



February 13, 2026

Honorable Crystalyne Curley, Speaker
Office of the Speaker
Navajo Nation Council
P.O. Box 3390
Window Rock, AZ 86515

RE: Resolution CJA-14-26: An Act Relating to Law and Order, Health, Education and Human Services, Budget and Finance, and Naabik'iyáti' Committees and the Navajo Nation Council; Amending the Diné Higher Education Grant Fund, 12 N.N.C. § 2301 et seq. by Approving \$19 Million Annually to be Distributed Equally Among Diné College, Navajo Technical University, and the Office of Navajo Nation Scholarship and Financial Assistance

Dear Honorable Members of the 25th Navajo Nation Council:

I am pleased to sign this Resolution into law. I fully support the increase of funding to the Diné Higher Education Grant Fund. The increase to \$19 million from \$12,400,000 will support our two tribal colleges and our scholarship office to meet the educational needs of our Navajo People.

All too often, we forget the positive work and the historical roots of the work we do. Over the past 20 years, our tribal colleges have been extremely successful in meeting their charters. We have the pride of having the first PhD program of any tribal college. Importantly, we are providing opportunities for our people to remain on our homelands whether to study, teach, or work at Diné College of Navajo Technical University.

The Office of Navajo Nation Scholarship and Finance Assistance (ONNSFA) has equally excelled in meeting its mission. They serve over 10,000 students every year. By the number of PhDs among our Navajo People, there is no doubt the investment in ONNSFA has been paid off repeatedly. I am hopeful that by signing this Resolution into law, we are getting closer to meeting the scholarship needs of every Navajo who requests assistance.

I share the following thoughts and sentiments of others as reminders of the important work we can do together when we focus on the needs of the Navajo People.

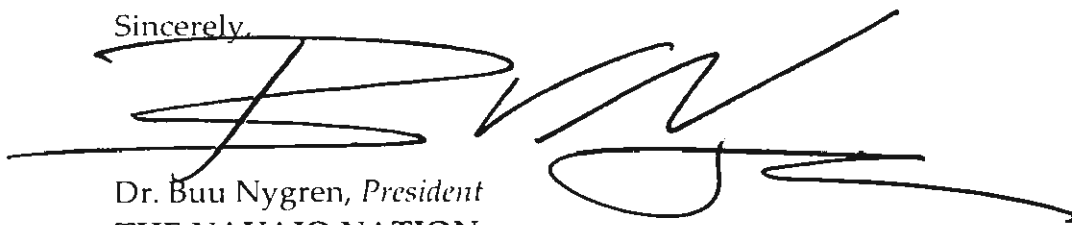
"I want to express my sincere gratitude and thanks to the Navajo Nation Scholarship and Financial Assistance Office in providing scholarships over the years while I attended the University of New Mexico on a part-time and full-time basis in addition to working fulltime with the Navajo Nation." Lucinda L. Shepherd, letter to ONNSFA, December 17, 2016.

"I have had a successful journey as a first-generation student, largely thanks to Navajo Technical University. The University fostered my professional growth through leadership opportunities, advancing my career aspirations by enabling me to conduct research at Los Alamos National Laboratory. Most importantly, the guidance of exceptional mentors and the support of dedicated colleagues shaped me into the person I am today." Jasmine Churley, Class of 2022, NTU Alumni Newsletter September 2025.

"My name is Oddonniss King, and I am currently majoring in Health Occupations at Dine College. I chose Dini College because it is close to home, affordable, and provides a strong foundation to further my education as a college student. Dine College has played an enormous role in my journey, offering opportunities that have strengthened both my academic growth and my connection to the rich Navajo culture. Through my time here, I have not only advanced my education but also deepened my understanding and appreciation of traditions and values that shape our community." Oddonniss King. Student Highlights. December 2025.

I thank the Navajo Nation Council for focusing on the needs of the Navajo People through this Resolution. Let's do more of this type of work in the last year of the 25th Navajo Nation Council.

Sincerely,



Dr. Buu Nygren, *President*
THE NAVAJO NATION

RESOLUTION OF THE
NAVAJO NATION COUNCIL
25th NAVAJO NATION COUNCIL - Fourth Year, 2026

AN ACT

RELATING TO LAW AND ORDER, HEALTH, EDUCATION AND HUMAN SERVICES, BUDGET AND FINANCE, AND NAABIK'ÍYÁTI' COMMITTEES AND THE NAVAJO NATION COUNCIL; AMENDING THE DINÉ HIGHER EDUCATION GRANT FUND, 12 N.N.C. § 2301 *ET SEQ.*, BY APPROVING \$19 MILLION ANNUALLY TO BE DISTRIBUTED EQUALLY AMONG DINÉ COLLEGE, NAVAJO TECHNICAL UNIVERSITY, AND THE OFFICE OF NAVAJO NATION SCHOLARSHIP AND FINANCIAL ASSISTANCE

BE IT ENACTED:

SECTION ONE. AUTHORITY

- A. The Law and Order Committee has the power to review and make recommendations to the Navajo Nation Council on proposed amendments to and enactments in the Navajo Nation Code. 2 N.N.C. § 601(B)(14).
- B. The Health, Education and Human Services Committee was established as a standing committee of the Navajo Nation Council with authority to review and recommend resolutions relating to education and shall review and approve all requests which will require the use of money from the Diné Higher Education Grant Fund for development and operating projects. 2 N.N.C. § 400(A), § 401(B)(6), 12 N.N.C. § 2303(A).
- C. The Budget and Finance Committee was established as a standing committee of the Navajo Nation Council with the authority to review and recommend to the Council the budgeting, appropriation, investment and management of all funds. 2 N.N.C. § 300(A), § 301(B)(2).
- D. The Naabik'íyáti' Committee was established as a standing committee of the Navajo Nation Council with the authority to hear all proposed resolutions that require final action by the Navajo Nation Council. 2 N.N.C. § 164 (A)(9), § 700(A).
- E. The Navajo Nation Council is the governing body of the Navajo Nation with authority to review and approve amendments to Navajo Nation laws. 2 N.N.C. § 102(A) and 2 N.N.C. § 164(A).

SECTION TWO. FINDINGS.

- A. Diné College, Navajo Technical University, and the Office of Navajo Nation Scholarship & Financial Assistance request the

Navajo Nation increase the amount of annual appropriations provided from the Diné Higher Education Grant Fund.

- B. Established in 1968, Diné College is chartered as a nonprofit educational institution wholly-owned by the Navajo Nation. As a four-year higher education institution, Diné College is committed to building on the academic advancements of the Navajo people, advancing the success of every student, and sustaining the efforts on affordable and accessible education. The College provides educational opportunities at six locations throughout the Navajo Nation. The funding received from the Navajo Nation allows the College to provide quality education and other services in a consistent manner without having to curtail services to students and the people of the Navajo Nation. Diné College has provided a detailed justification attached as **Exhibit A**.
- C. In 1979, the Navajo Nation founded the Navajo Skills Center, now the Navajo Technical University. Since its founding, Navajo Technical University has expanded its academic programs and student support services with a focus on research beneficial to the Navajo Nation. Navajo Technical University is now the premier tribal higher education research institution in the country that houses the first accredited Ph.D. offered by a tribal institution of higher education. With this growth, there is a clear need for additional funding to provide state-of-the-art campus facilities (i.e., research and classroom facilities, student and faculty housing), recruit top-notch faculty and staff, and expand student support services. Navajo Technical University has provided a detailed justification attached as **Exhibit B**.
- D. From 2018 to 2023, the Office of Navajo Nation Scholarship & Financial Assistance ("ONNSFA") provided awards to approximately 50 percent of the total number of students submitting applications each calendar year. ONNSFA has exhausted its annual funding every year over the last 20 years. For the 2023 Calendar Year, 13,404 Navajo students requested a Navajo Nation scholarship award. However, for the 2023 Calendar Year, the Navajo Nation awarded 6,264 students (47 percent) of the 13,404 students who submitted scholarship requests. There is a clear need for additional funding for Navajo students pursuing post-secondary education. ONNSFA has provided a detailed justification attached as **Exhibit C**.
- E. Given the reasons stated, the Navajo Nation finds it in the best interest of the Navajo Nation to amend Title 12 of the Navajo Nation Code, as set forth herein.

SECTION THREE. AMENDING THE DINÉ HIGHER EDUCATION GRANT FUND, 12 N.N.C. § 2301 ET SEQ.

The Navajo Nation hereby amends Title 12 of the Navajo Nation Code, as follows:

**NAVAJO NATION CODE ANNOTATED
TITLE 12. FISCAL MATTERS**

* * * *

CHAPTER 23. DINÉ HIGHER EDUCATION GRANT FUND

§ 2301. Establishment

There is established the "Diné Higher Education Grant Fund" (hereinafter "Fund"). The Fund shall be held in trust for the ~~Governmental~~ ~~Units~~ set forth herein. Thereafter, the Office of the Controller shall deposit into such fund the sum of ~~twelve~~ ~~nineteen~~ million ~~four hundred thousand~~ dollars (~~\$12,400,000.00~~ \$19,000,000) per fiscal year from annual recurring revenue sources. Any money deposited into the Fund plus accrued interest, shall be used only as provided herein. Diné College, Navajo Technical University and the Office of Navajo Nation Scholarship and Financial Assistance Program shall provide an annual report on funds provided to the ~~oversight~~ Health, Education and Human Services Committee and Naabik'iyáti' Committee.

§ 2302. Purpose

The purpose of this Fund is to establish a ~~special~~ permanent fund to provide ~~funds~~ annual appropriations as developed and subject to approval by the Health, Education and Human Services Committee and recommended to the Navajo Nation Council.

§ 2303. Definitions

- A. For purposes of this Chapter, "Governmental Units" means Diné College, Navajo Technical University, and Office of Navajo Nation Scholarship & Financial Assistance, individually.
- B. For purposes of this Chapter, "Operation(s)" means all day-to-day business and other functions of Diné College and Navajo Technical University, including, but not limited to, academic instruction, administrative services, student support services, creative activity, community events, campus safety,

and the security, maintenance of the flagship and satellite campuses, and authorize activities and functions provided for in Dine College's and Navajo Technical University's respective charters.

§ 23034. Fund Administration

- A. Legislative Oversight. The Navajo Nation Council Health, Education and Human Services Committee shall review and approve all requests from the gGovernmental uUnits which will require the use of money from the Fund for development and operating projects.
- B. Program Management. As authorized by their enabling legislation or plan of operations, the gGovernmental uUnits shall use the funds:
 1. Diné College.
 - a. To operate and maintain programs, facilities, and maintenance.
 - b. To enter into and form partnerships, joint ventures, associations, and other initiatives and arrangements.
 - c. To conduct activities and Operations in all areas of higher education.
 - d. To be used for leverage and/or match funding requirements.
 2. Navajo Technical College University.
 - a. To operate and maintain programs, facilities, and maintenance.
 - b. To enter into and form partnerships, joint ventures, associations, and other initiatives and arrangements.
 - c. To conduct activities and Operations in all areas of higher education.
 - d. To be used for leverage and/or match funding requirements.
 3. Office of Navajo Nation Scholarship and Financial Assistance. To provide financial assistance to eligible applicants at the undergraduate, graduate, and dissertation levels.

C. Diné Language Teacher Programming.1. Diné College.

- a. Diné College shall use at least 5% of its funding toward Diné language teacher programming.
- b. Diné College shall use at least 1% of its funding to contribute toward their endowment.
- c. Diné College will use at least 1% of its funding toward K-12 education pipeline programs.

2. Navajo Technical University.

- a. Navajo Technical University shall use at least 5% of its funding toward Diné language teacher programming.
- b. Navajo Technical University shall use at least 1% of its funding to contribute toward their endowment.
- c. Navajo Technical University shall use at least 1% of its funding toward K-12 education pipeline programs.

3. Office of Navajo Nation Scholarship and Financial Assistance Office of Navajo Nation Scholarship and Financial Assistance shall use at least 1% of its funding toward K-12 education pipeline.

~~C. Fund distribution. The Fund shall be distributed yearly in the following amounts:~~

- ~~1. Diné College.....\$4,700,000~~
- ~~2. Navajo Technical College.....\$4,200,000~~
- ~~3. Scholarship and Financial Assistance.....\$3,500,000~~

D. Fund Management/Accounting. The records and books of account for the ~~g~~Governmental ~~u~~Units shall be kept separate from the Navajo General Fund as a separate Fund with its own Balance Sheet and Revenue and Expenditure Statement. Day to day accounting for the Fund shall be performed by the ~~g~~Governmental ~~u~~Units in accordance with generally accepted accounting principles. The Governmental ~~u~~Units shall account for the funds spent out of the Fund. Such accounting shall be included as

part of the Annual Audit of the Navajo Nation submitted to the Navajo Nation Council.

E. Performance and Impact Reporting. Each Administrative Oversight entity distributing the funds under this Act shall submit an annual performance report and impact reporting from the previous fiscal year to the Health, Education, and Human Services Committee and the Naabik'iyáti' Committee. By second quarter of the following fiscal year, Dine College, Navajo Technical University, Office of Navajo Nation Scholarship and Financial Assistance shall also report to Health, Education and Human Services Committee and Naabik'iyáti' Committee. The report shall include:

1. Student enrollment and graduation rates disaggregated by location and degree level;
2. Amount of funds allocated and expended toward Diné language revitalization, K-12 grade levels, and endowment;
3. Workforce and certification outcomes for teacher preparation and career/technical programs;
4. Community impact and outreach summaries; the institutions shall, to the extent practicable, collaborate with chapter governments to establish micro-credentialing satellite programs in priority fields including construction, plumbing, and film production.
5. Financial audit summaries specific to Fund use; and
6. Capital infrastructure audit summaries specific to Fund use.

F. Up to ten percent (10%) of the annual funds appropriated may be held in reserve by OMB and released only upon submission of measurable progress reports showing improvement in enrollment, graduation rates, Navajo language instruction, or workforce credentialing.

§ 2305. DISTRIBUTION OF ANNUAL, SUPPLEMENTAL, AND SPECIAL APPROPRIATIONS TO DINE COLLEGE AND NAVAJO TECHNICAL UNIVERSITY, AND THE OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

Annual appropriated funds shall be directly distributed in full on October 1st of each fiscal year. The Fund shall be distributed in the following amounts:

1. Diné College - \$6,000,000
2. Navajo Technical University - \$6,000,000
3. Office of Navajo Nation Scholarship Financial Assistance - \$7,000,000

§ 23046. EFFECTIVE PERIOD

The effective date of the Fund shall be the beginning of Fiscal Year 2006, and shall be maintained ~~for twenty (20) fiscal years in~~ perpetuity thereafter.

* * * *

SECTION FOUR. DIRECTIVES

- A. Within five (5) years of the effective date of this Act, the Budget and Finance Committee shall conduct a financial impact and performance review to assess the sustainability of the annual allocation from the General Fund, measure the performance of each Governmental Unit in achieving student outcomes, assessing Diné language revitalization, determining each Governmental Units financial accountability, and, whether inflation, cost-of-living, and other demands warrant a change in annual funding levels. The Budget and Finance Committee shall submit its findings in a report to the Navajo Nation Council upon the completion of its financial impact and performance review.
- B. Based on these findings, the Navajo Nation Council shall evaluate whether to adjust the Fund amounts to align with prevailing fiscal conditions, educational needs, and inflationary pressures. Each Administrative Oversight Governmental Unit shall, within three (3) years of the enactment of this Act, submit to the Budget and Finance Committee a financial sustainability plan that identifying alternative revenue streams, including endowment growth, capital investment strategy, and federal/private grant leveraging.

SECTION FIVE. CODIFICATION

The provisions of this resolution that amend or adopt new sections of the Navajo Nation Code shall be codified by the Office of Legislative Counsel. The Office of Legislative Counsel shall

incorporate such amended provisions in the next codification of the Navajo Nation Code.

SECTION SIX. EFFECTIVE DATE

This Action shall become effective in accordance with 2 N.N.C. § 221(B). However, the first appropriation of general funds by the Navajo Nation pursuant to the amended amounts approved herein shall begin in Navajo Nation Fiscal Year 2027.

SECTION SEVEN. SAVING CLAUSE

If any portion of this Action is determined invalid by the Navajo Nation Supreme Court, or by a District Court of the Navajo Nation without appeal to the Navajo Nation Supreme Court, the remainder of this Action shall be the law of the Navajo Nation.

CERTIFICATION

I, hereby, certify that the foregoing resolution was duly considered by the 25th Navajo Nation Council at a duly called meeting in Window Rock, Navajo Nation (Arizona), at which a quorum was present and that the same was passed by a vote of 17 in Favor, and 00 Opposed, on this 30th day of January 2026.



Honorable Crystalyne Curley, Speaker
25th Navajo Nation Council

2/9/2026

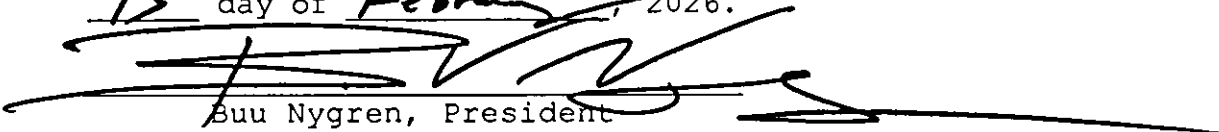
Date

Motion: Honorable Vince R. James
Second: Honorable Helena Nez Begay

Speaker Crystalyne Curley not voting

ACTION BY THE NAVAJO NATION PRESIDENT:

1. I, hereby, sign into law the foregoing legislation, pursuant to 2 N.N.C. § 1005(C)(10), on this 13 day of February, 2026.



Buu Nygren, President
Navajo Nation

2. I, hereby, veto the foregoing legislation, pursuant to 2 N.N.C. § 1005(C)(11), on this _____ day of _____, 2026 for the reason(s) expressed in the attached letter to the Speaker.

Buu Nygren, President
Navajo Nation

3. I, hereby, exercise line-item veto pursuant to the budget line-item veto authority delegated to the President by vote of the Navajo People in 2009, on this _____ day of _____, 2026.

Buu Nygren, President
Navajo Nation



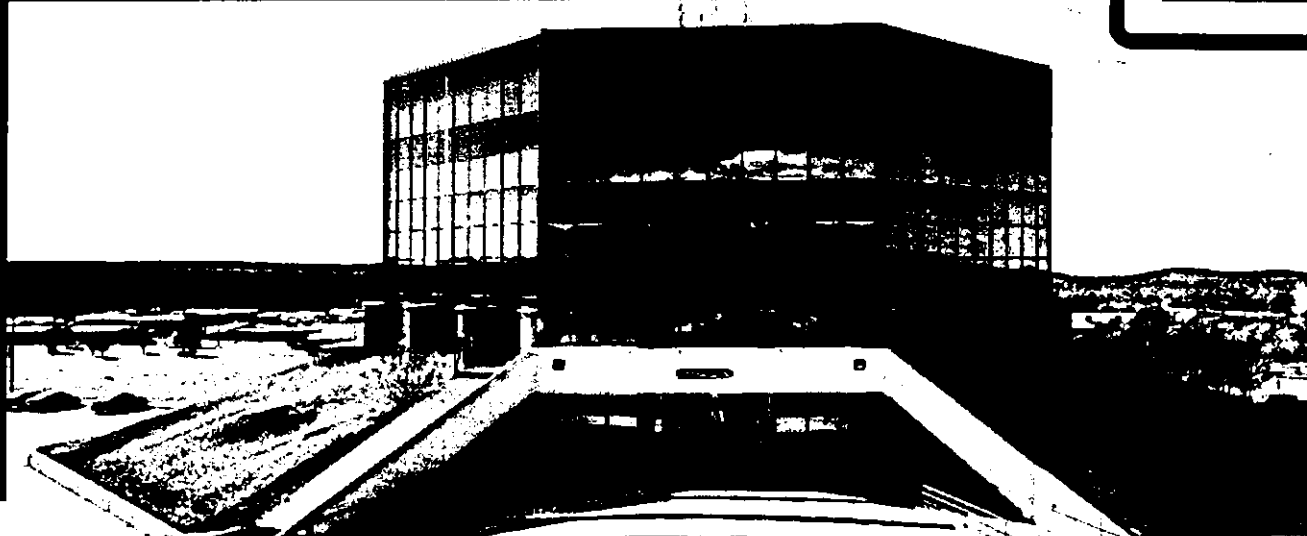
DINÉ COLLEGE

THE HIGHER EDUCATION INSTITUTION OF THE NAVAJO

WWW.DINECOLLEGE.EDU

EXHIBIT

A



Our College

Through visionary foresight and leadership, Diné College was established in 1968 as the first tribal college in the United States. It is now a four-year institution accredited by the Higher Learning Commission with campuses in Tsaile and Shiprock; centers in Tuba City, Window Rock, and Crownpoint; and microsites in Newcomb and Aneth.

Diné College has been a national leader as the first tribal college, inspiring the development of other higher education institutions throughout Indian Country since its inception. There are now 37 Tribal Colleges and Universities (TCUs) in the United States.

Diné College offers certificate programs and associate, bachelor's and master's degrees through five schools – School of Arts and Humanities; School of Science, Technology, Engineering and Mathematics (STEM); School of Diné Studies and Education; School of Business and Social Science; and School of Transformation.



Vision

Our vision is to improve continuously our programs and services to make Diné College the exemplary higher education institution for the Diné People.

Nihí'ólta'gi, Diné Bidziilgo ólta'gi na'nitin a'qqa ádaat'éli ólta'í bee nanitinígíí dóó t'áa ha'át'íí shíí bee biká'aná'álwo'ígíí bidziilgo dóó bohónéedzq qgo ádiilnít níidzin. Díí binahjí' Diné bi'ólta'gi óhoo'aah ts'ídá bohónéedzáníí bee bit haz'q ilij dooleef.

Mission

Rooted in Diné language and culture, our mission is to advance quality post-secondary student learning and development to ensure the well-being of the Diné People.

Diné biná'nitin t'áa íiyisíí á siláago binahjí', olta'í na'nitin náasjí' yee Inááhwiidoo'áligíí yéego bidziilga ádiilnít, áko Diné nilínígíí t'áa altso yá'át'éehgo bee bit nahaz'áa dooleef níidzin.

Sa'ah Naagháíí Bik'eh Hózhóón

The educational philosophy of Diné College "Sa'ah Naagháíí Bik'eh Hózhóón," the Diné traditional living system, places Diné life in harmony with the natural world and the universe. This unique educational philosophy and mission is grounded in Navajo cultural traditions. The philosophy provides principles both for protection from the imperfections in life and for the development of well-being.

Degrees and certificates



Associate of Applied Science

- Business Management
- Office Administration

Associate of Arts

- Business Administration
- Diné Studies
- Early Childhood Education Education
- Social and Behavioral Science Social Work

Associate of Science

- Biology
- Environmental Science
- Health Occupation
- Mathematics
- Physics
- Pre-Engineering
- Public Health

Bachelor of Arts

- Business Administration
- Diné Studies
- Navajo Language
- Elementary Education
- Navajo Nation Law
- Psychology

Bachelor Fine Arts

- Emphasis in Creative Writing
- Emphasis in Digital Photography
- Emphasis in Painting
- Emphasis in Graphic Design
- Emphasis in Navajo Silversmithing
- Emphasis in Navajo Weaving

Bachelor of Science

- Agricultural Science
- Biology
- Public Health
- Secondary Education, Mathematic
- Secondary Education, Science
- Biomedical Science

Minor Degrees

- Native American Studies
- Cultural Arts

Master of Science

- Biology

Certificate Programs

- Computer Technology
- Geographic Information System
- Medical Assistant
- Navajo Nation Leadership
- Cultural Arts
- Public Health

Why DC?

Research on the Navajo Nation shows a positive correlation between a Navajo student's cultural identity and mental health and academic performance. A Navajo student with a positive cultural identity is more likely to have better student achievements in core academic subjects

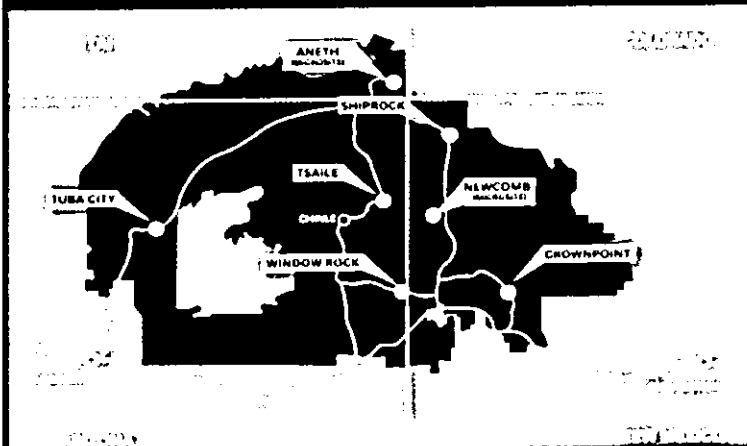
- Hozhó Diné Bi Nahat'a
Strategic Plan



Student Services

- Mental Health Coordination
- Career Education/Advancement
- Transfer Services
- Peer Mentor Program
- Student Activities
- First-Year Experience
- Learning Center-Free Tutoring
- Student Support
- Disability Support Services
- Associated Students of Diné College
- Advising
- Athletic Program- Archery, Cross Country, and Rodeo
- Financial Aid

DINÉ COLLEGE CAMPUS & MICROSITES

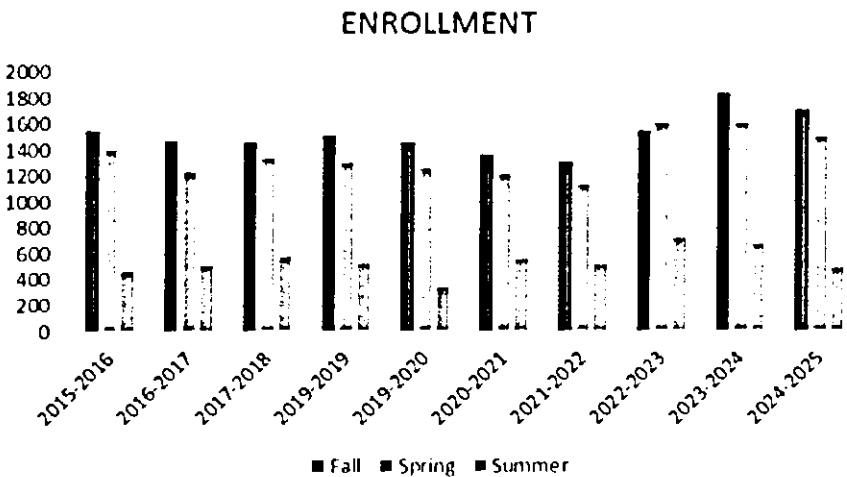


Locations

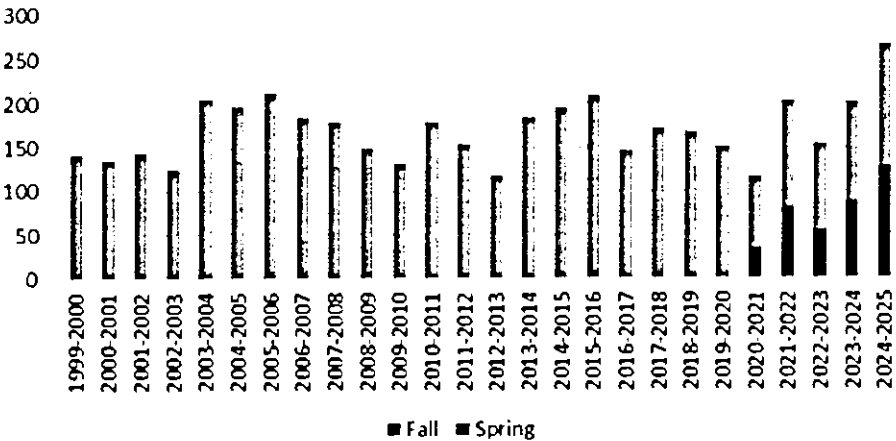
- Tsale Main Campus
- Shiprock Branch Campus
- Crownpoint Center
- Tuba City Center
- Window Rock Center
- Aneth Microsite
- Newcomb Microsite

Enrollment and Graduation Rates

For the past ten years, Diné College had an average enrollment of 1,525 students in the Fall Semester; 1,361 in the Spring Semester; and 549 in the Summer. There were 1,710 students enrolled for Fall 2024 and 1,502 for Spring 2025, representing increases from the average number of enrolled students.



NUMBER OF GRADUATES



For School Year 1999–2000 through School Year 2024–2025, the College annually awarded degrees to an average of 170 students. In 2024–2025, the College awarded degrees to 267 graduates.



Economic Impact of Diné College

Overall Impacts of Diné College (Based on 2022-2023 Economic Impact Study):

- Economic Contribution: Generated **\$64.3M** in regional income (0.3% of GRP) through operations, student spending, and alumni earnings.
- Job Creation: Supported **946 total jobs** across the Navajo Nation.
- ROI- Students: High returns (\$12.00 per \$1 invested) via increased lifetime earnings. The average annual return for DC students is **33.0%**.
- For every dollar invested in Diné College, U.S. taxpayers gain in added tax revenue and public sector savings **\$1.10**; Society gains in added income and social savings **\$3.70**. In total, Arizona taxpayers gain in added tax revenue and public sector savings **\$10.6 million**.

Accomplishments

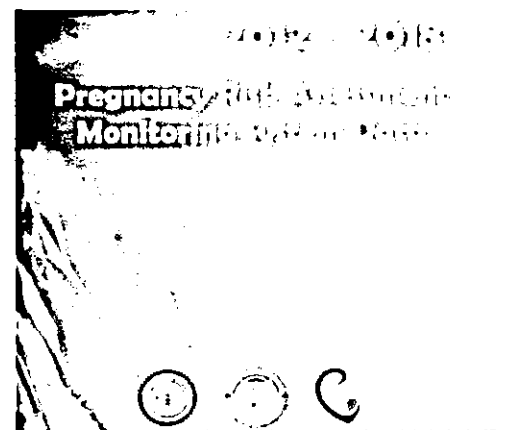
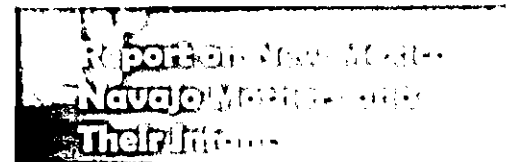
In 2018, Diné College celebrated 50 years as the Navajo Nation's higher education institution.

In 2019, the Higher Learning Commission approved Diné College as a four-year institution, paving the way to increase its number of bachelor's degrees and to begin work on offering master's degrees.

- Diné College is one of only two TCUs that is classified as a Research Institute in the Carnegie Classifications. This designation solidifies its role as a leader in advancing research and higher education opportunities for Native communities.
- The Bachelor of Arts in Navajo Law was launched in Fall 2024 in partnership with Arizona State University. This is a first of its kind bachelor degree program focused on cultivating legal professionals well-versed in both Navajo and federal law, an important initiative for this region which is often described as a "legal desert."
- The School of Business and Social Science is introducing the Master of Business Administration program. The MBA program will focus on expanding, networking and restructuring the realities of Navajo Nation economies within the context of economic experiences on local, national and global levels. To provide this unique tribal and Indigenous-focused curriculum, the program will draw upon interdisciplinary perspectives and incorporate collaborative efforts between academic departments within the College, strengthening critical thinking and allowing for a space for tribal perspectives to lead dialogues with business and economic leaders throughout Indigenous communities and Native Nations.
- Diné College recently opened the School of Transformation, a comprehensive certificate and certification program aimed at providing professional development, continuing education, and training programs with more than 300 online programs available.
- The School of STEM at Diné College has earned two U.S. patents for inventions designed for medical applications. Diné College holds the first and second patents granted to a TCU.
- In December 2021, Diné College led the country in the number of psychology majors it graduates. In the November issue of *Diverse Issues in Higher Education*, the college was listed as tied for number 1 with the University of New Mexico.
- In June 2023, held a juried art competition and a Native American Art Market featuring 45 artists and musicians from the Navajo Nation and surrounding region.
- In October 2020, the Navajo Nation Department of Health Epidemiology Center and Diné College jointly announced the publication of the *Report on New Mexico Navajo Mothers and Their Infants 2012-2018*. Dr. Mark Bauer's public health students assisted with compiling data for the report.



A major achievement was celebrated in Fall 2024 when three students were the **first to graduate with Master of Science degrees in Biology** - Diné College's first master's degree program. Neilroy Singer from Shiprock, Kaitlan James from Round Rock/Lukachukai, and Faylene Begay from Tuba City earned the College's first master degrees. In Spring 2025, two more students earned their MS degrees - Harrison Cayatineto and Alana Benally.



Accomplishments

- The Wool Mill initiative achieved a significant milestone with its inaugural wool buy in Summer 2024. This program empowers Diné wool producers through collective bargaining, enabling them to secure better market prices for their products. Additionally, producers receive valuable education on market-driven product development strategies, helping them create wool products that better align with buyer preferences and demands. The wool buy continues throughout Fall 2025.
- Troy Tso, a 2020 graduate of the College, won the Many Nations for American Indian College Fund and Pendleton Woolen Mills new blanket award for 2024. Dustin Lopez, then a student at the College in the Fine Arts degree program, won the award for 2023.
- In February 2021, the Board of Regents was recognized by the Association of Governing Boards of Universities and Colleges with the 2021 John W. Nason for leadership and progressive initiatives. Diné College was the only Native American institution chosen for the honor.
- In August 2020, nine films created by students of Diné College and Winona State University were featured in a ceremony as part of Navajo Code Talkers Day.

NORTHWEST TEACHER EDUCATION PROGRAM

Initial Funding for the Northwest Teacher Education Program started in 2021 as a grant-funded pilot program under NM PED in direct response to the teacher shortage and the Yazzie-Martinez decision. The program addresses the critical need for multicultural education and certification. Diné College is uniquely positioned- geographically, culturally, and academically- to support aspiring educators, recent graduates, and current teachers in acquiring the certifications necessary to teach effectively in both New Mexico and Arizona.

Our students are teaching in their communities

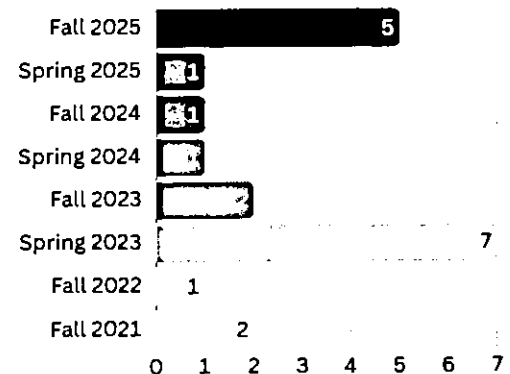
- 82% of students stay in their community
- 100% of student graduates have job offers by the time they graduate.

Objectives:

- Support and increase the number of certified teachers in the state of New Mexico
- Target traditional students, paraprofessionals (teachers assistance) to become certified classroom teachers
- Focus on curriculum on training modules for teaching paraprofessional development
- Expand Native American Language Institute for Teachers of Language



Northwest Teacher Education Program
2021-2024 Graduation Report



Total of 15 graduates awarded, 5 expected to graduate Fall 2025. Diné College's first Spring 2023 graduation.





Language and Culture

The School of Diné Studies and Education (SDSE) at Diné College is at the forefront of cultivating educational excellence while safeguarding the cultural and linguistic heritage of the Navajo Nation. **SDSE offers 2 Certificate programs, 3 Associate of Arts degree programs, 2 Bachelor of Arts degree programs, 1 Bachelor of Science degree program, and 2 endorsements programs.** Below are highlights of SDSE's achievements and including our groundbreaking Navajo cultural arts program and Bachelor of Fine Arts degree which underscore our commitment to empowering Diné learners and cultural preservation.



Native American Language Institute for Teachers

In July 2023, SDSE hosted the Native American Language Institute for Teachers of Language uniting 289 participants from across the Navajo Nation. This dynamic two-day event empowered participants with strategies for integrating the Diné language into classrooms, revitalizing pedagogical approaches, and fostering intergenerational language transmission. The overwhelming turnout underscores the critical demand for SDSE's leadership in addressing systemic challenges to language preservation.

Navajo Language Immersion Camp

Building on the resounding success of our 2023 Navajo Language Immersion Camp—which immersed learners of all ages in Diné language and traditions—SDSE expanded the camp in summer 2024. This expansion enabled us to reach youth and adult learners, through culturally rooted curricula, community-led workshops, and hands-on activities.

- Collaboration with Goshen College strengthened cross-cultural ties by welcoming 16 students for a transformative exchange program. These students engaged in home stays, culture classes, and collaborative community projects. Future exchanges will deepen these relationships and amplify Diné perspectives in higher education.



Diné'ehjí Nahaghá Bínáhoo'aah & Navajo Language Commission

In collaboration with the School of Transformation, SDSE is spearheading Diné'ehjí Nahaghá Bínáhoo'aah, a visionary initiative to reverse language shift. This effort aligns with the establishment of the Navajo Language Commission, which will be housed at Diné College. The Commission's mission is to enrich the Navajo language by incorporating new terminology and developing a comprehensive language policy and program for the Navajo Nation. To support this, SDSE is actively realigning Navajo language courses, offering a Navajo Language Tutoring Program, and developing an online Navajo language platform.

Living Languages Initiative

Former Dean Rex Lee Jim was honored with the Bureau of Indian Affairs' Living Languages Award for his visionary work in Indigenous language revitalization.



Navajo Cultural Arts

In December 2015, the Navajo Cultural Arts Program (NCAP) was officially created. The NCAP collaborates with several Schools within the Diné College framework (School of Diné Studies and Education, School of Art, Humanities, and English, Navajo Cultural and Language Resource Program, Diné College Library System), with Navajo Nation entities (Office of Miss Navajo Nation, Navajo Nation Council and Navajo Nation Economic Division), with southwest arts organizations (Heard Museum, SWAIA), and with various media outlets (KTNN, KXWR, Gallup Independent, Farmington Daily Times). These collaborations have allowed for the Navajo cultural arts certificate program to expand to audiences and potential students who live outside of the Navajo Nation boundaries.

Diné College's Navajo Cultural Arts Program is a cornerstone of our mission to preserve and celebrate Diné creativity. This program trains students in traditional arts such as weaving, silversmithing, pottery, moccasin making, and basketry.

In 2023, the program achieved a historic milestone by launching the Diné College accredited **Bachelor of Fine Arts (BFA) in Navajo Cultural Arts**, the first BFA degree in the United States dedicated entirely to indigenous cultural artistic practices.

- Students learned directly from renowned Navajo artists and knowledge holders, ensuring the transmission of techniques for future generations.
- Student work is showcased in high profile exhibitions, including SWAIA Artist Show Acceptance and Heard Museum Indian Market Best of Show, elevating the visibility of Navajo art.
- The program equips graduates to sustain their practices as professional artists, entrepreneurs and educators, revitalizing local economies across the Navajo Nation.
- Thus far, the NCAC has 30 certificate recipients since 2015. Average program enrollment is 15-20 by Academic Years.
- There are five (5) alumni who have started their own businesses as a result of their participation with the NCA.

Diné College facilitates and encourages preservation of the Diné language through various events open to the public including, most recently: Késhjéé' Navajo Shoe Game (annually); Diné Bizaad Bína'níltíngi: Teaching Methods & Methodology, A Knowledge-Sharing Event (2025); Nits'áá'dóó (dahwiil'aah Diné Bizaad Multimedia Event (2024); Warrior Clan Celebration (2024); and Hózhóó'jík'ehgo a four-part virtual workshop series (2024). Other events promoting cultural teachings that are open to the public have also been hosted at the College such as sheep shearing workshops, equine hoofcare workshop, Native Art Market, artist talks with Mellon Fellows, Navajo string game presentations, drum tie workshops, art workshops, traditional food demonstrations, and traditional male tools workshop.

Our Students



Jalen Smallcanyon and Jana Stewart are student leaders at the national level with the American Indian Higher Education Consortium (AIHEC).

Smallcanyon served as the Communications Officer for the 2024-2025 AIHEC Student Congress and was recently elected the Southwest Representative for the 2025-2026 AIHEC Student Congress. She also serves as the President of the Associated Students of Diné College, and an ex officio member of the Diné College Board of Regents. She is majoring in Creative Writing and is from Pinon and Coppermine, Arizona.

Stewart, a senior majoring in Public Health, holds the position of Sergeant at Arms for the 2024-2025 and the 2025-2026 AIHEC Student Congress. She works as a professional writing tutor at Diné College and is from Crystal, New Mexico.

AIHEC, representing 37 TCUs, advocates for federal recognition of tribal sovereignty and the fulfillment of trust and treaty obligations.

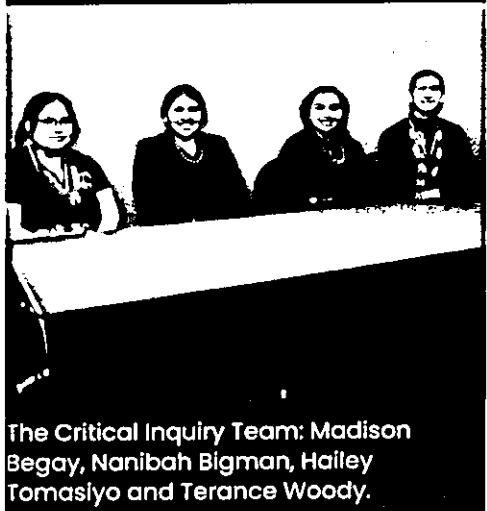
Our Students



Terance Woody won the Poetry Slam and was named Mr. AIHEC.



Damien Jones, Terance Woody, Madison Begay, and Dayheona Yazzie. Begay was one of the top 8 in the Poetry Slam.



The Critical Inquiry Team: Madison Begay, Nanibah Bigman, Hailey Tomasiyo and Terance Woody.

"It's a living expression of how Navajo identity is resilience and self-determination.

It stands as a powerful reminder that higher education can be rooted in Indigenous knowledge, values and language.

"Here we learn not just to succeed in the world but to do also while carrying our culture, our language and teaching with us the Navajo philosophy."

Terance Woody on Diné College

Diné College students demonstrated exceptional talent and dedication, earning multiple accolades at the 36th Annual American Indian Higher Education Consortium (AIHEC) Student Conference. The event, themed "Ancient Wisdom, the Foundation of Our Future: Sovereignty, Unity, and Strength for Future Generations," was held at the Ramkota Hotel & Conference Center in Rapid City, South Dakota.

The Diné College Critical Inquiry Team secured a third-place finish in a competitive field. Team members Nanibah Bigman, Hailey Tomasiyo, Madison Begay, and Terance Woody delivered an outstanding performance guided by their coach, Sterling Walter.

Adding to the College's success, Tomilethia Chee showcased her precision and skill by earning third place in the Women's Individual Archery category, with support from her coach, Darwyn Henderson.

Terance Woody also achieved individual excellence in the Writing category of AIHEC's SLAM POET competition. With guidance from his coach, Dr. Nonabah Sam, he further made a mark by claiming the title of 2025 Mr. AIHEC.

Dayheona Yazzie impressed judges in the Persuasive Speech category, securing a well-deserved second-place finish under the mentorship of coach Dr. Alysa Landry and Neilroy Singer.

Students also participated in the Art Exhibit, Science Bowl, Traditional Plants and Herbs, and Traditional Handgames competitions during the conference.

The achievements at the 2025 AIHEC Conference highlight Diné College's mission to foster academic excellence, celebrate the talents of its students, and honor the cultural heritage of the Diné people.



Tomilethia Chee won third place in the Women's Individual Archery category.

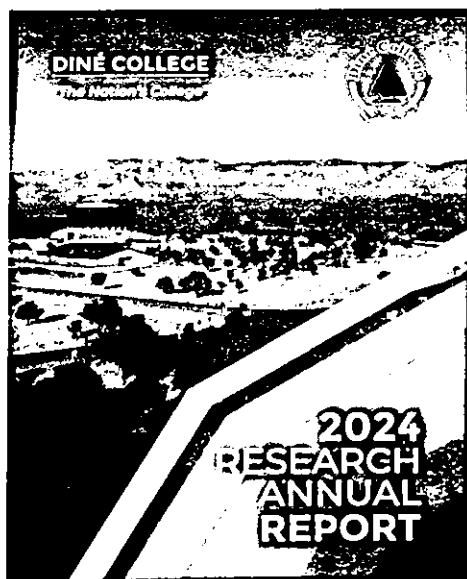


Dayheona Yazzie, Hailey Tomasiyo, and Jocelyn Brown competed in the Science Bowl.

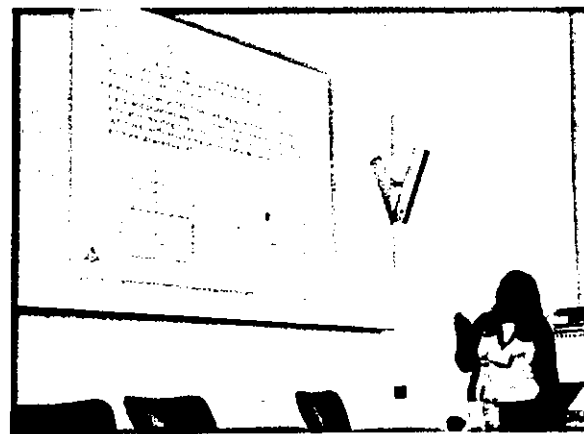


Nykesha Nez's entry into the Drawing Division of the Art competition entitled "Storm's Coming."





2024 RESEARCH ANNUAL REPORT -Diné College's first research annual report showcases the institution's research achievements, enhances transparency, and strengthens credibility with funders and partners, driving future opportunities for growth and innovation. Download online at www.dinecollege.edu.



Under the guidance of Dr. Oleksandr Makeyev, Ph.D., Associate Professor at the School of STEM, Diné College, Alana Benally, an Honors Scholar, has made significant strides in her academic journey. She earned a BS in Biomedical Sciences and recently earned her Master of Science in Biology in May 2025.

In July 2024, Benally traveled to Naples, Italy, to attend the prestigious IEEE Sensors Application Symposium. There, she delivered a talk on her first-author paper titled, "Time and frequency domain synchrony of current and optimal Laplacian estimates via t-Lead electrodes on human electroencephalogram data." This research, originating from her thesis work in the Mathematics for Engineering Applications Laboratory (MEA Lab) at Diné College, showcases her dedication and expertise as a Research Assistant.

"It allows quantifying how much the quality of the signal from a commercial electrode currently on the market can be improved by optimizing the software coefficients used to record it," stated Makeyev. "This work has been funded by the Small Grants for Research award 2212707 from the National Science Foundation Tribal Colleges and Universities Program and was performed in collaboration with a group from the Universitat Politècnica de València in Spain."

Alana Benally's achievements reflect the high standards and rigorous academic environment of the School of STEM at Diné College, and her ongoing research continues to pave the way for future innovations in biomedical sciences.

An innovative study by Harrison Cayatineto, who recently graduated with a Master of Science degree in Biology in May 2025, has identified a microRNA with significant potential to combat viruses in the Flaviviridae family, which includes dengue, Zika, and yellow fever.

"This microRNA was identified after approximately 67,000 alignments," said Dr. Shazia Tabassum Hakim, Cayatineto's research supervisor. "The sequence he found is unique, and he is now testing it through in vitro experiments. His extraordinary attention to detail and technical expertise are impressive, and he is an inspiration to his peers."

This work introduces a novel approach to combating Flaviviridae viruses, which remain a global health challenge. Although further research is essential to validate these findings, Cayatineto's study serves as a solid foundation for miRNA-based antiviral treatments.

Cayatineto recently published his research in *Frontiers in Bioinformatics*.

The remarkable work of our students researchers exemplifies the talent and ambition within our STEM programs. However, their achievement also underscores the urgent need to modernize our campus labs and equipment. By investing in flexible lab spaces, next-generation sequencing tools, and collaboration zones, we can empower more students to address global health challenges.

Financials

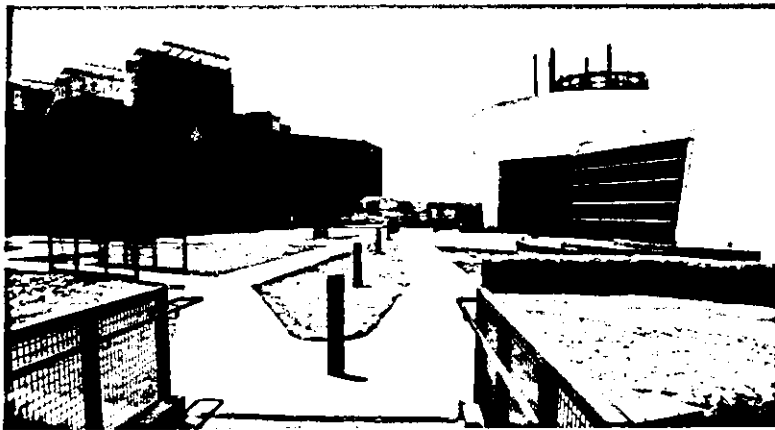
The proposed FY2026 federal budget includes a drastic reduction in Tribal Colleges and Universities (TCU) funding—from \$196 million in FY2025 to just \$22 million. This 88% cut threatens to eliminate all federal capital improvement funds and significantly reduce operational support. We are deeply concerned about anticipated federal budget cuts, particularly with the Administration's broader stance on reducing education funding. At this time, we estimate:

- A potential 20% reduction in our Bureau of Indian Education (BIE) allocation, which would result in a \$3.7 million annual deficit.
- Possible additional cuts to Pell Grants, Supplemental Educational Opportunity Grants (SEOG), Federal Work Study, and Title III Part A and B.

If these programs are cut at a similar rate, we could experience an additional \$7.7 million in lost federal support—bringing the total projected funding shortfall to \$11.4 million. These cuts would significantly impact student success, retention, and institutional operations.

	Actual 2017-2018	Actual 2018-2019	Actual 2019-2020	Actual 2020-2021	Actual 2021-2022	Actual 2022-2023	Actual 2023-2024
Revenues							
Tuition and Fees, Net	284,780	337,309	297,593	284,981	231,730	176,463	122,407
Grants and Contracts	4,868,507	5,873,638	7,299,118	6,894,983	7,672,195	9,971,151	11,356,459
Auxiliary Enterprises	1,055,703	913,711	1,078,955	768,887	473,922	574,098	765,200
Total Revenue	6,208,990	7,124,658	8,675,666	7,948,851	8,377,847	10,721,712	12,244,066
Expenses							
Instruction	9,394,391	9,505,833	9,563,755	8,542,925	7,757,554	7,068,000	6,737,464
Research	799,237	1,227,146	1,553,302	1,643,252	1,720,587	2,620,559	2,119,993
Public Service	12,557	-	2,170	562	-	-	-
Student Aid	5,037,282	5,209,197	5,128,034	4,783,223	5,605,651	5,238,587	6,689,238
Academic Support	2,396,815	2,948,140	2,518,292	2,357,761	2,369,809	4,398,665	4,440,382
Student Services	1,541,703	1,452,018	1,649,137	1,302,894	2,193,172	3,132,217	3,722,972
Institutional Support	12,883,941	13,674,911	14,389,610	14,685,619	19,036,816	17,251,505	16,970,951
Auxiliary Enterprises	2,330,803	1,978,052	2,036,653	1,720,580	1,374,614	1,476,348	2,197,157
Total Expenses	34,396,729	35,995,297	36,840,953	35,038,816	40,058,203	41,185,881	42,878,157
Net Operating Results	28,187,739	28,870,639	28,165,287	27,087,965	31,680,356	30,464,169	30,634,091
Nonoperating							
Federal	13,960,848	13,598,810	13,580,928	13,967,528	14,723,805	14,286,782	15,120,245
Navajo Nation	4,200,000	4,200,000	4,700,000	4,699,999	4,700,000	4,700,000	4,700,000
Federal COVID Grants	-	-	-	3,482,821	11,304,317	13,336,553	11,095,305
Loan Forgiveness	-	-	-	-	3,380,851	-	-
Scholarships	7,483,707	7,034,462	7,342,688	6,844,710	6,187,880	5,438,470	6,697,811
Investment Income	495,627	419,262	604,386	730,622	1,453,796	-2,645,324	3,189,837
Donations	-	-	-	-	-	2,096,554	193,115
Net Nonoperating	26,140,182	25,252,534	26,228,002	29,725,680	41,750,649	37,213,035	40,996,313
Capital, Grants, Gifts	2,538,479	5,532,554	7,416,173	1,105,554	4,913,634	12,388,061	1,150,151
Total Nonoperating	28,678,661	30,785,088	33,644,175	30,831,234	46,664,283	49,601,096	42,146,464
Change in Net Position	490,922	1,914,449	5,478,888	3,743,269	14,983,927	19,136,927	11,512,373

Capital Needs



Tsaile Student Activity Wellness Center	24.5 million
Tsaile Faculty Housing	7.2 million
Shiprock Agricultural Multipurpose Center	9.5 million
Dilkon Microsite	1.3 million

- Diné College has plans for a Student Activity Wellness Center at its main campus in Tsaile, which includes a gymnasium. Wellness can benefit students by improving physical and mental health, which may lead to improved academic performance, behavior, social integration, and resilience to stress
- To accommodate the staffing necessary for growing degree and student programs, Diné College requires housing for employees and faculty at its Tsaile campus.
- The College is working on an Agricultural Multipurpose Center at its Shiprock campus. The Shiprock AMC is dedicated to supporting the education of students and Navajo farmers and ranchers. The facility will provide a range of services to local communities, including educational programs for students and local agricultural producers.
- The College's microsities need studio space to offer classes once they are accredited. These microsities currently offer services but need more resources to be able to offer courses.
 - Diné College is expanding services to Dilkon, Arizona, with a microsite to serve the southwestern region of the Navajo Nation. There is currently no TCU presence in this region.
- The Window Rock Center is in the process of expanding. Diné College has received funding from the State of Arizona allocated explicitly for the construction of an academic multipurpose building at the Window Rock Center. Plans are to house the School of Law at this location due to its proximity to the Navajo Nation central government.
- The Tuba City Center is in the process of constructing two buildings to enhance student services and academic opportunities – a Student Services Building and a STEM Laboratory Building. The Student Services Building is proposed to include a multipurpose room, student lounge, library, testing room, offices spaces for mental health coordinator, IT support personnel, tutors, academic advisor and kitchen.
 - With the expansion of more courses and programs under the School of STEM, there is a dire need for extended space to provide access to advanced hands-on laboratory training and research.
- Diné College announced the commencement of a construction project aimed at strengthening the college's commitment to sustainable energy and environmental stewardship. The project, part of a YEAROUT Guaranteed Energy Savings Performance Contract (GESPC), will see the installation of a new solar farm designed to provide clean, renewable energy to the campus. The project includes the Installation of piping from the solar farm located south of the campus into 1 Circle Dr., near the road access to the South Parking Lot. This project also includes lightning replacement work that will be conducted without requiring power interruptions to any campus buildings.

Leadership

Board of Regents



Anderson Hoskie, Chair



Dr. Maggie George, Vice
Chair



Jalen Smallcanyon,
Secretary/Treasurer



Kimberly Williams



Claudia Edgewater



Cameo Meija

Academics



Dr. Alysa Landry
Provost



David Nez, Dean of
School of Dine Studies



Patrick Lynch, Dean of
School of Science,
Technology, Engineering
and Mathematics



Dr. Nonabah Sam,
Acting Dean of School
of Arts and Humanities

Not Pictured

Patrick Blackwater,
Dean of School of
Business and Social
Science

Timothy Nelson,
Dean of School of
Transformation



STRATEGIC DESIGN: Roadmap to the Future

1. Quality Growth for Navajo People - : Serve student and community interests by implementing programs, projects, and initiatives through investments to ensure quality return for nation-building that are sustainable, diverse, equitable, and inclusive.

- Language and Culture
- Research
- Teaching and Learning

2. Accessibility - Provide accessible and quality education and campus resources to current, former, and prospective students living within and beyond Dine Bikeyah.

- Easing Access
- Dynamic Learning
- Student Outcomes

3. Campus Health and Wellness - Strengthen, reinforce, and increase student and employee engagement in health and wellness.

- Networking
- Co-curricular Activities
- Financial Health

4. Holistic Integration - To integrate Dine Education model that offers a versatile curriculum, contemplative instruction, and dedicated assessment to provide solutions and facilitate efforts to deal with the challenges we face today.

- Community of Practice
- Mentoring Network
- Data-Informed Decision Making

5. Culture and Environment - Building K'e (Kinship) through the fundamental Dine principles of Ahit idlj (Respect), Baa nitsahakees (Reflect), K'ehwiindzin (Relationally), and Ana'alwo' (Reciprocity) to uphold accountability.

- Integrate K'é
- Lifelong Learning
- Global Community

6. Facilities - Provide infrastructure, facilities, and support staff that meet our expansion utilizing Dine cultural standards and values, fostering energy efficiency and sustainability.

- Facility Planning
- Sustainability Through Renewables
- Maintain Current Facilities

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REGISTRAR - (928) 724-6630 registrar@dinecollege.edu

FINANCIAL AID - (928) 724-6730 or (505) 368-3511

finaid@dinecollege.edu

HUMAN RESOURCES - (928) 724-6603 dhr@dinecollege.edu

MARKETING - (928) 724-6694 marketing@dinecollege.edu

TSAILE SECURITY - (928) 724-6802

EMERGENCY - (928) 724-6911

Support and Justification
for the
Reauthorization of the *Diné Higher Education Grant Act*



Submitted
by
Dr. Elmer Guy
President
Navajo Technical University

June 27, 2025

INTRODUCTION

In 2004, the Diné Higher Education Grant Act¹ (“Act”) was signed into law. The Act provided set-aside funding for Diné College (DC), Navajo Technical University (NTU), and the Office of Navajo Nation Scholarship and Financial Assistance (ONNSFA). The Act was amended in 2012² and 2017³. Each subsequent amendment increased the funding levels. The Act was authorized for 20 fiscal years; this authorization ended in FY 2025. Delegate Andy Nez has introduced legislation to reauthorize the Act. The reauthorization legislation proposes four changes:

- Increases Funding for NTU, College, and the Office of Navajo Nation Scholarship and Financial Assistance (ONNSFA). For NTU and DC, earmarks 1% of the funding for Navajo Language teacher education, 1% for K-12 to college pipeline initiative, and 1% investment into their respective endowments. For ONNSFA, earmarks 1% of Navajo Language teacher education scholarship funding.
 - See below for NTU’s Specific Increase Funding Support and Justification: Increased student enrollment, Expansion of degree programs, Address financial shortfalls, Completion of current Capital and Infrastructure improvement needs.
- Policy Change | Definitions of Governmental Units and Operations
- Policy Change | Distribution of Annual Funds
- Policy Change | Permanent Authorization.

NTU respectfully requests the full support of the Navajo Nation Council in the reauthorization of the Act.

Below is support and justification of the four proposed changes in the reauthorization legislation.

¹ 22 NNC 2303-2304 (Resolution No. CJY-39-04)

² Resolution No. CJY-41-12

³ Resolution No. CJY-35-17

INCREASED FUNDING IN THE REAUTHORIZATION LEGISLATION

The reauthorization legislation proposes a cumulative increase funding for NTU, DC, and the ONNSFA from \$12.4 million to \$30 million beginning in FY 2028. Currently, the three receive the following allocations⁴ and under the reauthorization legislation. These amounts will remain in effect until FY 2027:

CURRENT ALLOCATIONS TO REMAIN IN EFFECT TO FY 2027		
Navajo Technical University	Diné College	ONNSFA
\$4.2 Million	\$4.7 Million	\$3.5 Million

The proposed increase will take effect in Fiscal Year 2028 and will be allocated as follows:

INCREASED ALLOCATIONS TO TAKE EFFECT IN FY 2028		
Navajo Technical University	Diné College	ONNSFA
\$10 Million	\$10 Million	\$10 Million

As noted above, as part of this increased funding, NTU and DC must use 1% of the funding for Navajo Language teacher education, use 1% for K-12 to college pipeline initiative, and invest 1% in their respective endowments. NTU supports these provisions.

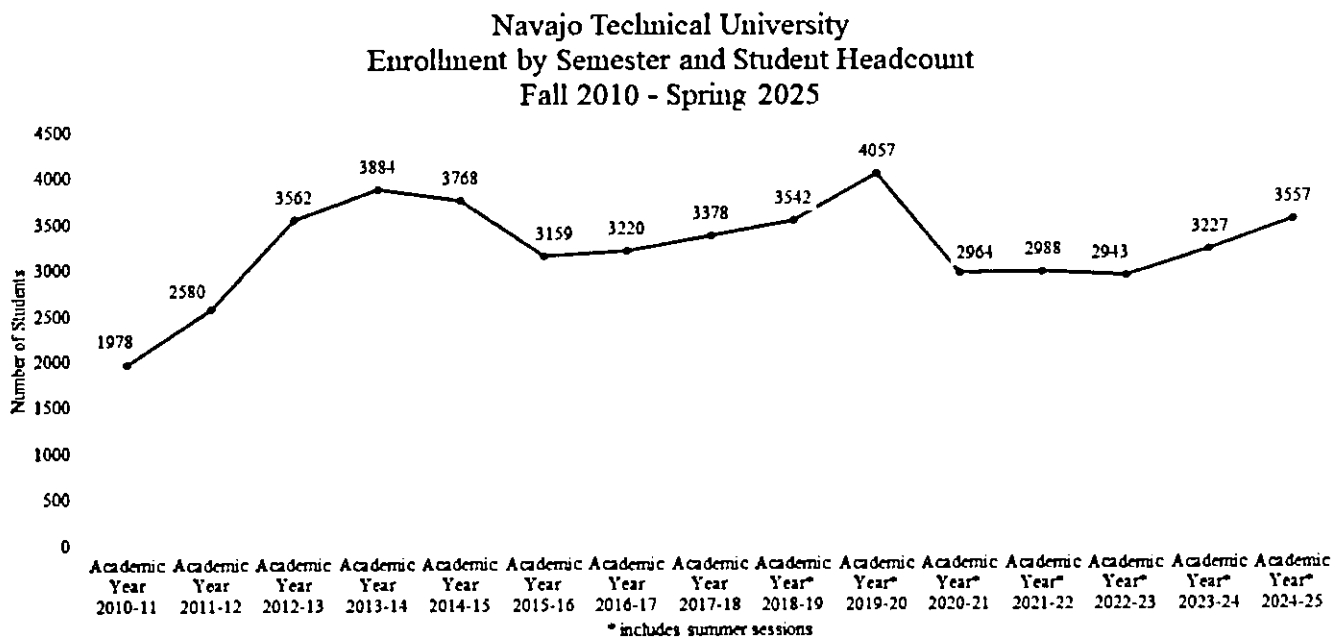
I respectfully request the Navajo Nation Council's support for the increased funding. Below, I provide data and justification for the increased funding amount for NTU.

SUPPORT FOR INCREASED FUNDING | INCREASED STUDENT POPULATION

Over the last 15 years, student enrollment has steadily increased. Below is a line graph illustrating the unduplicated numbers for Academic Years 2010 – 2011 through 2024--2025. Unduplicated numbers reflect the actual number of students served in the Academic Year (AY). In AY 2019-- 2020, NTU reach a milestone of serving 4,057 students. With the onset of the COVID-19 Pandemic, student enrollment dropped significantly; however, as the Navajo Nation recovers from the pandemic, student enrollment is reaching pre-Covid levels.

⁴ Resolution No. CJY-45-17, see §2303(C).

With increased student enrollment, NTU must continue to develop and offer different instructions methods (online, hybrid, in-person, condensed courses), modern facilities, and increased student services, and each of these elements increases the cost of operating a successful institution of higher education.



SUPPORT FOR INCREASED FUNDING | EXPANSION OF DEGREE OFFERINGS

Over the last 46 years, NTU has increased its degree offerings. This is a result of the institution's transition from a training center to a college to a full-fledged research university. NTU's foundation is deeply rooted in vocational and trades education. From its inception, the university has prioritized hands-on training in construction, electrical, plumbing, automotive, and welding programs that remain critical to the regional workforce and tribal sovereignty. These trades programs formed the original academic core of the institution and continue to be essential to its mission. Currently, this includes degree programs at the bachelor and graduate degree levels. To date, NTU offers 60 academic degree programs: a Doctor of Philosophy, two master's, 13 Bachelors, 21 Associates, and 23 Certificates.⁵ Additionally, as part of the Navajo Nation's workforce initiative funded by legislation sponsored by Delegate Carl Slater, NTU has developed Higher

⁵ NAVAJO TECHNICAL UNIVERSITY, EXCELLING IN THE NEW NORMAL: 2020 ANNUAL REPORT, AT 1 (2020).
https://www.navajotech.edu/wpcontent/uploads/2023/09/NTU_AnnualReport_2020.pdf. Last visited: June 4, 2025.

Learning Commission approved micro-credentialing programs in the areas of plumbing, heavy equipment operation, construction technology, and filmed entertainment production assistant. These micro-credentialing programs will go live this summer.

In 2010, with the advent of improved internet access (i.e., fiber optic and wireless internet infrastructure), NTU began offering on-line courses, both fully online and hybrid courses. A milestone was reached in 2020 when NTU went live with its Master of Information System degree; its first fully online graduate degree.⁶ The cost of developing online programs extends beyond internet access. It includes ensuring faculty and staff understand the technology, ensuring students understand E-learning, upgrading institution internet capacity, and evaluating E-learning platforms. The American Institutes for Research's Center for STEM⁷ Education and Innovation and its associated research initiative and The Delta Cost Project determined that developing STEM-based programs can range from \$65,000 to \$80,000 per degree program with the development of engineering programs and graduate degree significantly higher.⁸ These cost estimates do not consider costs associated with additional field specific accreditations such as Accreditation Board for Engineering and Technology (ABET). NTU's engineering degrees are ABET accredited.

Further, maintaining four-year degree programs, online and in-person, is expensive and a valuable investment. In 2020, the market research firm, Burning Glass, using data from the Integrated Postsecondary Education Data System (commonly referenced as "IPEDS"), concluded that maintaining a four-year degree program generally costs \$2 million over a four-year period,⁹ and only if the degree program covers its cost through tuition, fees, grants, in-kind institutional support – and ultimately, student enrollment and degree conferrals. Understand that the Burning Glass analysis is for large four-year institutions; however, NTU is

⁶ Id at 17.

⁷ STEM: Science, Technology, Engineering, Math.

⁸ AMERICAN INSTITUTES FOR RESEARCH'S CENTER FOR STEM EDUCATION AND INNOVATION, HOW MUCH DOES IT COST INSTITUTIONS TO PRODUCE STEM DEGREES? AT 1-2 (SEPTEMBER 20214). <https://www.air.org/sites/default/files/2021->

⁹ Scott Bittle, Nyerere Hodge, Layla O'Kane, Matthew Sigelman, and Bledi Taska, Bad Bets: The High Cost of Failing Programs in Higher Education, at 5 – 6 (November 2020). Found at https://4906807.fs1.hubspotusercontent-na1.net/hubfs/4906807/BGTreports/BGT_BADBETS.pdf. Last visited June 3, 2025.

more efficient with its resources. NTU offers 13 bachelor's degree programs (that embed the certificates and associate degrees as pathways to a bachelor's degree). The cost to maintain these anchor degrees averages about \$500,000 year. Our annual budget illustrates that that our academic departments continue to offer bachelor's degree programs at less than three quarters the cost of the average U.S. four-year institution.

In sum, NTU does an excellent job of allocating and using its existing resources to maintain its degree programs. NTU will need additional financial support from the Navajo Nation to ensure cautious and sustainable growth that will meet the interest and needs of our students and the Navajo Nation in the coming decade.

SUPPORT FOR INCREASED FUNDING | CAPITAL AND INFRASTRUCTURE IMPROVEMENT

Current NTU brick and mortar funding comes from four main sources: the Diné Higher Educator Grant Act (Navajo Nation); the Title V¹⁰ (Bureau of Indian Education); and Title III¹¹ (U.S. Department of Education); and Higher Education Capital Improvement Fund (state of New Mexico); and the Transaction Privilege Tax (TPT) Compact (State of Arizona). It is important to note that the Arizona TPT Compact funding have dwindled from \$875,000.00 in FY 2024 to \$27,896 in FY 2023.¹² This is the result of the closure of the Navajo Generating Station. In addition to these four sources, NTU seeks construction grant funding from the Navajo Housing Authority when available.

NTU's capital and infrastructure improvement needs are four-fold: Academic Facilities, Faculty and Student Housing, Replacement of Aging Facilities, and Infrastructure Development. With the development of additional academic programs, notably graduate degrees and online programs, the need for funding for capital and infrastructure improvement is vital. NTU's Facility Master Plan complements its Academic Master Plan and Strategic Plan. In higher education, an Academic Master Plan (AMP) is a roadmap chartering an institution of higher education's academic enterprise. Key components of an AMP are academic

¹⁰ TRIBAL COLLEGE AND UNIVERSITIES ASSISTANCE ACT (25 USC 1901 et seq.)

¹¹ EQUITY IN EDUCATIONAL LAND GRANT STATUS ACT (7 USC 301 et. seq.)

¹² State of Arizona, Office of the State Treasurer (Revenue Distribution Report Generated June 5, 2025), <https://reports.aztreasury.gov>.

programs, research priorities, student needs, and future goals. At NTU, our AMP focuses on sustaining degree programs critical to support student interest, exploring and answering important Navajo research questions, and developing Navajo Nation human capital and regional economic development. Each of these AMP components require serious investment in capital improvement and infrastructure.

Currently, NTU is actively seeking funding for the following capital projects:

- General Education Building – Crownpoint: \$1.5 million shortfall.
- Nursing Program Facility – Crownpoint: \$25 million.
- Navajo Center for the Environment – Chinle: \$5 million shortfall.
- Student Housing – Crownpoint: \$75 million.
- Faculty housing in Crownpoint and Chinle: \$50 million.

Each of these projects have underlying and associated costs of water, electricity, and Information Technology infrastructure. These costs are further compounded by the increased cost of building materials, in particular steel and cement. On Tuesday, June 3rd, President Trump signed a proclamation increasing the tariff on imported steel for 25% to 50%.¹³ These tariffs will increase construction costs for all NTU's capital projects. For a national prospective on the issue, see The Hechinger Report's October 21, 2024, article "Tribal college campuses are falling apart. The U.S. hasn't fulfilled its promise to fund schools" by Matt Krupnick at <https://hechingerreport.org/tribal-college-campuses-are-falling-apartthe-u-s-hasnt-fulfilled-its-promise-to-fund-the-schools/>. Last, NTU is currently revisiting its Operations and Maintenance (O&M) plan and assessing the budgetary needs to ensure that it can meet its current O&M needs. Per best practices, O&M operating costs should be revisited at least every two years. As such, our capital and infrastructure needs will contribute to the reevaluation of required funding.

¹³ Proclamation "Adjusting Imports of Aluminum and Steel into the United States" (June 2, 2025). See <https://www.whitehouse.gov/presidential-actions/2025/06/adjusting-imports-of-aluminum-and-steel-into-the-united-states/>. Last visited on June 4, 2025. Note: As of June 4, 2025, the official proclamation has not yet been published in the Federal Register.

The total amount of funding needed for NTU's current capital and infrastructure needs is \$156.5 million. As noted above, our main source of capital and infrastructure funding comes from the BIE, the U.S. Department of Education, the Navajo Nation, the State of New Mexico, and the State of Arizona. Our students, faculty, and staff deserve modern facilities. I request the Navajo Nation's support in building a campus and instructional sites that will instill pride and foster the achievements of the Navajo Nation, students, and citizens.

SUPPORT FOR INCREASED FUNDING | FINANCIAL FORECAST

Below we have provided two sets of data: Actual Revenues for the past seven years and a Projected & Forecasted Revenues for seven years focusing on fiscal years 2025 to 2030. The Actual Revenues table provides an historical snapshot of NTU's financial operations focusing on operating revenue, non-operating revenue, and expenditures across the standard higher education institution functions and cost centers. The Projected & Forecasted Revenues table estimates future revenue, expenses, and cash flow, including historical trends, expected funding changes, and key assumptions. Specifically, we have assumed a 4% annual increase in expenditures and a 6% annual increase in student enrollment. Additionally, the Projected and Forecasted assumes that NTU's existing grants will either be reauthorized, or similar grants will be awarded in the future.

There are two key findings from our financial forecast: (1) Positive Net Position in FY 2024-2025: NTU maintains a positive net position for the fiscal year 2024-2025. However, we anticipate a decline in net position starting from fiscal year 2025-2026, primarily due to the expiration of America Rescue Plan Act (commonly referenced as "ARPA") and Coronavires Aid, Relief, and Economic Security Act (commonly referenced as CARES) related grants at the end of fiscal year 2025; and (2) Revenue vs. Expenditure Projections: Under the assumption of a 6% annual increase in student enrollment and a 4% annual increase in expenditures, the forecast shows that expenditures will exceed revenues during the fiscal years 2026 through

2031. This indicates a potential budget shortfall in these years if the funding sources and enrollment growth assumptions hold.

The Projected Forecast shortfall will need to be revisited again: On Monday, June 2nd.

President Trump released its Department of the Interior's budget in brief document: "Decrease in Post-Secondary programs (forward-funded) under the Operation of Indian Education Programs account (-\$105,290,000). The post-secondary programs (forward funded) include key core operational funding for the following: Title I (29 TCUs), Title II (Diné), Title V (NTU & UTTC) (emphasis added), and Haskell and SIPI."¹⁴ These decreases will certainly impact NTU's FY 2025 and future operational budget.

Actual Revenues | 2017-18 through Fiscal Year 2023-24

	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	Actual 2022-23	Actual 2023-24
Operating Revenue							
Tuition & Fees	\$2,696,303	2,560,213	3,210,267	2,225,704	3,514,394	2,472,579	3,042,378
Housing	600,885	656,608	667,245	278,243	540,295	486,546	583,159
Cafeteria	606,039	654,279	636,512	197,186	587,754	498,324	652,698
Bookstore	925,479	937,919	848,205	664,399	923,163	179,366	781,542
Other Auxiliary	300,609	522,565	303,747	301,517	511,938	579,875	754,091
Misc. Operating Revenue	441,719	94,398	312,292	40,569	130,758	178,302	113,1
Total Operating Revenue	5,571,034	5,425,982	5,978,268	3,707,618	6,208,302	4,394,992	5,927,036
Non-Operating Revenue							
Federal Grants	19,588,456	26,464,395	25,375,242	27,062,313	33,387,717	32,038,240	45,998,989
Navajo Nation	7,110,724	5,855,495	4,303,022	4,120,924	4,759,726	4,689,255	4,107,717
State Grants	2,115,552	1,113,304	527,497	780,457	1,665,083	9,057,514	8,778,466
Private Grants, Contracts & Contributions	1,500,472	617,904	435,173	13,412,293	1,936,726	1,064,305	1,116,050
Interest & Dividends	2,553,678	61,794	44,119	1,650	381,689	366,034	481,054
Unrealized Loss on Investments	-	-	-	-	-1,979,479	-331,924	2,364,722
PPP Loan Forgiveness	-	-	-	-	2,715,540	-	-

¹⁴ Memorandum from American Indian Higher Education Consortium on Potential Impacts to Tribal Colleges and Universities in the President's Budget FY 2026 Request, in the President's FY 2025 Budget Recission Request, and through the Budget Reconciliation process (June 2, 2025, emailed) (on file with author).

Other Revenue	27,301	86,167	371	21,805	24,913	15,162	10,689
Total Non-Operating Revenue	32,896,183	34,199,059	30,685,424	45,399,442	42,891,915	46,898,586	62,857,687
Expenditure							
Instructional	6,896,085	7,284,351	7,589,654	7,743,957	9,662,976	11,785,975	14,060,031
Student Services	1,781,216	1,978,692	2,511,926	1,588,021	3,733,377	2,250,403	3,586,247
Academic Support	2,130,485	3,419,485	1,586,398	1,342,930	1,998,748	1,788,536	2,083,087
Public Services	659,579	692,467	831,031	361,029	444,774	667,998	756,454
Student assistance	7,628,478	4,334,040	4,481,732	7,256,321	8,473,527	7,929,905	10,295,413
Institutional	7,034,523	8,882,084	9,613,163	12,370,265	11,384,384	13,302,000	15,591,208
Auxiliary Services	4,770,442	4,767,883	4,134,655	2,301,238	2,603,333	2,490,514	3,749,799
Depreciation	2,589,027	2,834,301	2,713,870	3,573,574	4,687,257	5,708,515	6,109,587
Total Operating Expenses	33,489,835	34,193,303	33,462,429	36,537,335	42,988,376	45,923,846	56,231,826
Surplus/Deficit	4,977,382	5,431,738	3,201,263	12,569,725	6,111,841	5,369,732	12,552,897

Projected & Forecast Revenues | 2024-25 through Fiscal Year 2030-31

	Projected	Forecast	Forecast	Forecast	Forecast	Forecast	Forecast
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
Operating Revenue							
Tuition & Fees	\$ 3,252,690	3,448,000	3,655,000	3,874,000	4,106,000	4,352,000	4,613,000
Housing	586,939	622,000	659,000	699,000	741,000	785,000	832,000
Cafeteria	72,4013	767,000	813,000	862,000	914,000	969,000	1,027,000
Bookstore	772,346	819,000	868,000	920,000	975,000	1,034,000	1,096,000
Other Auxiliary	761,688	807,000	855,000	906,000	960,000	1,018,000	1,079,000
Misc Op Revenue	109,685	116,000	123,000	130,000	138,000	146,000	155,000
Total Operating Revenue	6,207,361	6,579,000	6,973,000	7,391,000	7,834,000	8,304,000	8,802,000
Non-Operating Revenue							
Federal Grants	44,541,517	36,709,640	37,260,000	37,819,000	38,386,000	38,962,000	39,546,000
Navajo Nation	4,445,739	4,100,000	4,100,000	4,100,000	4,100,000	4,100,000	4,100,000
State Grants	8,494,250	8,749,000	9,011,000	9,281,000	9,559,000	9,846,000	10,141,000
Private Grants, contracts and contributions	1,270,408	1,309,000	1,348,000	1,388,000	1,430,000	1,473,000	1,517,000
Interest & dividends	508,629	508,000	508,000	508,000	508,000	508,000	508,000
Unrealized loss on investments	2,224,489	2,224,500	2,224,500	2,224,500	2,224,500	2,224,500	2,224,500

Other Revenue	10,750	11,000	11,000	11,000	11,000	11,000	11,000
Total Non-Operating Revenue	61,945,782	53,611,140	54,462,500	55,331,500	56,218,500	57,124,500	58,047,500
Expenditure							
Instructional	15,117,358	15,722,000	16,351,000	17,005,000	17,685,000	18,392,000	19,128,000
Student services	2,928,833	3,046,000	3,168,000	3,295,000	3,427,000	3,564,000	3,707,000
Academic support	2,113,066	2,198,000	2,286,000	2,377,000	2,472,000	2,571,000	2,674,000
Public services	998,413	1,038,000	1,080,000	1,123,000	1,168,000	1,215,000	1,264,000
Student assistance	11,992,016	12,472,000	12,971,000	13,490,000	14,030,000	14,591,000	15,175,000
Institutional	16,578,191	17,241,000	17,931,000	18,648,000	19,394,000	20,170,000	20,977,000
Auxiliary services	4,633,943	4,819,000	5,012,000	5,212,000	5,420,000	5,637,000	5,862,000
Depreciation	6,618,479	6,883,000	7,158,000	7,444,000	7,742,000	8,052,000	8,374,000
Total Operating Expenses	60,980,299	63,419,000	65,957,000	68,594,000	71,338,000	74,192,000	77,161,000
Surplus/Deficit	6,722,844	-3,228,860	-4,521,500	-5,871,500	-7,285,500	-8,763,500	-10,311,500

Considering our financial analysis and drastic Federal budget cuts, I request the Navajo Nation's support for increased funding through the *Diné Higher Education Grant Act* reauthorization legislation.

Policy Change | Definitions, Distribution of Annual Funding, and Permanent Authorization

The reauthorization legislation adds "Definitions" and "Distribution of Annual Funding" sections, and it permanently authorizes the Act. The definition section defines the term "Governmental Units" and "Operations." NTU strongly support these clarifications. Currently, NTU and DC are treated as external entities, and as such, the cumbersome Navajo Nation grant process for external entities is triggered. Ensuring that NTU and DC are governmental units streamlines the funding process. See paragraph below addressing distribution of annual funding for further explanation of this. Additionally, at various points, the Office of Management and Budget (OMB) has informed NTU and DC that the Act's funds cannot be used for personnel, despite the enabling legislation's language which provides broad identical language for both NTU and DC which reads: "...As authorized by their enabling legislation or plan of operations, the governmental units shall use the funds...(t)o operate and maintain programs...and (t)o conduct activities in all area of higher

education.”¹⁵ Both NTU and DC have relied on the broad language “operate and maintain programs” to indicate the use of funding to support personnel. To ensure clarity for NTC, DC, and OMB, the definition of “operations” in this reauthorization legislation clarifies that the funds shall be used for all aspects of operations, including personnel and several other specific areas of operations typical to higher education.

With respect to “Distribution of Annual Funding” provision, the reauthorization legislation authorizes the Navajo Nation to provide forward funding to NTU and DC. As noted above, NTU and DC are treated as external entities; this triggers the Navajo Nation grant process as outlined in the Budget Instruction Manual which includes a Section 164 Review and funding through the reimbursement process. The solution provided in the reauthorization legislation designates NTU and DC as government units on par with Navajo Nation programs. This achieves three outcomes: Provides full funding upfront (i.e., forward funding) to NTU and DC on par with Navajo Nation departments; Removes the grant document and Section 164 Process; and Eliminates the invoicing process (currently, the Department of Diné Education and Office of the Controller review and approve invoices). Accountability for expenditure of funds is embedded in the submission of the quarterly budget documents directly to OMB/OCC, in NTU and DC’s annual audit, and in their annual reports to the Navajo Nation Council.

Last, the reauthorization legislation permanently reauthorizes the Act. Permanent authorization shows the Navajo Nation’s commitment to Navajo students pursuing higher education. I request the Navajo Nation Council’s support and enactment of these commonsense policy changes.

CONCLUSION

In closing, I would like to stress that NTU’s growth and success are attributed to the strong and unwavering support of the Navajo Nation. Unlike many other Tribal Colleges and Universities (TCUs), the Navajo Nation financially supports its TCUs as well as encourages the Navajo students to choose NTU and DC as their first choice in pursuing a college degree. To continue this success, NTU’s funding needs are

¹⁵ 12 NNC §2303 (B)1 – (B)2 (Resolution No. CJY-39-04).

substantial as illustrated above. We request the Navajo Nation Council to carefully consider our request for increased funding and proposed policy changes. I would also like to express NTU's support for increased funding for Diné College and the Office of Navajo Nation Scholarship and Financial Assistance. Both provide important opportunities and funding for Navajo students in their pursuit of higher education. Thank you for your leadership.



The Navajo Nation DR. BUU NYGREM

EXHIBIT

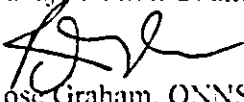
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Yideeskáądi Nitsáhákees | Think for the Future

Memorandum

Date: 17 March 2025

To: Honorable Andy Nez, Council Delegate
Navajo Nation Council

From: 
Rose Graham, ONNSFA Department Manager
Department of Diné Education

Subject: **Justification for Increasing Higher Education Grant Act Appropriations**

Financial assistance and scholarships are crucial for Navajo students to attain the credentials to fulfill their professional career goals and develop the skills and knowledge needed for leadership and professional advancement. The funds allocated to the Navajo Nation Scholarship Office through the Higher Education Grant Act significantly support Navajo students. See the attached 2024 CY funding sources. However, additional funding and support from the Navajo Nation is needed.

Over the last 10 years, the ONNSFA awarded an average of \$23.4 million annually. During the same period, an annual average of 6,518 Navajo students received funds, while 51% of applicants were denied. The attached graph shows that the amount of funds has consistently remained about the same, and it is time to increase the Higher Education Grant Act appropriations to the Navajo Nation Scholarship Office.

Navajo students face significant financial challenges due to historical and ongoing systemic inequalities. Financial assistance to Navajo students reduces the need for student loan debt, which can have long-term economic consequences for borrowers.

Your favorable consideration of supporting our Navajo students and introducing legislation to increase Higher Education Grant Act appropriations to the Navajo Nation Scholarship Office is greatly appreciated.

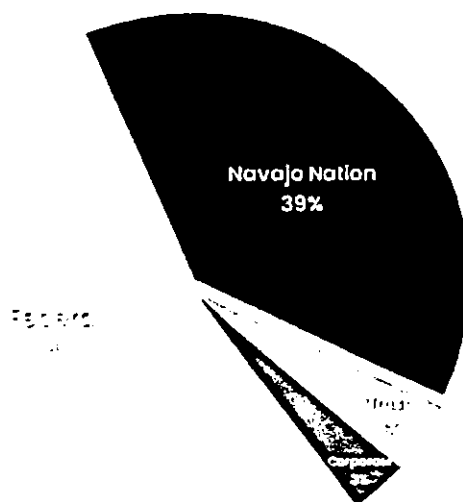
DEPARTMENT OF DINE EDUCATION
Post Office Box 679 Window Rock, Arizona, 86515 Phone (928) 871-7475

NAVAJO NATION BOARD OF EDUCATION
Dr. Paulette White, President Andrew K. Thomas, Vice President Nadine M. Chitto, Secretary
Members: Dr. Henry Fowler, Joan A. Gray, Emerson John
Spencer W. Willie, Freda Hada, Sharon A. Itoadcheenie
Claudia Edgewater-Russell, (A) Superintendent of Schools

2024 Calendar Year Funding Sources

ONNSFA Financial Aid, Scholarship Awards Totaled \$25.5 Million in 2024

From January 1 to December 31, 2024, the Office of Navajo Nation Scholarship and Financial Assistance awarded \$25,511,415 in scholarships and financial aid. A total of 6,426 students received awards from the four funding sources. The total number of awards made from all funding sources amounted to 8,990. 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. 93-636)

Total: \$13,662,497

No. of Awards: 4,907

Federal funds, provided through a P.L. 93-638 contract with the Navajo Region Bureau of Indian Affairs, comprised about 54 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 for merit-based awards to Chief Manuelito Scholars.

Navajo Nation General Funds

Total: \$9,850,974

No. of Awards: 3,363

Navajo Nation General Funds comprised about 39 percent of scholarship funds. Annual appropriations of \$3.5 million as mandated by the Diné Higher Education Grant Fund and proceeds from a portion of Navajo Nation Sales Taxes are included in this category. These funds are used to provide awards to graduate students, undergraduates, and students enrolled in the Navajo Teacher Education program.

Trust Funds

Total: \$1,106,397

No. of Awards: 268

Interest revenue from trust funds comprised about 4 percent of 2024 awards.

Policies for trust funds, including the Graduate Trust Fund, the Navajo Engineering & Construction Authority Trust Fund, the Vocational Education Trust Fund, and Tucson Electric Fund, stipulate that "10 percent of the fund [market value] shall be used as scholarship and financial assistance." Interest revenue from these sources fluctuates from year to year based on market value.

Corporate Funds

Total: \$891,547

No. of Awards: 432

Contributions from corporations comprised about 3 percent of the total funds awarded in 2024. Leases with companies including Chevron Mining, Inc. and Peabody Energy include a provision that companies contribute 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 is 6,426, which is less than the total number of awards (8,990) as students may have received awards from more than one funding source.

2024 Awards Breakdown

Navajo Nation Funds		\$ 9,850,974
Navajo Nation Grant	3,888,960	
Sales Tax Revenue	2,948,955	
UA College of Law		
Tucson Technical University		
Chief Manuelito Scholarships		
Need Based		
Part-Time Summer		
Vocational	1,319,209	
Teacher Education	498,357	
Chief Manuelito Scholarships	981,056	
No-Need (Sales Tax)	19,000	
Summer Sessions I & II	36,000	
UA College of Medicine	29,843	
UA College of Veterinary Medicine	129,593	
Chief Manuelito Scholarships	7,036,504	
Need Based	5,893,106	
Part-Time	202,500	
Vocational	540,387	

Trust Funds		\$ 1,106,397
Navajo Nation Graduate Trust	554,760	
Vocational Trust Fund	181,456	
Arizona State University Law	191,048	
NECA Trust	5,524	
University of New Mexico Law	105,664	
Tucson Electric	67,945	

Corporate Funds \$ 891,547

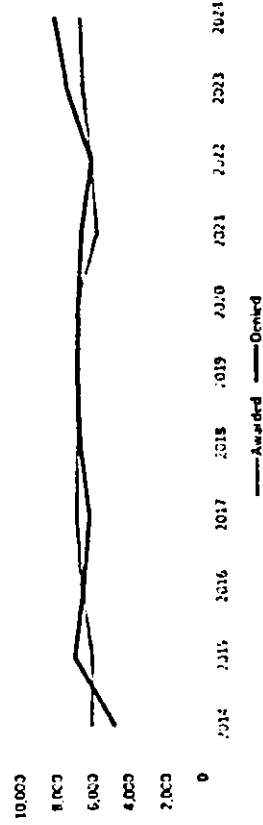
Chevron P&M (No-Need)	296,702
Diné Scholarship Annual Fund	23,839
Peabody Energy	185,834
Suttsman	299,667
Navajo Nation Oil & Gas Co.	10,000
El Paso Natural Gas	75,505

Total All Sources: \$25,511,415

Higher Education-Scholarships

- The Navajo Nation Higher Education Grant provides scholarship and financial assistance to enrolled members of the Navajo Nation attending accredited institutions of higher education.

Overview of Applicants from 2015-2024 Calendar Year



The number of Navajo Students seeking a college degree has greatly increased. From 2015 to 2024, an average of 12,755 applications have been submitted to ONNSFA for financial assistance for the purpose of higher education. From 2015 to 2024, an average of 51% percent of applicants were not funded. ONNSFA funded an average of \$23,485,686 over a ten period 2015-2024 to an average of 6,320 students in the same time period.

Funding for students is crucial as the students depend on the Navajo Nation scholarship to help with educational costs which in turn are rising each year.

Year	Awarded Students	Denials	Total Applicants	Total Funds
2015	5,968	6,898	12,866	\$ 19,282,053
2016	6,486	6,398	12,887	\$ 20,434,982
2017	6,755	6,052	12,807	\$ 24,127,385
2018	6,680	6,531	13,210	\$ 24,397,789
2019	6,598	6,671	13,269	\$ 25,275,841
2020	6,646	6,580	13,225	\$ 25,932,276
2021	5,548	6,376	11,924	\$ 23,200,598
2022	5,874	5,804	11,678	\$ 22,864,799
2023	6,264	7,140	13,404	\$ 23,829,717
2024	6,426	7,855	14,281	\$ 25,511,415
Total 10 year Avg	6,320	6,631	12,950	\$ 23,485,686

NAVAJO NATION

761

Navajo Nation Council 2026 Winter Session

1/30/2026

02:07:22 PM

Amd# to Amd#	Old Business: Item A. (MAIN)	PASSED
MOT James, V	Legislation #0169-25: Amending	
SEC Begay, H	the Dine Higher Education Grant	
	Fund, 12 N.N.C. § 2301 et...	

Yeas : 17

Nays : 0

Excused : 4

Not Voting : 1

Yea : 17

Charles-Newton, E	Johnson, C	Notah, N	Tolth, G
Claw, S	Mitchell, A	Parrish, S	Yanito, C
Crotty, A	Nez, A	Simonson, G	Yazzie, C
Daniels, H	Nez, R	Simpson, D	Yazzie, L
James, V			

Nay : 0

Excused : 4

Begay, H	Tso, O	Jesus, B	Slater, C
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Not Voting : 1

Begay, N

Presiding Speaker: Curley, C