; Gallup High School, University of New Mexico-Gallup
Kaia V. Jay; Whitehorse High School, University of Utah
Keana S. Jimmy; Chinle High School, Diné College
Jason R. Joe; Navajo Preparatory School, New Mexico State University
Taylor A. John; Kirtland Central High School, University of Arizona
Jaaziah C. Johnson; Sandia High School, University of New Mexico-Albuquerque
Jordyn Rae Johnson; Winslow High School, Willamette University
Nia Johnson; Albuquerque Academy, Dartmouth College
Ailayah M. Juano; Farmington High School, Fort Lewis College
Kaitlyn G. Lane; Northland Preparatory Academy, Arizona State University
Krystal A. Laughing; Gallup High School, University of New Mexico
Kamia S. Lean; Navajo Preparatory School, University of Portland
Junior R. Lee; Winslow High School, Arizona State University
Druhe Emanuel LifeliiNaaghahi; Navajo Preparatory School, Northern Arizona University
Janel Leonna Lomasney; Gallup High School, University of New Mexico-Albuquerque
Tristan Long; Winslow High School, Northern Arizona University
Leah C. Lopez; Coconino High School, Arizona State University
Shondeen D. Lucero; Liberty High School, Brigham Young University
Filli US. Magua; Navajo Preparatory School, Fort Lewis College
Mikayla Manygoats; Basha High School, University of Arizona
Cameron R. Martin; Xavier College Prep, Dartmouth College
Santoya S. Martinez; Middle College High School, University of New Mexico-Albuquerque
Kyleigh McCabe; American Leadership Academy, Scottsdale Community College
Kaylin McIverett; Navajo Preparatory School, Northern Arizona University
Colby G. McNabb; Ganado High School, Northern Arizona University
Rebekah J. McNiel; Middle College High School, Northern Arizona University
Trinity A. Monroe; Many Farms High School, Arizona State University
Treasure S. Morgan; Miyamura High School, Colorado State University-Ft Collins
Paige M. Nakai; Farmington High School, Dartmouth College
Alyssa Alexandria Nez; Navajo Preparatory School, Purdue University
Shannon Kailyn Nez; Westwood High School, Arizona State University
Camryn Sunny Nockideneh; Page High School, Wenatchee Valley College
Jobrienne S. Nockideneh; Page High School, Northern Arizona University
Lennae K. Nockideneh; Arnes Academy Math Eng Science, Montana State University - Bozeman
Dakota L. Notah; Middle College High School, University of New Mexico-Albuquerque
Monique A. Parrish; Page High School, Northern Arizona University
Caroline A. Pete; McClintock High School, Arizona State University
Arian L. Pino; Grants High School, University of New Mexico-Albuquerque
Valdemar K. Poyer; Gallup High School, University of New Mexico-Albuquerque
Koi Quiver; Buckeye Union High School, Northern Arizona University
Maxwell J. Ramirez; Bosque School, Colorado State University-Ft Collins
Cameron J Robinson; Monument Valley High School-AZ, Fort Lewis College
Phillip Ben Rodgers; Tohatchi High School, University of New Mexico-Gallup
Mira Lynne Salt; Piedra Vista High School, Fort Lewis College
Kimmery Sangster; Flagstaff High School, University of Arizona
Chauntae Rave Scott; Tohatchi High School, University of New Mexico - Gallup
Tea Scott; Whitehorse High School, University of Utah
Myeisha Shorty; Monument Valley High School-AZ, Coconino Community College
Ariel Michaela Simpson; Navajo Pine High School, Fort Lewis College
Katelyn S. Smith; Vista Del Lago High School, Brigham Young University
Kuehne Marie Smith; Centennial High School, Glendale Community College
Siena Stevens; Northern Naz Senior High School, University of North Carolina-Greene
Benjamin Bryce Swanson; Monterey High School, University of Maine-Orono
Ethan D. Tacheene; Many Farms High School, Arizona State University
Sheyenne Bahozhni Taylor; Navajo Preparatory School, Northern Arizona University
Alexander D. Thomas; Albuquerque Academy, Arizona State University
Kane-Rob D. Thomas; Red Mesa High School, Northern Arizona University
Mikayla S. Tsa'dah; Red Mesa High School, Northern Arizona University
Nabahe Tsingine; Kirtland Central High School, Fort Lewis College
Madyson Tutu; Williams Field High School, Northern Arizona University Honors College
Shelby N. Walter; Navajo Preparatory School, Fort Lewis College
Zachary J. Wargo; Gallup High School, Arizona State University
Darion Wauneka; Window Rock High School, Northern Arizona University
William G. Wayne; Monument Valley High School-AZ, Paradise Valley Community College
Amber Marie Wesley; Greyhills Academy High School, University of Nevada-Las Vegas
Mandi N. Wheeler; Navajo Preparatory School, Northern Arizona University
Addy L. Yazzie; Newcomb High School, Southern Utah University
Colby Dyami Yazzie; St. Michael High School, Cornell University
Kylie S. Yazzie; Coconino High School, Arizona State University
Preston A. Yazzie; Snowflake High School, Arizona State University
Karliyn Yellowhair; Monument Valley High School-UT, Brigham Young University
2021 Chief Manuelito Scholars

Lakeisha Elaine Antonio, Kirtland Central High School, Northern Arizona University
Tristan Anviso, Madison Highland Prep, Arizona State University
Gabrielle Ashley; Middle College High School, Arizona State University
Noelle Bagola; Piedra Vista High School, Cornell University
Kaitlin Marie Becenti; Miyamura High School, University of Southern California
Lindsey A. Becenti; Winslow High School, University of Arizona
April Begay; Gallup High School, Northern Arizona University
Dashanti Begay, Middle College High School, University of New Mexico-Gallup
Magdalena Begay, La Junta Jr Sr High School, Colorado State University-Pueblo
Mikaye Begay, Mountain View High School, Brigham Young University
Melyse C. Begay-Harlan, Crownpoint High School, University of New Mexico
Marquis Begaye, San Juan College High School, University of New Mexico
Aubrianna Beilte; Holbrook High School, Saguaro-American Indian College
Najhohzoni Rain Ben, Shiprock High School, University of New Mexico
Khayauna R. Benally, Monument Valley High School-AZ, Arizona State University
Ashley Billie; Miyamura High School, University of New Mexico
Justin Bitsily; Shiprock High School, University of New Mexico
Cheylah Terese Bitsui; Home School, Northwest Nazarene University
Karis Black, Coconino High School, Northern Arizona University
Dylan Boyd, Monument Valley High School-AZ, Northern Arizona University
Layla Boye, Red Mountain High School, Mesa Community College
Caitlin Butler, Smithville High School, Grace College and Seminary
Curistyn Marie Charley, Farmington High School, San Juan College
Kiera Charley, Navajo Preparatory School, Arizona State University
Taylor Charley, Flagstaff High School, University of Arizona
Martin Charley, Jr, Kirtland Central High School, New Mexico Institute of Mining & Technology
Syler B. Chee, Arizona Agribusiness Equine Center - South Mountain, Arizona State University
Tasio B. Chee, Arizona Agribusiness Equine Center - South Mountain, Arizona State University
Grace Cleveland, Millennium High School, Chapman University
Marcus Cling, South Sevier High School, Utah Valley University
Aslinn Conner, Desert Vista High School, Columbia University
Robyn Curtis, San Juan College High School, University of New Mexico
Nizhoni Denetosie-Gomez, ASU Prep Digital, Dartmouth College
Nena Dorame, Albuquerque High School, Stanford University
Nedra Loma, San Simon High School, University of New Mexico
Lucas Edgewater, Ganado High School, Central Arizona College
Drelaie Iana Estrada, Chinle High School, Creighton University
Lila Estudillo, Heritage Academy, University of Arizona
Aliyah Louise-Bekis Etity, Flagstaff High School, Arizona State University
Lauren Faith Etity, Xavier College Preparatory, Lehigh University
Pete William Garcia IV, Rehoboth Christian School, Northern Arizona University
Vanessa N. Gene, Winslow High School, Arizona State University
Eli Graminziski, Chandler High School, Northern Arizona University
Jocelyn Ha, Caesteel High School, Grand Canyon University
Alisha Mikelle Harrison, Pine View High, Utah State University
Brienne Elle Harvey, Northland Preparatory Academy, Coconino Community College
Makua Harvey, Piedra Vista High School, University of Portland
Ethan Trey Hemstreet, Sandra Day O'Connor High School, Embry Riddle Aero University-Prescott
Tori Presley Hemstreet, Greycliff High School, Arizona State University
Jade Henry, Farmington High School, New Mexico State University
Kaela Henry; Flagstaff High School, Arizona State University
Chiarah Holgate, St. Michael Indian School, Northern Arizona University
Hailey Celine Holiday, Monument Valley High School-AZ, Northern Arizona University
Jonah Whitehorse Holiday, Page High School, Arizona State University
Namokaa Rain Honie, Chinle High School, Northern Arizona University
Maya Ibara, Dobson High School, Arizona State University
Spencer Jackson, Maple Mountain High School, Southern Utah University
Sasha Joe, Monument Valley High School-AZ, University of Arizona
Aiona Johnson, Navajo Preparatory School, Pima Community College
Joshua Brian Johnson, Piedra Vista High School, New Mexico State University
Andre Joseph, Ganado High School, Southwest Indian Polytechnic Institute
DaVamly Kee, Wingate High School, New Mexico Institute of Mining & Technology
Amani Lebbon, Conifer School, University of Arizona
Namioka Rain Honie, Chinle High School, Northern Arizona University
Jonah Whitehorse Holiday, Page High School, Arizona State University
Nanokaa Rain Honie, Holbrook High School, Arizona State University
Shiyaez Pete, Shiprock High School, New Mexico State University
Madison Polacca, Hamilton High School, Arizona State University
Gabriela K. Potest, Timpanogos High School, Utah Valley University
Brandy Ray, Navajo Preparatory School, Southwestern Oregon Community College
Neve Redhair, Page High School, Stanford University
Camryn Remond, Saint Paul High School, University of California-Los Angeles
Peshlaki Roan, Valley High School, University of Arizona
Sharadee Nicole-Martin, Sand, Holbrook High School, Southwestern Oregon Community College
Adriana Sheppard, Monument Valley High School-AZ, Park University
Tysha S. Tano, Millennium High School, Arizona State University
Jessica M. Triplett, Rehoboth Christian School, University of Arizona
Haleigh Trujillo, Farmington High School, Fort Lewis College
Darian T. Tsoie, Tohatchi High School, University of New Mexico
Tianna Tsoie, New Mexico Military Institute, University of Texas at Austin
Grey K. Tutt, Rehoboth Christian School, University of Arizona
Gabriella Venegas, Washington High School, University of Arizona
Canossa Raichen Victor, Piedra Vista High School, St. Joseph College
Chandler T. Watson, Hamilton High School, Arizona State University
Alyssa Williams, Flagstaff High School, Laguna College of Art & Design
Daniel Williams, San Juan High School, University of Southern California
Anthony Yazzie, Miyamura High School, University of Arizona
Isaac M. Yazzie, Navajo Preparatory School, San Juan College
Kaedan Denet Yazzie, St. Michael Indian School, University of New Mexico
Trevor Yazzie, Window Rock High School, Arizona State University
Frequently Asked Questions

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listed, view the accreditation information on your school's website. Check with your agency office if you are attending a school for highly specialized majors.

Q. I earned a GED and cannot find GED under the High School Code on the application. GED information can be found under “What City is the School In?” under “G.”

Q. What chapter do I enter on the application? There are 110 chapters on the Navajo Nation. Students are encouraged to consider the chapter nearest to their residence or the chapter at which their parents are registered to vote.

Q. I don’t have an extra Certificate of Indian Blood (CIB) to submit for my file. What can I do? Fill out the Request for Official Certificate of Indian Blood, located on the ONNSFA website under for document tab. Submit the form to your agency office or directly to the Navajo Nation Office of Vital Records to have an official CIB submitted on your behalf.

Q. I need a Financial Need Analysis (FNA) form. Where do I get one? The FNA form may be downloaded from the ONNSFA website. Click DOCUMENTS and select FORMS and print the FNA form. Applicants must fill out the student information and submit the form to your Financial Aid Office for processing.

Q. Does ONNSFA accept electronic transcripts? Yes, the ONNSFA accepts official electronic transcripts (e-transcripts) that are digitally certified and delivered by a school’s authorized delivery agent, such as Parchment or the National Student Clearinghouse. Transcripts emailed to ONNSFA by any other means are considered “unofficial” and will not be used to determine a student’s eligibility for financial assistance or scholarships. Instruct your school’s authorized delivery agent to send official E-transcripts to your agency office at one of the email addresses listed at: https://onnsfa.org/agency-offices

Q. I ordered my transcript electronically a few weeks ago. Why hasn’t it been opened? E-transcripts are routinely downloaded. Double-check the email address you entered for the electronic transcript. Make sure it is 100% accurate, or we will not receive it. Appropriate email addresses are listed here: https://onnsfa.org/agency-offices

Q. What file format should I use when uploading a document? A PDF file is preferred when uploading or emailing a document. Screenshot, .jpeg, or word documents can become corrupted.

Q. I don’t see a list of missing documents for the current term. Applicants must change the term information in the “Current Filter Settings” box to view missing documents for the current academic year.

Q. I submitted my documents online. Why hasn’t the document status on my student account changed? The document status on your student account will be updated 2-4 business days after you submit documents.

Q. How do I change or correct information on the application I submitted? Email your ONNSFA agency and state the changes needed. You can indicate changes such as a change in school, enrollment (Full-time to Part-time), change in mailing address, change of major, etc.

Q. I owe my school a bill for tuition from a prior semester. Can ONNSFA pay off my bill? No. The ONNSFA cannot pay off a student’s tuition from a prior semester. Students are responsible for all expenses at their respective institutions. Students need to monitor their ONNSFA student accounts regarding their award or denial letters.

Q. My school has the Navajo Nation scholarship award listed on my financial aid letter. Does that mean I received an ONNSFA award? No. Some schools will list an estimated Navajo Nation scholarship award amount after filling out the FNA to prevent a student from being dropped from their classes. It does not mean that ONNSFA has awarded the student. Applicants should wait for their actual award or denial letter from ONNSFA to be posted to their ONNSFA student account.

Q. I submitted all my required documents, but I haven’t received an award notification. My tuition is due soon, what should I do? Contact your school’s Financial Aid Office and review payment options to avoid deadlines and drop dates. Payments are the responsibility of each student.

Q. I received a denial notice. Is there anything I can do now? There is an appeal process. Fill out the ONNSFA Appeal Form which may be downloaded here: bit.ly/ONNSFA_Appeal. Follow the directions on the form. Written appeals need to be filed or postmarked within 20 working days after the postmarked date of the award/denial letter. [ONNSFA Policies and Procedures, Article 15 (a)].

Q. Are my parents or guardians able to access my file at the ONNSFA? No. Due to privacy laws, the ONNSFA will only release student information to the student applicant.

Q. I applied last year. Do I need to fill out another application? Yes. Students must reapply each academic year to keep their ONNSFA file active. Remember to check your student account frequently prior to deadlines to check the list of missing/required documents. The deadlines to submit applications and required documents are:

2022/2023 Academic Year
Deadline: June 25 at 5 pm (MST)
Spring/Winter 2023
Deadline: Nov. 25 at 5 pm (MST)
Q. How do I apply for funding from the Office of Navajo Nation Scholarship & Financial Assistance (ONNSFA)?

Go to www.onnsfa.org. Scroll down to the “ONNSFA Student Portal” and click “Apply Online.” Click “Apply Online” and select the “Full-time” or “Part-Time” application.

Q. I can’t log into my account to apply.

There is no need to create or log into a student account to apply. The online application is accessible at www.onnsfa.org.

Q. Who can apply to ONNSFA?

The ONNSFA serves enrolled members of the Navajo Nation. Check with the tribe where you are enrolled to see what is offered there.

Q. I submitted an online application. Do I need to do anything else?

Yes, several documents are required. Print the Full-time or Part-time Checklist to use as a guide. The checklists are at www.onnsfa.org. Click the drop-down list of the “Documents” tab under “Forms” and select the appropriate checklist.

Q. I submitted my online application, but I can’t create an account.

First-time applicants are advised to wait for 2-4 business days after submitting their application to create an account. This will allow ONNSFA time to process your application and create an online file.

Q. I don’t remember the username or password to my student account.

Visit www.onnsfa.org. Select “Check My Document Status.” When the ONNSFA Student Account page comes up, click the “Forgotten Password” tab. Enter the email address you used on your application and your ONNSFA ID number or date of birth. (The email address must match the address ONNSFA has on file.) Click “Submit.” Instructions to reset your password will be sent to the email address ONNSFA has on record. You must reset your password within one hour.

Q. I am attending Navajo Technical University in Chinle, Ariz. Why is it not included in the list provided on the online application?

Applicants attending a satellite or branch campus should look for the City and State where the Main Campus is located.

Q. My school is not listed on the online application.

The institutions listed in the ONNSFA application are regionally accredited. Applicants must be officially and fully admitted to a post-secondary institution accredited by one of the regional accrediting associations listed on the Full-Time or Part-Time checklist. Must if your institution is not

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