

**TRIBAL CONSULTATION ON NCLB SCHOOL FACILITIES & CONSTRUCTION**  
**JUNE 30, 2011**

**Q: COMMITTEE MEMBERS  
(INCLUDING MARGIE MORAN)**

**A: ATTENDEES**

**(INAUDIBLE) = Areas that could not be heard due to background noise, recording quality, muffled speaking, etc.**

Q: Jimmie Begay: Good morning again everybody, uhm, people from Albuquerque, and Committee members from various states, uh, New Mexico, as well as Arizona. Uh, we'll do the introduction later. Uh, as we do in Indian country, every visit that we have or we'll do, we always start with an invocation. So I'm gonna ask uh, Suzanne Aquilla...

A: Suzanne Acuna: Acuna.

Q: Jimmie Begay: Acuna, okay. I already made a mistake. (Inaudible). I believe she's a board member with the Gila uh, (inaudible). So we thank her for doing the invocation and we'll start with that.

A: Suzanne Acuna: Good morning and welcome to Gila River Indian Community. Let's pray. Our Heavenly Father, such a privilege to come before You today Father, to offer all of those who are here to uh, to show their interest and their knowledge and their concern Father for our schools and for

our children to make a better place, a better learning place for them Father. We just ask that Your presence be here among us all, that we can just seek Your knowledge Father, to do what is right in Your eyes, Father. We praise You, we give You all the glory, we thank You for this facility that we can come together and meet. Father, it's such a good day, we thank You for that, Father. We ask that those people who are on their way that You give them traveling mercy Father, and that You just make this a good day for everybody and as we uh, leave that You uh, watch over us all, Father. We thank You and just give You all the glory, Father. In Your precious Son, Jesus Christ's name, amen.

Q: Jimmie Begay: Thank you, Suzanne for that beautiful prayer. And I know that uh, people are still signing up and we'll probably have a few come in again this morning so.

Well, to make everybody at peace, I'd like to do a little joke. (Inaudible) joke. Uh, you know back home I'm a Navajo from the Navajo Reservation up north and we have what's called (inaudible). So there was a guy that was running for some public office, uh, a council, delegate, councilmember. And all these people came in just like we

came in here, sitting there (inaudible) platform. Oh, I'm gonna do this and that, and you know how that goes blah, blah, blah. Long speech and everybody starts to leave, you know, one by one they go out. Towards the end of his speech there was just one person standing there and he says uh, thank you for being here listening to all of my message on platform. Oh, he said, that's all right, (inaudible) that's all right, I just here to uh, (inaudible) and clean up. He was a janitor. So I won't do that today while we're doing (inaudible).

Okay uh, I wanted to welcome everybody here. Uh, this is I believe our third consultation session throughout the country. We had one on Navajo in Window Rock, Arizona on the 15th of July, I believe. The next day the 16th they had one in Seattle. And there's another one coming up in South Dakota and then down in Florida. So we uh, had invited all the Tribes, the school boards, the school administrators to these sessions so that we'd have a uh, consultation input from our people, from school boards, staff, or even the Tribal delegates or Tribal Presidents or Chairmen. So then I welcome everybody here. Then we have uh, this uh, session is for the southern Tribes in Arizona, so we have a few here and have representatives from

(inaudible) Tribes are here also. So we'd like to hear what you have.

So as we go through the agenda uh, things will be explained along the way. So what we'll do is, we have uh, we were charged by the United States Congress to come up with a facilities catalog, policies and procedures, and this is all draft policies and procedures. So your input is welcome, and in the meeting the final meeting in uh, September the Committee will consider all input from the five sessions that we'll have.

So uh, there are twenty two Tribal members that sits on this Committee. They're from all over, South Dakota, Idaho, uh, from Navajo, from Hopi, so there's twenty two members on this Committee. We had six meetings throughout the country in the last uh, year and a half and we have set together sort of (inaudible) together, see things together and we formulated this draft policy. We need to look at it and also to uh, have input into this.

So I believe this is the first time that anything deals with Minor Improvement and Repairs, we call MI&R, the Facilities Improvement and Repairs, FI&R, and school

construction. These policies and procedures are in place in draft form as of now. So we'll go (inaudible) reports throughout this session and we have some people here that will do the presentation in each area. So what we'll do is uh, (inaudible) catalog (inaudible) of that or the overview, and after that you can have questions or you could have input into that, or (inaudible) people from the (inaudible) from the school level (inaudible) would say my facility is this way, this or that. That will garner more input and strength into our making of the policy. Some people had reviewed on funding, I was ranked number one some years ago, now I'm ranked someplace, I don't know but has (inaudible) people have asked that question about (inaudible).

So with that uh, I will introduce the Committee members. Uh, Monty Roessel can you stand up? Before you get into your (inaudible), Monty is uh, Executive Director of the Rough Rock Community School in Arizona (inaudible) or something. Anyway, he's also our Co-Chair for this Committee. And uh, let's see, let me go through the Committee first.

Art Taylor is from Idaho. And he is, I don't have all, his (inaudible) is a long long, very very long (inaudible). I can't read everything that he has. So Art is from Idaho and he teaches (inaudible) University of Idaho. There he is, long long resume, can't read all of it. He serves as a Native American Tribal Liaison for the University of Idaho. So we have uh, a professor here.

And we have uh, Merrie. She also has a long long (inaudible). Merrie Miller White Bull...

A: Merrie Miller White Bull: Right.

Q: Jimmie Begay: Is a second term Tribal Council Representative for the Cheyenne River Sioux, so she represents District 4, the second largest Cheyenne River Reservation.

So and we have Catherine here. Catherine Wright, currently serves as the Director of the Hopi Board of Education for the Hopi Tribe and works with members of the Board of Education of the Hopi Department of Education.

And we have Betty Ojaye, she the Executive Director of uh, Navajo Prep over in Farmington, New Mexico.

And we have Mr. Hudson, also a Chief Executive Officer of the Ch'ooshgai Community School in New Mexico, Tohatchi.

And we have uh, the Committee members that represents the Federal Bureaus. Uh, we have David Talayumptewa, he's a Deputy uh, Director of Bureau of Indian Education out of Albuquerque.

We have Emerson Eskeets, also a Deputy Director of Bureau of Indian Affairs, Office of Facility Management and Construction.

And Regina...

A: Regina Gilbert: (Inaudible) Regina (inaudible).

Q: Jimmie Begay: Regina Gilbert is a Regulatory Policy Specialist, Office of Regulatory Affairs and Collaborative Action, Office of the Assistant Secretary of Indian Affairs. And look how there's more too uh, (inaudible). Uh, she also works with the Federal programs out of (inaudible).

We have uh, Margie Moran, she uh, works with the uh, Office of uh, Facility Management in Albuquerque.

So that uh, I think I introduced everybody. And then we have...

A: Stacie Smith: Stacie.

Q: Jimmie Begay: Stacie. Stacie's with the uh...

A: Stacie Smith: Consensus Building.

Q: Jimmie Begay: Consensus Building Institute from (inaudible).

A: Stacie Smith: Boston.

Q: Jimmie Begay: Boston. And uh, they're a subcontractor that do a lot of this facilitation for the Committee and they've done a wonderful job. There's probably (inaudible) with this Committee. And Ms. is, was it Robin?

A: Robin Brown: Robin.

Q: Jimmie Begay: Robin is the Reporter for this so everything you say she'll put it on paper and then give it back to me. So if you tell any jokes, she'll record it.

Q: Regina Gilbert: And we have Annette(sp?) (inaudible) Annette Romero(sp?) in the back. (Inaudible).

Q: Jimmie Begay: Annette, there's Annette Romero in the back. She also works in Regina's office. Same title but different. Okay, uh, so we did the welcome presentation. The presentation, part one, is an overview which you've got in your catalog. Uh, we'll take the mic around and introduce yourself on your own. (Inaudible).



- A: Carolyn Ben: Good morning, my name is Carolyn Ben. I'm with Moencopi Day School and I'm their Business Technician.
- A: Alden Sewyestewa: Good morning, my name is Alden Sewyestewa, Moencopi Day School, new Board Member.
- A: John Uhlik: I'm John Uhlik, I'm the Facilities Director at Casa Blanca Community School.
- A: Garlyn Navakuku: Good morning, name is Garlyn Navakuku with Hopi Junior Senior High School. I'm the Facility Manager.
- A: Arnell Sieweyumtewa: (Native American greeting) good morning, uh, my name is Arnell Sieweyumtewa. I'm the Facility Manager of Second Mesa Day School.
- A: Larry Schurz: My name is Larry Schurz. I represent the Salt River Community School, Salt River, Scottsdale, Arizona.
- A: Herman Honanie: Good morning everybody. My name is Herman Honanie, Vice Chairman of Hopi Tribe.
- A: Victoria Jones: Good morning, my name is Victoria Jones, from Gila Crossing Community School, Acting Principal.
- A: Michael Hernandez: Good morning, my name is Michael Hernandez, I'm the FMIS Technician for Gila Crossing.
- A: Priscilla Antone: Good morning, my name is Priscilla Antone, I'm the Board President for the Gila Crossing Community School.

A: Cecelia Martinez: Hello, my name is Cecelia Martinez. I'm from Gila Crossing Community School, School Board Member.

A: Etta Shirley: Good morning, my name is Etta Shirley. I'm the Principal at Little Singer School.

A: Leo John: Good morning, my name is Leo John. I'm with Little Singer Community School. I'm the uh, Facility Manager there.

A: Annette Barnes: Good morning, my name is Annette Barnes, I am at Blackwater Community School, Akimel O'Otham Pee Posh Charter. Uhm, I'm an Instructional Coach and Principal Intern.

A: Doug McCarthy: Good morning, I'm Doug McCarthy. I'm a Consultant for Blackwater Community School, and uh, that's it.

A: Suzanne Acuna: Uh, good morning again. I'm Suzanne Acuna. I'm Blackwater Community School Board Member.

A: Audra Antone: Good morning, I'm Audra Antone, (inaudible) Blackwater Community School.

A: Franklin Hoover: Uh, good morning, I'm Franklin Hoover. I'm an Attorney from Mangum, Wall, Stoops & Warden in Flagstaff, here today representing Blackwater Community School although I think everyone knows us as either a current or former client of the firm. I'm here for Blackwater today.

- A: Jacquelyn Power: Good morning I'm Jacquelyn Power, the Superintendent and Principal for Blackwater Community School, Gila River.
- A: Bill Mehojah: Uh, good morning. I'm uh, Bill Mehojah. I'm am here on behalf of Blackwater Community School.
- A: Henry Pino: Good morning, my name is Henry Pino. I serve at Blackwater Community School as their President of the Board.
- A: Jennifer Laughter: (Native American greeting) good morning. My name is Jennifer D. Laughter. I'm a Board of Trustee with Navajo Preparatory School in Farmington.
- A: Charley Long: Buenos dias. Good morning. (Native American greeting) Charley Long from Navajo Preparatory School, Farmington, Board of Trustee.
- A: Cecilia Wauneka: Good morning all. My name is Cecilia Wauneka and I represent Hunters Point Boarding School in Arizona and I'm the School Board Secretary.
- A: Edison Wauneka: Good morning, my name is Edison Wauneka. I'm with uh, Navajo Prep in Farmington.
- A: LeRoy Sakiestewa: Good morning, I'm LeRoy Sakiestewa from uh, Moencopi Day School
- A: Donald Harvey: Good morning. My name is Donald Harvey and I'm the uh, Principal of Moencopi Day School.

A: Velma Kalyesvah: Good morning, uh, I'm Velma Kalyesvah, uh, Hopi Tribal Council Representative for the village of Bacavi and (inaudible).

A: Gayver Puhuyesva: Good morning. Uh, my name is Gayver Puhuyesva for the Hopi Tribes Council (inaudible).

A: Nada Talayumptewa: Good morning. My name is Nada Talayumptewa. I represent Kykotsmovi, Hopi Tribal Council.

Q: Jimmie Begay: Uh...good morning, introduce yourself?

A: Richard Christopher: Good morning, my name is Richard Christopher. I am the Facilities Director at Blackwater Community School.

Q: Jimmie Begay: Is someone in the back?

A: Elroy Watson: Oh uh, the detention area. Uh, (inaudible) my name is Watson, Elroy Watson. I'm (inaudible) Arizona. I'm representing uh, (inaudible) Navajo Preparatory School (inaudible).

Q: Jimmie Begay: Welcome everybody. We have some good Leaders here from uh, every Tribe here, people, school staff, principals, (inaudible), attorneys, good to have you. So with that in mind we'll do the presentation, part one, overview, and introduction, being done by Merrie.

Q: Merrie Miller White Bull: Good morning. First of all I'd like to say what a beautiful country you have here. I'm from the Dakotas and uh, we've gotten a lot of rain. Uh,

it's not really hot there uhm, and uh, we're just having a lot of water everywhere. But uhm, it's a beautiful area here. Uhm, it's always a pleasure to come to Arizona and I'm grateful and very thankful to be able to present to you.

Uhm, if we look at our slides we have uh, a Consultation Agenda that we're going to do today. The first thing we're gonna do is review the work of the Committee and we're gonna review the summary of the draft report, and we're gonna record your comments and questions on the recommendations in the draft report. And we want to talk a little about the Committee's task.

And in the No Child Left Behind uh, Act, Congress mandated the creation of the Negotiated Rulemaking Committee to prepare reports for Congress and the Secretary of the Interior, a catalog of the conditions of Bureau funded schools, uh, also create a school replacement and new construction report, and a school facilities renovation and repairs report. And these reports must identify the needs for replacement and renovation and a formula for equitable distribution of funds to address these needs.

Where can I find Committee documents? These documents that have been approved for publication are found at the website listed here: [www.bia.gov/WhoWeAre/AS-IA/ORM/Rulemaking/Index.htm](http://www.bia.gov/WhoWeAre/AS-IA/ORM/Rulemaking/Index.htm).

Now we'll go onto the Draft Report. In the Draft Report we have a Table of Contents, we have the Introduction, and with the introduction we have an overview of the tasks and process, and we've listed a Statement of Need.

Section Two, we have a Catalog of Facilities where we talk about response to statutory questions, problems with FMIS and the recommended improvements that need to be made.

Section Three, we talk about School Replacement and Renovation. We talk about previous and existing programs, new school construction and uh, facility replacement. And we made recommendations for new process and formulas.

Section Four, there are Formulas for Minor and Major Renovations, existing programs MI&R and FI&R, and recommendations to be made for new processes and formulas.

And of course Section Five, is the Appendices.

Uhm, if you go on and you look at Chapter One in the uh, Draft Report, we have an overview of task and process which we've explained. Uh, we also talk about the Federal Government's duty to educate Native children. And we talk about the Federal failure to provide quality school facilities and we also discuss in there the lack of transparency in the allocation process. And now I'll turn the (inaudible) over to uh, Art.

Q: Arthur Taylor: Good morning everyone. My name is Arthur Taylor. I'm a member of the Nez Perce Tribe and I work at the University of Idaho but I served a lot of years on the uhm, school board, the (inaudible) school board as well as the Nez Perce Tribal Executive Committee which is the Tribal Council.

Uh, part of the reason why I was very interested in uh, working on this Committee was that looking at the conditions of school facilities and uh, there is a Sub-Committee which is the catalog which we call the Catalog Sub-Committee. And per the statute, the Committee, this is the legal language here, and we must look at the conditions create a catalog of the existing conditions of the school facilities. And so under the statute we need to uh

incorporate the findings uh, from the Government Accountability Office, study evaluating and comparing school systems of the Department of Defense and the BIA. Those are the two uh, government funded uh, school systems. We need to rate facilities with respect to the rate of deterioration and useful life of structures and major systems. We need to establish a routine maintenance schedule for each facility. We need to identify the complementary educational facilities that do not exist but that are needed. And we'll finally make projections on the amount of funds needed to keep each school viable, consistent with the accreditation standards required pursuant to No Child Left Behind Act. The page is uh, page thirteen in the draft report (inaudible) statute.

Therefore the Catalog Sub-Committee uh, had to obtain some information and in 2011, thirty four percent of the schools were listed as being in poor condition. It was also estimated that in order to bring sixty three schools now that are in poor condition up to acceptable condition, that it would cost an estimated 1.3 billion dollars. In 2010 OFMC requested one hundred and twelve million dollars for school facilities construction, and in 2011 OFMC received



forty six million dollars for school facilities construction.

This is an example of a Backlog Flow Chart. You have a few, I know we have a FMIS specialist in the house, but the local Facility Manager enters the deficiency, you can enter everything except for the Safety S codes. The Regional Facility Management Office approves, disapproves, or changes, provide a cost estimate. And then it moves down to the gatekeeper, the contractor who approves, disapproves, or changes, and then OFMC approves and it becomes an approved backlog. Remember too that also there's a contractor inspection to look at the facilities. That happens once every three years and that there's a safety inspector which happens once very year and these are the S Codes that they are not allowed to be input by the local Facility Manager.

Some of the areas of concern, and we're gonna go into these a little bit deeper here in a minute.

Some of the areas of concern we expressed in the Catalog Sub-Committee, was the accuracy of the existing FMIS data. The unclear rules and responsibilities, who is to do what?

Who has the responsibility to do what in FMIS? Inadequate FMIS training and support system. System administration and remote access, being able, being off school site, off school property and being able to access the FMIS system was an issue. And the transparency of conditions and the assessment from the contractor.

Okay, the first one is incomplete and inaccurate date entry. And the Committee went through a number of exercises and these are some of the recommendations that we had and you can find this on page 26 in the draft report. So, the incomplete data and inaccuracy of the data, prioritize assistance for schools needing help with FMIS data entry. And we found out that all schools did not have a FMIS person, (inaudible) and so it was important that we provide assistance to those schools that did not have that person. Because putting in the data is very important for the school, the condition of the school. Ensure that schools have equal access to FMIS. Ensure administrators understand what FMIS is all about and the importance of having someone on staff to input that data. And require 40 hours of training for the managers.

The next one, Roles and Responsibilities. No consistent local Bureau staff to provide FMIS training to schools. If you are away from Albuquerque it's very hard to get training or assistance. So the recommendations are to develop a structure to improve OFMC and BIE coordination, making sure that there's a line of coordination that happens between OFMC and BIE to make sure that each entity is talking to each other and that there's one line of communication happening. Clearly define all roles and responsibilities for all parties using FMIS from the school up to the headquarters. Ensure assistance monitoring by OFMC and BIE of all schools using FMIS, that includes grant and contract schools. Emphasize responsibility on school administrators to ensure FMIS is updated, and require schools to use FMIS.

The next area was FMIS Entry Training and Support. That there was insufficient FMIS training offered at users' locations, to bring training to your specific area. Needed more support to ensure the schools use FMIS effectively and those schools that use FMIS understand the importance of making sure that that data is correct and making sure you have the right verbiage in inputting that data. To develop a national FMIS users group. Develop regional FMIS support

groups. Create a roster of people in each region who can provide that support for you. The forty hour basic training and refresher training should be offered regionally on a regular basis. And provide FMIS users advanced notice and necessary training before FMIS requirements take effect.

In the System Administration, there were frequent problems accessing FMIS. Few users know who to turn to for that assistance and there's a long response between those questions and the input of data. So the recommendations are, make FMIS easily accessible from the web and remote locations without requiring dedicated terminals, and that's what I spoke about earlier, whether you are off site, off school facilities being able to access FMIS data (inaudible) information. Ensure that OFMC and the CIO respond to FMIS problems quickly and efficiently. Notify all the users via email when and for how long the system will be shut down and when it will occur. And provide regional agency support or a regional assistance team to ensure backlogs are input for Bureau funded schools without accessing for whatever reason.

Lastly, Transparency for Contractors. Contractors' role is unclear, communication with the schools may be poor and accountability to schools is limited. The recommendations are to improve communication between the contractors and the schools. Require a formal entry and exit interview between the school and the contractor. Provide a copy of contractor's facility assessment report to the school. Require contractors to be accompanied by school's staff during the contractor's visit. Provide administrators the contractor's scope of work and a printout of the school's list of backlogs for FMIS 30 days prior to the contractor's visit. And anyone with access from that location should receive notification if backlog entries are changed by the gatekeepers.

So that is the Sub-Committee on catalog and the conditions of school facilities uh, report and now it is open for your comments or questions. And if you have a question or comment on the FMIS section or the existing condition of school facilities, please state your name and where you're from again for the Court Reporter so that we can get it accurate in the final report. It's open.

A: John Uhlik: This is John Uhlik from Casa Blanca School and you did mention that we're supposed to have a safety

inspector come on site once a year, is that, did I hear that correctly?

Q: Unidentified Male Voice: Yes, you heard that correctly, yes.

A: John Uhlik: Okay, uhm, we don't get that.

Q: Emerson Eskeets: Safety has, uh, good morning again. I'm sorry, my name is Emerson Eskeets. I'm with OFMC. Uh, safety usually has a one year annual, well, they call it annual inspection so they're supposed to go out to do their annual inspections so, and but they do have a workload as well so they may not uh, have gotten to you yet but they do have a workload and they have a lot of reviews (inaudible) to do in their office and there is (inaudible) as well so it's quite an undertaking for them as well to get to the schools. Yes, they do uh, an annual inspection (inaudible).

A: John Uhlik: Thank you very much, sir. Also, the last gentleman that came out to my site had a list of what he considered backlogs from FMIS that was definitely six years outdated. He had many projects on his list that I had completed and written off on my FMIS list and he did not have listings that I put into the system over the past three years. Uh, is there some way that that can be more current information?

Q: Emerson Eskeets: May I ask who the gentleman was?

A: John Uhlik: I'm sorry, I really don't remember, I'm sorry.

Q: Emerson Eskeets: Okay, uhm, we do have data that's out of phase that needs updating, that's a continual process for us and my people and contractors are out gathering that, updating that as we speak. They are looking at the ah, deficiencies, make sure that it's right uh, correctly, that there are no duplicates in the cost estimate. If they're old, they're current, and we'll have the old backlog information in there as well still so all this is not, it's still being put up uh, so to speak trying to get it all up to date so yes, we continually update.

A: John Uhlik: Okay, thank you, sir. Yes, I do have some, in fact uhm, information uh, on my system still also. I also have two other questions about accessing FMIS. I've tried to access the cost words section of FMIS so that I can enter deficiencies and backlogs into the system and I cannot access that particular function. Is there something I'm missing or do I need specific uh, access codes or how does that work?

Q: Emerson Eskeets: No, you should be able to access using your uh, user ID and password, you should be able to access it. It may be that it's you don't have the uh, the (inaudible) for that yet. So all you need to do is contact

my office uh, I think it's uh, Gary(sp?) or Mark(sp?)  
(inaudible)...

A: Unidentified Female Voice: Help desk.

Q: Emerson Eskeets: Help desk, to get in touch with them and they'll tell you what to do.

A: John Uhlik: Thank you, and one other problem I...

A: Unidentified Male Voice: Excuse me.

A: John Uhlik: I'm sorry, thank you. One other problem I have is that I go and try to use the work order section of FMIS and being a Grant school, myself, my employees are not listed in the register so anytime I try to drop down and form a work order with someone's name on it, the system doesn't allow me to. Is there some way that I can get uh, get our names on the register so I can go ahead and use that section?

Q: Emerson Eskeets: First of all are the people trained?

A: John Uhlik: Trained?

Q: Emerson Eskeets: (Inaudible) this system, trained, and usually when they train then their list comes up on what's called the IIS database where I give approval for them to have access. I don't know if that's a problem there, if you're beyond that point, uh, you just need to get back with the help desk to get that squared away.



A: John Uhlik: Uh, yes. We have had, I've had the FMIS training but what other training are you talking? Is there some other type of training?

Q: Emerson Eskeets: No, the FMIS training is what I'm talking about.

A: John Uhlik: Okay.

Q: Emerson Eskeets: Once you get the person and then the individual does the FMIS training and then the trainers then put their system in the database called IIS Information, I forget what that I stands for, System, so that's up to me to get that person to (inaudible) to get them approved so they can access FMIS so then after that there shouldn't be a problem. If you're continuing to have problems get to the help desk.

A: John Uhlik: Thank you, sir.

A: Garlyn Navakuku: This is Garlyn Navakuku, Hopi High School. Uhm, on uh, page fifteen it indicated that uh, one of the recommendations, the development of (inaudible) FMIS users group and also develop uh, regional FMIS support groups. Uh, I think that's a good idea but usually with uh, things like this when you add more personnel to uh, to the system, uh, it usually falls through the cracks as far as the funding goes. I think uhm, it's uh, pretty reasonable within the safety program uh, because of reviews

that they have to go through in regards to uh, for example uh, construction plans. Uh, they're not handled in a very timely manner. And I have a uh, concern about if there's gonna be any additional personnel uh, to these regional FMIS support groups or the national FMIS groups. Uh, and that's, this is gonna be a (inaudible) and how that's gonna be funded if there's gonna be way that uh, it's gonna be uh, almost a guarantee that that's gonna be uh, refunded because some of these smaller schools uh, have a lot of turnover within their uh, within their programs and when you get somebody trained in FMIS they usually go into another uh, into someplace else or whatever it may be, but I think they're the ones that are really uh, falling behind you know, within the system, and uh, those uh, just looking at the smaller schools within the uh, your uh, FCI conditions uh, usually they're the smaller schools that are really lacking the personnel to get the uh, fully trained uh, people within their system to maintain the FMIS. So I think it's very important that uh, that the uh, regional groups are already established and uh, my thought on it was uh, to possibly create a position within uh, agencies even to specifically uh, handle FMIS for at least a couple of years to where uh, they can uh, lead these uh, schools that are lacking and uhm, really teach them what FMIS is about,

how to use FMIS, get them up to speed, uh, not just only one person but multiple uh, users uh, to where they can uh, maneuver within the system and after that point maybe (inaudible) off into uh, possibly (inaudible) who are that uh, expert within FMIS at the regional level. Uh, my thought was to go ahead and get somebody to to a the uh, local uh, ELO offices, have that person really work with these uh, schools on a one-to-one basis as needed then. But I think the schools have to also buy into that, that that person is there uh, to uh, to help to log, to get uh, into the uh, system and really use the system and get knowledgeable within the system. Uh, and then as time goes on, uh, they can drop off that uh, that need at the local level and put it into the regional level and just keep that FMIS expert I guess at the uh, at the regional level. But uh, my concern is uh, the funding portion of those positions.

Q: Margie Moran: Good morning, uh, on the FMIS uh, Sub-Committee, what we did was we went for a call for uh, nominations. Uh, we were looking for representatives from all uh, levels of the organization from the Regional Offices, from the ELO's offices, from the agency offices, and from the schools in a very uh, diverse group. Uh, we didn't even get enough uh, responses to get a Committee

going so we're gonna go back out and uh, call for Committees. What our intent is to do is get a rep from each region and then that rep will start their own Committee in that region. So uh, as far as funding there isn't any specific funding for us to hire people at any level but we will pay for uh, the travel and costs for that Committee member to attend the meetings and stuff. But we're still trying to get the Committee established.

Q: Arthur Taylor: And I think that was also brought up in the Sub-Committee by some of the other Committee members and the fact that the schools, the smaller schools, have one person dedicated to FMIS and then that person receives training and leaves and then the school is out already and they need to find a, they need to identify another person so having even just other schools in the region being able to rely upon one of their persons to just give you some advice on FMIS or to help you or assist you or provide technical assistance, I think would also be a benefit for schools that don't have anyone earmarked for that position right now so.

A: Garlyn Navakuku: Thank you.

A: Larry Schurz: (Native American greeting) uh, to my Navajo friends (Native American greeting). Anyway I'm glad to be here. My name is Larry Schurz, I represent the Salt River

Pima Maricopa Indian Community and our Community School there, it's a Grant school.

Uh, I'm hearing everything that is going on and I wanna kinda charge the Committee the uh, negotiated rule Committee in this process because I think you represent all of us that are not on the Committee. You have to remember that you are there for a purpose.

And I wanna make a point here because I think it's really kinda, we need to understand that there is a separation now between the Bureau of Indian Education and the Bureau of Indian Affairs. Now when we talk about agencies, we're talking about Bureau of Indian Affairs and there was a division created in the Indian Affairs to separate the two programs out. Now I have to deal, we have problems, we've been trying for the last two years to get our site up going for FMIS. We're still having problems. And I have to go to the Regional Office here, Western Regional Office just to try and access, even then I have to set up an appointment just to get in if I want to do that, and it's problematic, it's really problematic.

The other thing, uh, the problem that I have is that I used to be able to go to the agency office but the people there would only allow me to see, I couldn't do anything with it. And so we've been trying for several years to get set up and it really is problematic.

Now we need to understand number one, agencies cannot be involved in this situation and somebody mentioned the education line office and I also have problems with the education line office because the education line officer really doesn't fully understand FMIS. Because they're charged to work with K-12 programs and they're providing other assistance to uh, schools. They're not there for facilities, they're there for the programs. So we have problems that are going on and I think the gentleman's suggestion, we should have somebody at the ELO office that is knowledgeable about FMIS, to help us, to assist us, to provide for our needs for those of us who are not connected to the system. And it's gonna be a situation that, I have to say that, we need to be reminded that there is a separation there now. That occurred over the past several years. I know that the situation first arose in the '90's and now it came to fruition in this past decade.

Now I'm looking at this from my perspective in trying to understand what's going on here, and I hope the Committee here would understand that you are representing us who do not have a voice on there. And I introduced myself to Mr. Mehojah, who was former Director for the Office of Indian Education Programs a number of years back, and I said, of course I'm gonna shoot my arrows at the person that's in that position. Now he's no longer in that position so I don't have to shoot my arrows again. You people are in a position that represent us. You'd better represent us well.

And there are still some problems that I see with FMIS. I don't, I see representatives of people from the office of facility management here, where's Glenn Allison? Where is he at? He needs to be here and hear some of our concerns because he's been recently assigned to the facilities management for BIE. We need to have him here as well. And he's not here, he's not hearing what's going on. We have Mr. Talayumtewa who is representing the Bureau of Indian Education, not necessarily the management system. Mr. Eskeets here is from the (inaudible). Now we need more of these people here onboard, key people to talk (inaudible). And of course I'm gonna voice my opinion throughout the day

so be aware uh, Committee members, I might shoot my arrows at you sometime. Okay? Thank you.

A: Herman Honanie: Good morning again, uh, Herman Honanie, Hopi Tribe. Uh, I had a (inaudible) question but (inaudible) very well and then this gentleman did too as well and my other question was uh, with regard to the uh, I think the question on the uh, (inaudible) with uh, that picture being what it is, is that somehow, well obviously there's a lot of information and data left out but I'm looking at the ranking of replacements of schools and uh, repairs. Now is there therefore a big uh, negative picture in this whole thing whereby the schools that they were describing with uh, low uhm, untrained staff and turnaround staff, lack of information justifying repairs and so forth, is that going to kill some of these small schools if you will, of being on the raking uh, when there is (inaudible) as described by the gentleman?

Q: Emerson Eskeets: Uh, that's a very good question. Uh, how does the uh, FMIS information help rank your school? Uh, you have to be diligent in the upkeep of your deficiencies, to have to be a loaded up(sic) as accurately as you can. You know, garbage in, garbage out, type thing. So if you're faced with that then you have a problem. So if you're talking there's a school that may not have the



wherewithal and some may, even the largest schools some have the wherewithal and some don't, you know, so as long as somebody encodes information correctly then we're off and running. But the problem is the information that's coming in may not be accurate in terms of it being described as the situation itself, the work, and the cost estimate, so we're continually looking at the data kind of (inaudible) that it's uh, of integrity so to speak, so we do have uh, the contractor that was being described up here, it said contractor, actually they're going out doing addition assessments of your schools. So that information is translated back in the backlogs then also the (inaudible) of that location, take that and get the ratio out of that and then (inaudible) facility condition index so it's used very extensively. As you go through this uh, presentation you'll find the Committee member will need to use the FMIS information as part of the process for the new school. I will give the rest of the uh, response to (inaudible).

A: Monty Roessel: I think what uh, one of the things that Emerson alluded to it is that there is a method to our madness in the way that we're presenting this, it builds on each other. And I think as it comes in and, we will answer the questions as they come up but uh, the catalog builds on

MI&R, it builds on FI&R, it builds on uh, placement and (inaudible) replacement. So I think some of these, but to answer your question uh, directly, that is a central point to all the areas is that there needs to be a baseline that is acceptable to everybody before any of these formulas can be of value. And we're very aware of that.

Q: Margie Moran: Just a few comments to add to that. FMIS uh, Facility Management Information System is the baseline for any qualification for any funding in the construction program. Uh, and to determine your needs, it needs to be in the backlog and for any of you to qualify for the replacement school program, as Monty talked about, you have to be in a condition of poor. So to be able to have a poor condition you've got to take the replacement cost value of the school building against all of the work that needs to be done in that school. And once that is, one's divided into the other you come up with a condition code up to a point ten. Anything above a point ten is important if important (inaudible) get into the detailing but uh, FMIS is the baseline for you to qualify for any funding for your program including your operation and maintenance hours, your day to day operation, so uh, as uh, Monty alluded to, we'll get into the explanation of all of these as we get

into the presentation further but, it is the baseline of all of it.

A: Larry Schurz: Uh, this is me again, Larry Schurz. Uh, I'm glad you mentioned that because I was thinking to myself, there's two things I want to talk about. One, the gentleman over here talked about safety officers and coming and doing the safety inspections, and we've been kinda hounding the facilities people to allow maybe our Tribal safety people to allow us to do these safety inspections. The reason why we were harping on that and kind of asking about that, we've been doing this because we had called Albuquerque and asked them to send a safety officer to inspect our school. They said, okay, we'll send somebody. Then finally they said we'll send somebody from the Regional Office. Well I found out so I called the Regional Office, the region office says, okay, we're gonna send him out. Well a week passed, two weeks, a month, two months, finally I said I better check because we could not do what we called an occupation. We had to get a uh, Certificate of Occupancy and we couldn't do that unless we got a safety inspection. Well come to find out the region said, oh this guy has to go do inspections in Nevada. So they consented so we finally, they finally agreed to allow our Tribal. Now they accepted, well actually they said they accepted

our Tribal inspection but we have uh, adequate fire and safety in our, with our Tribe and I'm just wondering why can't some of these Tribes that have this available to them use these in place of BIE or FMIS inspectors because it takes awhile to get them to come to the communities and Grant schools. I mean for us we're only fifteen minutes from the airport, if they fly in from Albuquerque or coming from Phoenix Regional. We're only fifteen minutes from downtown region office we're twenty minutes away. But it still takes them months and months and months to get them out to our facilities. They'd rather go to some place that's really far away before they come locally because for them to come locally it doesn't cost that much money. For them they get those you know, traveling dollars, that's why they want to go.

And the other thing I was talking, thinking about was the lady talked about, the Committee member talked about the cost replacement and I'm just kinda laughing because we've been in our school for over eighty years. Now the condition of schools' relative life is about forty to forty five years, I think it's forty five years now, the IRS has placed on school life, for the building. Well, we've been in our building, was built in '34 during the uh, FDR

situation. And it's kinda funny because now we moved out of the school, temporary buildings, and we had a cost for repairing, replacement in at the school of nine and half million dollars. Well right now our Tribe is negotiating with the BIA, not the BIE side but to bring (inaudible) facilities and we're probably gonna get the nine point six million dollars to do repairs on the facility because it's a historical site now.

And it's kind of ironic because the BIA when they put this building in it was designed by one of the uh, architects out of New York City that designed a lot of the skyscrapers for New York City. And they, in order for FDR to keep this firm busy, he went out and had uh, schools designed and they used a lot of the perfect construction that you don't see today that allowed this building to still stand. But because of that we, because of the conditions at the school, we had water problems, we had sewage problems. Uh, to give you an example, uh, (inaudible) out to, just before we moved out the building about a year before we decided to move out, we had a water leak. Well we had our Tribal Public Works go in, they did the clamp, got it fixed, and it took them about a half a day to get it done. As soon as they got finished they were getting ready to pour the

(inaudible) redo everything. Well, they sprung another leak, so they had to dig a little bit further. Soon as they got that repaired and started to say, okay, we're finished, boom, another leak. Same system, same line. The pipes are so rusted, this is our culinary water coming into the system, into the school and it's so old that water pipes break. Water sewage condition is the same way. We were having uhm, sewage backage(sic), backup continually and finally we got frustrated and said okay, we'll build the temporary buildings as we go. Temporary buildings were a little over nine million dollars and that's where we're having our school today. And just for occupancy it took us almost nine months just to get a Certificate of Occupancy because the Bureau said well we need to do it, we need to do it. And so what I'm saying is that if we have, because our Tribe issues Certificate of Occupancy to facilities within our community, 'cause our, we've got a lot of construction going on within the community, not just uh, we've got hotels, we've got business uh, buildings going in, we've got a lot of things going on, you know, high volume construction and so we have to have these inspections. So I'm saying, if we have the means of building (inaudible) why can't FMIS allow our inspectors and accept our inspections? Is that a problem? Is that a

problem with Facilities (inaudible)? I'm just you know, wondering. And that needs to be brought up because I know a lot of Tribes have, some Tribes have this and some Tribes don't.

Q: Margie Moran: Uh, what we can do is, the Division of Safety uh, and Risk Management uh, is located by our office. We'll work with them, they're uh, the Director is the same of that office versus our office so we certainly can work with them and bring that up. I don't see a problem with it uh, (inaudible) you guys will follow the same codes and standards that we do so you know, I can't see that to be a big issue.

A: Larry Schurz: (Inaudible)?

Q: Margie Moran: Yes.

A: Larry Schurz: (Inaudible)...

Q: Margie Moran: Absolutely. We can let them know but one of the thing that's critical and I know it was brought up earlier about some of the schools not getting the safety inspection uh, on an annual basis. That is critical. That is critical for your schools to make sure because that information helps you in the ranking process. No one else can put in life safety backlogs into FMIS but a Safety Officer. So if you're not getting your annual safety inspections, uh, and they should be coordinated through the

Regional Office and David, you might be able to help out. You have some Safety Inspectors also for education. I don't know if they do safety inspections, do they?

Q: David Talayumptewa: We only have School Safety Specialists...

Q: Margie Moran: Okay, so they don't do...

Q: David Talayumptewa: No.

Q: Margie Moran: Okay, so work with your Regional Office but if you aren't getting your annual safety inspection, uh, contact our office. We'll make sure to work with someone to get that done for you guys and certainly if it's a matter of working with Tribes to get that. But you're the ones that's gonna hurt by not having it done because that information makes a big difference in the weighted value of you qualifying for any of the programs and funding. So make sure and we'll leave phone numbers and email addresses here for you. Contact us if you are having problems.

Q: Unidentified Male Voice: Margie, can you cover the abatement process approval (inaudible).

Q: Margie Moran: What happens in the safety uh, inspection is when the Inspector comes out to the school and does the safety inspection, say they come up with about thirty uh, deficiencies. Once that's identified they load their report into FMIS and then it's up the school's



responsibility or whoever does the FMIS for you to create an Abatement Plan. How are you gonna fix that item? Because some of it may not cost a lot of money, some of it is, doors are blocked by chairs and different things like that. But once that abatement plan is uh, created, that's when you create the backlog items with the work items that need funding more than your (inaudible) program. Uh, what happened for a number of years, the schools or the locations weren't creating these Abatement Plans and if you don't create the Abatement Plans you don't get the backlogs in FMIS to get funding. So we uh, we contacted our contractor who does the condition assessments and we hired them to go back and do the abatements for all these schools for the last six years. So everything will be current up to last year I think on the abatement or any inspections that were outstanding out there but basically the point is make sure that you get the safety inspections. If you aren't notify us, we'll make sure that someone gets out there to your schools.

Q: Arthur Taylor: Thank you for that recommendation and we'll make sure that it gets entered into the record.

A: Franklin Hoover: And thank you, I'm Franklin Hoover again from Blackwater Committee School. Uh, we're talking a lot about the details of the FMIS system and the administration

of the system and Blackwater is concerned that part of the Committee's work is to look at the system overall and make some decisions about whether or not this is appropriate to meet the mandates of Congress. One of our concerns is that FMIS is not just a system for identifying the condition of schools. It's a facility system that we understand the Bureau uses system wide for all of the Bureau facilities. We use it as the baseline for funding and I think we're using the wrong baseline. School facilities are different from other types of facilities, they have different needs. And one of the things would ask the Committee to at least look at is the establishment of a separate baseline just for schools. Uh, schools are important, schools are different. I don't think anybody is happy with the way the FMIS system works right now, so the Committee should at least consider the establishment of a separate system of condition analysis just for school facilities that's not part of the overall system of facility analysis that the Bureau uses for jails, hospitals, other systems, other facilities. Uh, that'd be the first suggestion I'd make.

Uh, secondly, the problem with the current FMIS system is that if you were a school that is diligent and repairing your facility, if you keep your facility and you maintain

your facility with whatever resources you have available, you're never gonna get a new school. Uh, there's a fundamental problem with that. Uh, and I don't know if the Committee has found a way to address that problem. That's the situation with Blackwater Committee School. It's a seventy six year old facility. Uh, the school has maintained it using a variety of other funds. One example is the school needed the ballast replaced for its lighting system. It used thirty one thousand dollars of other money that it had available to fix the Bureau facility, that's still part of the backlog. Uh, the school hasn't been reimbursed for that in two years. That's uh, kind of a structural problem in the FMIS system that I think the Committee really needs to focus on, is how you take that into account when you're making school facility funding decisions.

And the last one is kind of just a detail and I think if we sat around and wanted to talk about the detailed problems we've all had with the system uh, this would be a five day meeting. Uh, but the, one of the basic problems, when the school (inaudible) contractor come out and wanted to do an analysis of the school uh, there should be a report given back to the school, something in writing, and I don't know

how many schools actually get a report from the contractor when they come, probably none of us uh, actually see those.

And the last comment about the system, just from a lawyer's perspective is when somebody asks me, well they'd like to find out what the FMIS system is and what you know, what is the system, what are you looking at uh, I have to know a guy, who knows a guy, who knows a guy, to find out exactly what the FMIS system actually is, what's being assessed. Uh, one suggestion we're gonna make to the Committee is that whatever system is finally determined to be used to assess school facilities, the basic requirements for that system should be set out in a regulation that's (inaudible) by the (inaudible) of Federal regulations. That's one of the concerns about transparency. Uh, I should be able to go to twenty five (inaudible) and see exactly okay, the FMIS system is this, it's administered by this office, this is what's being assessed. Thanks.

A: Jacquelyn Power: I'm gonna add something. I'm Jacquelyn Power, Superintendent, Principal. And Franklin and I have been you know, conferring on things to make a response to but I just want to reinforce what Larry and others have said too, that on safety inspections just for the record, we don't get an annual safety inspection either and when we

needed one it has taken calling one person, the next person, the next person, the next person, and then calling the same office again the following week, the next person, the next person, the next person, and I realize everybody's busy and has many tasks on their table but uh, I just want for the record 'cause you know, the point is that when you need something uh, it'd be nice to have it annually and maybe that's not realistic anymore but when you need something because you're having an emergency you do need a Safety Inspector and that still can take a protracted amount of time for somebody to finally come out and you know, see what the problem is so it gets into the backlog correctly and you know, we work very hard. We're a small school, we do not you know, Mr. Christopher introduced himself as a Facilities Manager but he's also our Food Service Manager, Transportation. We're a very small school, we're K-2 so everybody has multiple hats and so I'm sure I'm not wrong in saying that there's a lot of small schools in the Bureau system who do not have the funding to have a facilities person per se. We send Richard to the training and we work with Mr. Mehojah to help us with that. But I will say prior to that we didn't have, prior to working with Bill we had nothing going into the FMIS system and I know Mr. Hudson worked with us when he was acting ELO

a couple years ago but it's very hard when you're a small school and you don't have you know, the expertise to even understand FMIS and so your recommendations on training are certainly I support that and that's needed but I really don't know how to fix this, all these issues, but I think it's important for the record to know that we're you know, it's not just Salt River. I'm sure most schools here will say that. The annual safety inspection which uhm, was brought out as a key to even beginning to get you know, noticed in the FMIS system is critical but that's something you know, with your recommendation he (inaudible) but it's gonna have to be really ramped up because if that's part of your priority system then uhm, it's hard to get into the priority and then as Mr. Hoover said, I've been at Blackwater seventeen years. We've worked really hard squeezing out money to keep our school even viable because it is so old. But then you're penalized because I see on the list we're considered a good school and it really comes from us doing due diligence to try to keep this facility operational but then to put you in the good category you never get looked at again. So I'm not saying that that assessment's not fair, I'm only saying that as Mr. Hoover said, the criteria and the indicators you are using automatically throw us under the bus. You don't get any

consideration. So I would hope you'd consider some of the recommendations that Mr. Hoover made and...(speaking to a third party: Do you want to say anything?) Bill's gonna say something too.

A: Bill Mehojah: Uh, yes, uh, thank you, Jackie. Uh, to go back to that gentleman from Casa Blanca, I think you were talking about that you put information into the FMIS system and then you just, you don't know what ever happened to it and we found that at Blackwater. Especially it's true I think for Grant schools, because they have assumed the uh, facility program in their grant and so when they submit the data uh, we found at Blackwater it goes to the FMIS agency, and it never, it just sits there. And so uh, no one ever sees it. And so what we have to do then is we go to the Regional Office, we say, hey, it's been entered, it's sitting there, you have to go and look at the FMIS agency level to pull it up and it's become a matter of course now that as soon as Richard enters the data uh, and he tells me it's entered, I call uh, Irwin Kasum's(sp?) office and I say, Irwin, it's down there at FMIS agency, pull it up, take a look at it, review it, you know, and approve it if you think it needs to be approved, and be approved, that kind of thing. So I think that's uh, kind of a flaw in the system is that for the Grant schools uh, if you don't make

that call uh, you're never gonna see it, uh, it's just gonna be held like in a pool somewhere in Never Never Land. So, okay.

A: Donald Harvey: Donald Harvey, uh, Moencopi Day School. I uh, I was looking at your rank in here and I see that uh, you know, this hasn't really been updated. Is that correct, your ranking on uh, all the schools that need to be replaced?

Q: Arthur Taylor: What page are you on?

A: Donald Harvey: Uh, page one, two, three, four, uh, they, some schools have been rated uh, as far as uh, replacement, in fact uh, at my (inaudible).

Q: Arthur Taylor: That is a list of schools in alphabetical order. I think that table shows the Facilities Condition Index.

A: Donald Harvey: Okay, so...

Q: Arthur Taylor: That's what's showing.

A: Donald Harvey: All right, so where, are the rankings still the same or what's gonna happen with the ranking now?

Q: Margie Moran: What this is is what information that is currently in FMIS that shows what the replacement cost value of the school buildings are against the deferred maintenance backlog for that particular school just to come out with a condition code right now. There is no current



ranking. There's the existing list that was published in 2004 and in that current list there's still four more schools on there. The process that we're going through right now with this No Child Left Behind Committee is coming up with the process for the next ranking.

A: Donald Harvey: Okay.

Q: Margie Moran: So that's not a ranking right now.

A: Donald Harvey: All right, thank you. Now uh, you know, when we were talking about FMIS also uh, I'm one of the schools that uh, has been going back and forth with Albuquerque and since that going back and forth I lost the individual that was trained in uh, entering the FMIS but since then I've lost, I had another individual that is now onboard, understands uh, what he needs to do now. Now uh, I hope that this will be a smooth process of him being able to get into the FMIS system now. So uh, if I'm gonna be uh, assured that, I'll be pretty happy about that.

Now the other thing that I also want to uh, inquire about is uh, your construction codes overall. What is the status on the whole construction? I mean we're talking about school replacements and whatnot, what is the, what is going to be the process? Are we gonna (inaudible) schools that are gonna be constructed or is this uh, an exercise that

we're going through right now and you know, we'll find out later on or what is the real status?

Q: Arthur Taylor: That is gonna be discussed in the last section of the presentation today.

A: Donald Harvey: Okay, thank you. Now the other thing uh, that I also wanted to point out in uh, chapter two, your uh, section five, I didn't realize that uh, you know, your uh, Committee or FMIS itself would be uh, useful to me to go to re-accreditation. I just went through (inaudible) re-accreditation and I (inaudible) had known this I could have uh, used, I don't know if it's talking about dollars or is it talking about assistance or you know, I guess I need some clarification on that portion of it.

Q: Arthur Taylor: That's in the MR&I section?  
(Inaudible)...

Q: Unidentified Female Voice: (Inaudible) page number.

Q: Arthur Taylor: Hold on a second, (inaudible) get it.

A: Donald Harvey: It's chapter two uh, five uh, where you're talking about uh, accreditation standards. Page uh, three in your handout.

Q: Catherine Wright: I guess I was handed the microphone on this one. Uhm, the we, okay, the section you're talking about states the major projection and the amount of funds needed to keep each school viable, consistent with the

accreditation standards required pursuant to that. Is that the part?

A: Donald Harvey: Yes.

Q: Catherine Wright: Okay, that's on page twenty four. Uhm, FMIS makes, does make projections on the amount of funds needed to keep the school viable, useable, uhm, but FMIS doesn't include the deficiencies uhm, of what's lacking (inaudible). FMIS currently does not show that there's a problem if you don't have a library, which is required for accreditation purposes. So what OFMC and they could probably speak to this better than I can, uhm, they're requiring that the new contract with the contractors go around and do the inspections. And they're going to include the educational facility requirements for accreditation (inaudible).

A: Donald Harvey: Well with that uh, I guess I'm up for number one to have a new school because uh, I need a new library. I don't have a library.

Q: Unidentified Female Voice: (Inaudible) library.

A: Donald Harvey: So I meet your (inaudible) right there so Moencopi's number one now.

Q: Monty Roessel: Uh, just for, just for clarification though, uh, (inaudible) address some of the points that uh, people have made. But FMIS does now include educational

deficiencies, so when you said it didn't before in the past, that's one of the things that has already been done even before uh, this uh, I mean it was within the process of going through this negotiated rulemaking that we saw that FMIS actually went ahead and started that process already now. So there is a process now where as they rank they include the educational deficiencies like a library being missing and stuff like that. So that is already in place now. Uh, and it's also (inaudible).

A: Edison Wauneka: Thank you. Uh, my name is Edison Wauneka. I'm with uh, Navajo Prep School in Farmington, New Mexico. I just want to make the comment and uh, I'm uh, disappointed as far as uh, those (inaudible). I know you all have uh, commitment to the schools that you uhm, work at or oversee as far as board members. Uh, the reason why I'm saying I'm disappointed is because the amount of money that we're talking about, very disappointing. All of the schools that have to brought up to uh, good or fair condition, the amount (inaudible), this is very limited. And my disappointment has to do with the people that are here. We talk about our treaty rights and the way we were treated by the Federal Government and the only leadership we have is the Hopi Vice-Chair, (inaudible) I commend you and there's a delegate of another Tribe. Where's the

leadership? We need to fight for more money, that's where the problem is. We can sit here every year and the changes that we want to make at our schools, we know the conditions at the schools. We should get monies like State, not not for all the Tribes in the United States. What do we do to increase the allocation that we get? That's what we should be fighting for. And that's the concern that I have. You are all here for the small amount of money and that's a real concern of mine, I just want to make that comment.

A: LeRoy Sakiestewa: Uh, my question here is uh, I retired as an Agency Facility Manager (inaudible). So I'm very familiar with FMIS. In fact I was uh, (inaudible) when we first started way back in the days of (inaudible). That was the original FMIS and it hasn't changed a whole lot as far as I can see through all these years as far as getting money for facility management and that's one of the things that I've seen throughout all my career as a Facility Manager is we don't seem to have any (inaudible) uh, in the Tribe or Tribal level or anywhere else to go fight for facility management money. Education did that and you can see where we're at right now as far as education funding, they're getting a whole lot more than we get. You know, fifteen years ago when I was still as a uh, (inaudible) foreman and that's what I see today. We still don't have

adequate money even to do maintenance, preventative maintenance, those kind of programs. We need more money uh, in facilities management.

And the other thing is, uh, this gentleman here uh, brought this up. We need the leadership from the Tribe. I go to a lot of these conferences, we have other Tribal Leaders there. They're talking for us, but as a school board member you know, we can't talk with the Tribe. We need a representative from the Tribe to be there to speak there on our behalf and to uh, make a, to get with a group of other Tribal uh, Chairmen or Vice-chairmen at that level so that we can get together and fight for facilities management uh, monies. That has been brought up many times at the conferences that I've been to but there's just a few Tribal Leaders that are there but we need all of our Tribal Leaders to be there to fight for more education money as well as mainly facility management money right now for us here.

One of the questions I have here is on the uh, FMIS system is, uh, I, it's been fifteen years since I've been into the FMIS system but I'm now a school board member. Uh, I had asked to see if I could go to put that, go on a training so

I could refresh myself so I could get in there and help. But uh, the uh, regulation or whatever uh, prohibits you know, uh, you have to be uh, an employee of the school in order to get in there and I think that the, there should be some way that somebody that has say like a former facility person whether he works as a foreman or a Facility Manager, should be able to get in there and then that way they could help the local uh, work center foreman or foreman at that location. We're a small school and we don't have, we have to depend on the facility uh, manager uh, from uh, Kings Canyon, which is about ninety miles away. And so with that, we're not getting any service period, in my opinion.

And (inaudible) information (inaudible) uh, when I was in Albuquerque I had a (inaudible) backlog and uh, to see what's in there. We have nothing (inaudible). The thing's not even updated. We've got programs, we've got uh, projects that have been completed and they're not even shown completed in our uh, backlog and that's, those are programs that were completed by the local level and at the Albuquerque level. My understanding is when you do that at the local level it's up to the local people to get those uh, completions in there and show it as completed in the uh, system. And if it's done I think at the Albuquerque

level then they're supposed to do it but most (inaudible) projects are not even shown as being completed. And I've been on the board for five years and they're still like that.

But the big problem I see right now is that, and this goes back to uh, the I guess CSA's(sic) principles, whoever, they're not really, uh, in my opinion, they're not really educated or knowledgeable about the you know, complete FMIS system. So their concentration is on the education side which I understand, but we also need people on the facilities side to help us out on that. But we're not getting that uh, that help from our representative uh, who is a uh, on the uh, BIA side. We only have the Grant school is only the education portion (inaudible) BIA as the facility management side and we're not getting that kind of uh, help to get our backlog uh, updated.

I'll give you an example. Two and a half years ago I was working with our local uh, work center foreman and uh, for security cameras because we were having a lot of vandalism and break-ins. Okay, we went out and we got we got some quotes, three quotes and we gave it to the, uh, Facility Manager to take it from there. To this day that is not



even in there. I just gave up on them. I said you know, we'll use the education money which I frowned on when I came on, to do things that facility management should be paying for. But in order to get it done you know, you've gotta take it and do what you gotta do and that's the direction we're thinking right now, using education money. But I (inaudible) former Facility Manager. They (inaudible) that's facility management's responsibility, you know?

But to get that into the system uh, I guess my question is, what is the uh, the line of uh, that goes through right now because when I talk to our uh, to our Facility Manager, he said he has to go to (inaudible) he has to go to (inaudible) and go back to Albuquerque and go to two or three Committees out there in order for it to go out and get approved. Uh, I don't know why if we can get this information and we can put this, input this information (inaudible) at the school level why can't we go to the school as a Grant school (inaudible) Albuquerque and work with them. That way (inaudible) question without going through three or four other steps and be able to uh, track this information.

The other thing is that when we were all (inaudible) with uh, (inaudible) the people over there uh, (inaudible) as far as uh, (inaudible) construction with Moencopi, uh, I had a chance to talk to uh, Dale(sp?) (inaudible) when I was working for Facility Management. But what we were trying to do is, how can we get a uh, the FMIS uh, computer system right there at the school and that was way back in November of last year and so they said, submit your application which we did when we first, when we got back. Today we still don't have no computer system there at the school and we sent two or three people to school, forty hour training, and ready to go, but we're still waiting and to this day uh, I don't know where (inaudible). And when I ask uh, different people, who do we need to contact to (inaudible) well, each time I talk to a different person I get a different answer (inaudible) somebody else and that's why (inaudible) I don't get that. So if we can monitor it right at our level because we've sent at least two or three people to that (inaudible) training and just to uh, be able to get in there and monitor it ourselves at our level because we're not getting the cooperation that we're supposed to get from the uh, FMIS training office.

I like the idea that was mentioned that uh, they hire someone there at the uh, ELO's office and have that person work with our schools. I know right now there's three schools that utilize the (inaudible) Hopi uh facility management. And we, and even those that have a contract (inaudible) the uh, facility management, I think they could use that help also. Because when I was Facility Manger we had three estimators (inaudible) and back there in those days, all three of those are out at all the schools. You would know that information. Doing the inspection, doing input as you're doing (inaudible) on that, and that's what we need today so we can get our backlogs updated and make (inaudible) Moencopi because we're gonna apply for uh, (inaudible) a new school.

But my concern right now is that our backlog is so shoddy that you know, it's not, it's gonna do us more harm than good and I would like to get that thing uh, updated.

I like the idea of that uh, safety inspection. And I think that you know, and uh, we should be concerned and I feel that whoever's supposed should be coming out to make the annual inspections, that they should schedule and come out there uh, unannounced and go through our school instead of

us having to wait and invite them to come out. This is what environmental does. They come out there, in fact uh, we've been through that and we're due another inspection in 2012 I believe it is, but that's what I would like to see. (Inaudible) at all schools to come out there just unannounced but (inaudible) maybe every two years at least because I know that the workload uh, you know, for the (inaudible) is heavy. But at least if they can get out there every two years you know, that's better than none. And like I said, I've been here five years and I haven't seen a safety officer in our school uh, within that time. Thank you.

Q: Arthur Taylor: Sir, can I get your name please?

A: LeRoy Sakiestewa: LeRoy Sakiestewa, from Moencopi Day School.

Q: Arthur Taylor: Thank you.

Q: Betty Ojaye: Good morning. Good morning, my name is Betty Ojaye and I'm Executive Director at Navajo Prep and uh, I was uh, I was on this Committee and uhm, I'd like to just follow up on what my board president, Mr. Wauneka said. Uhm, the task that was given to us on this Committee was very frustrating and uh, a lot of times we kind of, I guess one of the very frustrating things that we had to talk about and try to overcome was the fact that there are not

gonna be hardly any more monies for MI&R and FI&R, and replacement school construction. So there were times when we sat and we said okay, you know, why are we doing the talking and trying to do all this work when ultimately there's not gonna be any money? So that was when I got frustrated in the discussions that we talked about and we tried to overcome that and uh, we're hearing a lot of that today.

The second thing that was most frustrating for the Committee is the fact that FMIS is a problem and again, we're hearing that today. And uh, because of you know, such things we've heard about, there's no resources at the local level, so schools do not have resources. Some schools we heard now don't even have computers. And then the system is always in uh, in a flux of working one day and not working the next day, and then people are not trained to utilize those resources.

And so but if the means by which schools have to operate in order to get whatever monies that come down the tubes from Congress, and so we did talk a lot about that and fixing the system and trying to make FMIS uh, effective and efficient as much as possible. But offering local

resources and training is one thing that we're highly recommending.

Uhm, and one of the other uh, frustrations or things that we talked about was just the communication between BIE and BIA and uh, and it's good that we did have, we do have the BIA and BIE officials at the table to hear a lot of the frustrations that goes back and forth between the two agencies. And so we've been able to pull a lot of recommendations together through the process with uhm, the appropriate officials sitting at the table.

Now what's gonna happen with this report is that uh, we gathered data, we brought a lot of these problems to the surface and tried to bring recommendations uh, put them out there. Ultimately it's going to be as Mr. Wauneka said, it's going to be Leaders, Tribal Leaders, it's gonna be school board members, that is gonna have to take this report to Congress and take it to your uh, Representative and share with them that we have a big problem here. You know, in the first part of the booklet we talked about uh, the Treaty Rights. You know, we, the United States Federal Government has made a promise to us that there are, they're supposed to provide education with appropriate facilities

for us, you know, and now we're getting just no money at all anymore. Okay, so once we get all this data together, ultimately it's gonna be the Tribal Leaders, school board members, that's gonna have to take this book to Congress and meet with the people there and tell them about, here are the statistics, here is the information, here's the problems we have and then try to really get out there and try to lobby for more funding. Otherwise it's useless, everything that we're doing now, it's not gonna go anywhere. We have to take this book further, we have to take it to Congress.

So that's the ultimate task and the Committee's work is just to try to get as much data information from you. A lot of the information that you're sharing today is really, really good because you know, we, everybody's saying the same thing. You know, everybody has the same problem, and it's constantly being repeated over and over, so that makes it where it is true, we do have these problems and so uhm, I just want to uh, welcome your comments because I think it's really good, really good comments and all your comments is gonna go in the book and hopefully it's gonna be heard in Congress where it ultimately will be. So I just wanted to share that.

Q: Jimmie Begay: Uh, we are (inaudible) time for a break. I have one more person here then we'll take a break for fifteen minutes.

Q: Merrie Miller White Bull: Uh, again my name is Merrie Miller White Bull and I am a Tribal Council Representative from the Cheyenne River Sioux Tribe in the Great Plains. And I want to let you know that uh, I advocated to get on this Negotiated Rulemaking Committee because I felt like not enough money was being appropriated and there were a lot of issues and concerns and I want to let you know that the Negotiated Rulemaking Committee has debated this over and over and uh, about the concerns we have. We happen to share the same concerns that are being uh, brought up today uhm, and discussed. And that's why we made the recommendations and we did advocate to uh, go to the schools and we did go and we did see facilities, new facilities and got to look at their backlogs and why they were considered new. We got to look at older facilities, really, really old facilities and walk in and look at their backlogs and uh, you know, uh, why they were listed poor and so we got to through the FMIS training. We got to look at what was broken and there were a lot of issues we had and concerns and we are making those recommendations and one of the things in section four that we did recommend is



that more training in this area, for school boards and administrators and so too for that to be allowed.

But I wanted to let you know that, yes, it is the responsibility of your Tribal Representatives and Tribal Leaders to go out and advocate for more funding and until we do that, we're gonna still, we may come up with the best plan possible generating all these great ideas but until our Leaders uh, go uh, to Washington and advocate for more funding uh, you know, we are uh, we're gonna still be in the same situation. We'll improve the system, we'll improve the communication, we will be uh, ultimately, the sad thing is is that, yes, we do need more funding and I think that this group (inaudible) consensus that, that that is uh, a concern but I want to let you know that the federal uh, ladies and gentlemen that serve on this Negotiated Rulemaking Committee from a federal aspect have voiced the same concerns as well, uh, and their feeling the same thing that you're feeling. And uh, you know, uh, Federal employees can't lobby, and they can't go and uh, you know, ask for more funding. Uh, they're restricted by what they can and what they can say but I know during the Negotiated Rulemaking Committee meetings they have expressed their concerns you know, for people and the

things that they see, and we all have. And I am so grateful to be here and honored and I thank you for uh, letting me share these (inaudible).

Q: Jimmie Begay: Thank you. Before we break (inaudible)...

A: Unidentified Male Voice: Uh, can I make one more comment just before we go?

Q: Jimmie Begay: Sure, (inaudible).

A: Unidentified Male Voice: I have (inaudible) two but I'm gonna save it for later. (Inaudible) uh, Mr. Wauneka is the, uh, Council Representative on the Committee. I (inaudible) she stated eloquently about Bureau employees not being able to lobby and I know that Mr. Mehojas is aware of that and so is Mr. Talayumtewa is very much aware of that. We have the ability to lobby. Board members have ability to lobby. But we need to do it to our Congress people, the people who we elect to Congress. Now, I (inaudible) because I served not only for my community but I also serve on the board of agents (inaudible). I've been on that board for a number of years and I realize that I have more impact speaking directly to a Congressman or to their Field Representative than I do with the Bureau employees. And you have more power speaking to your elected Congressman. Even more power than your elected officials representing your Tribe because you represent a

concrete problem and that's our schools. I know that, I think about it and I know that you have a lot of power, school boards have a lot of power, you need to be reminded of it and think about it. You have a lot of power to make and help influence a budgeting decision that Congress makes and you need to speak up and speak to Congress and to your elected officials because they (inaudible) especially when it comes to education.

Q: Jimmie Begay: (Inaudible) thank you again for your comments. Questions (inaudible) good comments that will (inaudible). Uh, before we break uh, what I'd like to do is take a break and then when you come back we'll continue to, (inaudible) discussion has (inaudible) catalog that will go into MI&R.

Q: David Talayumptewa: Can I make a comment (inaudible) about FMIS?

Q: Jimmie Begay: Do you want to make the comment now?

Q: David Talayumptewa: Yeah, (inaudible) or when I come back or now?

Q: Jimmie Begay: You gotta pay ten dollars.

Q: David Talayumptewa: Okay, uh, first of all (inaudible). Hello? Okay, uh first of all uh, just thanking everybody for (inaudible) this morning. Uhm, I think though that just for the purposes of clarity that uh, we do have to

make a distinction between what the responsibilities of BIE versus the responsibilities of BIA as it relates to facilities. Uhm, and one of the biggest uhm, items that we all need to understand is that BIE gets operation and maintenance dollars which we pass on through to the uh, Grant schools and Bureau schools. Uhm, and I think it's critically important that people understand that BIE really receives no other funds to oversee and administer the operation of the maintenance program.

The FMIS is a BIA program. What we do from BIE and uh, Larry mentioned and that's why Glenn is not here. Well I mean Glenn is a liaison between BIE and BIA. And I'll tell you, we really understand, you know, what the problems are with Grant schools and Bureau schools as it relates to FMIS. But we're, we have to coordinate with BIA uh, OFMC to provide training uh, to our users out at schools.

Minor Improvement and Repair is a BIA OFMC program. FI&R is a BIA OFMC program. BIE really has minimal involvement in MI&R and FI&R. We try to service that because for schools all of them be they BIE operated or uh, Tribal control. So I wanted just to clarify that so that everybody kind of understands you know, where BIE fits and

where BIA fits within the system. Uhm, but I just wanted to clarify that.

A: Unidentified Male Voice: Uh, one last comment please.

(Inaudible) and so forth uhm, I'm just a practical guy, you know, duct tape will do it for now until I come back and report it (inaudible) permanent thing. Uh, with regard to that point you know, we on the Hopi Reservation have uhm, say for an example in my school, and all the Hopi schools across the Reservation that when you come to this area of annual fire and safety inspections. Why can't we reach over to Indian Health Service who have safety officers for hospital uh, facilities? Why can't or could they be (inaudible) in something like this? Can't there be a partnership formed so that you know, that area can be supported too? Uh, that's my only question.

Q: Jimmie Begay: (Inaudible) to answer that.

Q: Emerson Eskeets: (Inaudible) good afternoon (inaudible) I'll say good afternoon. Uh, Emerson Eskeets again. Uh, as the other question was posed where uh, why don't we use Tribal people to do the inspection as well. So I think those are good comments that are worth considering. Uh, it's not that I just out of the blue would do work with them in all areas in terms of water supply uh, (inaudible) but I think you're talking about facilities issues so and I

don't know how extensively it's taken into facilities issues and I don't know that part but we do work within (inaudible) matters, uh, sewage, uh, water, uh, (inaudible) to get their input on that. And it's worth considering.

Q: Jimmie Begay: Well, it's break time. Oh, one more.

A: Unidentified Male Voice: (Inaudible) uh, just before we get off the issue of FMIS, uh, I have one point to make. (Inaudible) Blackwater we were able to get uh, agency level approval to have that directed to go to the uh, region office so that's something they want to look into. But I have a question regarding the safety inspections.

(Inaudible) our last safety inspection was back in 2001.

Uh, we just had one in February that they came out.

However since it is a you know, everything's based off those safety inspections uh, we've asked for a copy of that safety inspection, it's still pending entry into FMIS and we were told that, no, we can't have a copy of that until it's actually reviewed so I'm wondering if there's a way we can't get a copy so we know exactly what we're up against because you know, make plans for that.

Q: Unidentified Male Voice: (Inaudible) email request, you can send an email request to me, I'll walk it over to safety and get that going.

Q: Jimmie Begay: (Inaudible) break time, be back in (inaudible) five minutes 'til. (Inaudible). Thank you have a great break.

#### Morning Break

Q: Jimmie Begay: (Inaudible) other comments?

Q: Emerson Eskeets: I was thinking (inaudible) my office. Uh, John Rever is the Director of the Office of Facilities Environmental and Cultural Resources. So he oversees the (inaudible) risk and, safety and risk management. He oversees the office, my office of facility management and construction as well as the office of environmental (inaudible). So he is our Director and there is my name and the phone number and Ms. Moran's number's there as well (inaudible) of the Division of Safety and Risk Management. So we all work together.

A: LeRoy Sakiestewa: I have a question there that I (inaudible) ask for the record. Uhm, (inaudible) with the Quarters Program. Uhm, we need a lot of help in the Quarters Program especially at Hopi there. Is uh, you know, we're trying to get you know, the best teachers we can get and keep them but we only have four trailers there and you know uh, I don't know how many classrooms, how many (inaudible) sixteen classrooms and we only have four trailers to house our teachers in and so in order to get

good uh, highly qualified teachers, once we get them we want to keep them, well we would have no place to house them and so that's a big problem (inaudible) for Moencopi and I know that uh, other schools uh, have the same problem and the only way that I have uh, seen new quarters come about is come along with new construction. But we need quarters right now so that we can get highly qualified teachers and keep them. That's one of the big problems that we have and even the funding. I know way back when I was a Facility Manger you know, they used to get special funding also just like uh, the FMIS program but then they took that away and then they uh, they only get uh, the (inaudible) receipts to maintain those quarters and way back then when that happened that's when the quarters started coming down and right now we have quarters out there at Moencopi there that we shouldn't even house uh, anybody in. But so we need some help in that uh, in that direction and I don't know if uh, everything is uh, is gonna address that or even be able (inaudible) that.

Q: Jimmie Begay: I'll refer this one to Emerson or Margie.

Q: Margie Moran: Here we have a Quarters Program it's also under OFMC. The individual that's in charge of this Quarters Program is Gerald Curley. So if you want to contact him it's [gerald.curley.bia.gov](mailto:gerald.curley.bia.gov). Uh, unfortunately



the funding that Gerald receives doesn't allow new construction of quarters uh, for schools. He got funding for new construction of quarters for detentions and law enforcement so all he has available is funding for renovation of existing quarters. However, when and if you uh, get on the list for replacement schools uh, we do build quarters with the replacement school program but he doesn't have current funding to build just quarters.

A: Donald Harvey: All right, excuse me. Uh, now (inaudible) Mr. Sakiestewa stated. Right now uh, you know, we have uh, trailers at the old uh, day school and there's about three of them and then we have uh, another facility that's probably been built like probably the 1800's and we have uh, (inaudible) teachers also live in those quarters and then we have another prefab uh, structure that is also housed by another individual and uh, right now we're really in need of uh, quarters because uh, as we, he stated also we're looking into hiring five other teachers now. Our enrollment has really increased at Moencopi. Not only are we serving Hopi students but we're also serving Navajo students and we're also serving non-native students too. Now Moencopi has really gone (inaudible) as far as the academic is concerned so I think we're expecting probably more students coming in this year and so we're really in

dire need of housing. Now I uh, I think you know, you're well aware too that uh, our law enforcement is also thinking about building a structure on our grounds. When I spoke with uh, Tony Chee(sp?) he then stated that uh, someone from OFMC was gonna be coming out and looking to see whether or not we're gonna be getting some uh, housing, well not housing but uh, I believe he said modulars and so I was pretty excited again about maybe that's a possibility but I'm opening my doors in about three more weeks from now and I've got five teachers that I'm thinking about hiring and I have no place to put them. So I'm in desperate need of housing.

Q: Regina Gilbert: Can you state your name?

A: Donald Harvey: I'm sorry, uh, Donald Harvey, for Moencopi School, uh, the Principal.

Q: Unidentified Male Voice: (Inaudible) other comments regarding the catalog?

A: Franklin Hoover: I'm Franklin (inaudible) from Blackwater School. Uh, the conversation we just had about the FMIS system kinda raises a major issue that I think we would ask the Committee to look at. Uh, I've been going to meetings like this since 1994. They haven't changed. (Inaudible) I've been going to these meetings and the description of how funds are managed within the Bureau of Indian Affairs

for schools is I think a fundamental problem. We have one office responsible for this, one office responsible for that, to get quarters for a school you have to go to a different office that doesn't have any monies for quarters for schools. You have to go to a different office if you need maintenance and operations monies. There's a fundamental structural problem with the way the funds flow through the Bureau of Indian Affairs that makes it impossible for the schools that they're working with to succeed. And we would ask the Committee to look at a way to manage the school funding that's given to the Bureau of Indian Affairs similar to the way school districts are run. When you're dealing with a school district that's maintaining ten schools, you don't have to go to six different offices to get a bathroom fixed, you go to one office. I would ask this Committee to look at ways to manage the funds that are given for school maintenance, school operation, school construction, through a consolidated system because let's face it, if we were in a private business we'd be bankrupt twenty years ago. Uh, you can't manage a business like this and we shouldn't be managing the education funds the same way, so we would encourage you to find a way to get these monies under one roof and in one office where we don't have to talk to ten

people if we're trying to get a portable brought to the school to house teachers.

Q: Jimmie Begay: Any other comments? That's a good question or comment (inaudible) discuss by Committee also. And uh, we're hearing of that, thank you.

Q: Emerson Eskeets: Again, just a point of clarification. Uh, what my office does, again, this is Emerson Eskeets, Office of Facilities Management and Construction. Just a point of clarification. My office manages the planning and the design and construction of the facilities. This includes detention facilities and agencies and so forth. I also have the operation of maintenance. Then I also have the uh, special uh, programs. So I know (inaudible) I do have quarters, quarters resides with me. And all the other special programs which we call a grouping(sic) uh, portables, uh, and emergencies, all those programs are with my office. So you do have a single point contact. Understanding that I do have this process from the location to the agency to the region back to my central office. So we have to gather that information to make a decision of such a request. So by all means on questions on quarters and so forth, uh, please do contact my office and we are the responsible entity that does put the budget together and justify these needs for all schools from facilities

standpoint and that gets into the budget process so then thereby again all these are MI&R projects FI&R projects and new school construction projects. And I don't have a specific (inaudible) quarters that are being talked about, that is an issue. We've been trying to get a line item uh, since Mr. Reeve(sp?) has been onboard, we're still trying to do that uh, and that's a supply (inaudible) from me.

A: Unidentified Male Voice: Uh, I'd like to expand on uh, Mr. Hoover's comment. I would have to agree with him and (inaudible) too also. I see the uh, no offence okay, but I think again uh, if we were looking about uh, the interests of our children meaning all the children that we serve of this great Nation, I think we really have to think about proficiency and effectiveness of our you know, our management system which you're there and I think again uh, I know the BIE BIA uh, it's a well, I hate to say it like this but it it's just a bureaucracy. Uh, but that's where we're at and I think that if we really mean what we're saying here this morning about the best interests again about our children (inaudible) I've always looked at you know, every school that I've been involved in. I've been involved in uh, six different schools throughout my career and each school that I've been involved with it's almost like déjà vu. You know, because of all the dilapidation of

all the buildings, the classrooms, the you know, I think in modulars I've seen three schools that I had built in my career that I'm very grateful. One in particular Second Mesa Day School. I'm very proud of that school. And I hope you're taking care of it.

A: Arnell Sieweyumtewa: Yes, we are.

A: Unidentified Male Voice: (Inaudible). And the other thing is that (inaudible) so each school that I've been involved in it's the same thing over and over again. So again I would hope that you really mean what you're saying of helping us out. I think you really need to take (inaudible) these comments that we're making this morning. Thank you.

Q: Betty Ojaye: I just want to make a comment on behalf of the Committee uh, with the comments made about streamlining the funding. We talked about that extensively among our Committee and we know that that is a fundamental problem which causes a lot of frustration. (Inaudible) on our Committee is a strong advocate uh, has made (inaudible) proposal and she said, why don't we marry these two, BIA and BIE so that we're not going to so many different, going back and forth, back and forth, trying to get something done for our schools and we talked about consolidating the system and finding if there's a means to just go to one

place and it's really frustrating because ultimately what it came down to is we have funding from this side and we have funding from this side and we went sort of back and forth. But I think that still is uh, (inaudible) issue is how do we streamline this so it's good that we're hearing it again because once we hear your comments and your concerns and we still come back to that fundamental problem, the Committee can continue to bring this issue up that there has to be a means whether it's gonna require us to go to the, well it will have to require us to go to the higher-ups, it may even have to be an act of Congress to change the process. That's where the whole problem and issue is is that we have we have uhm, we have responsibilities from BIE and BIA. So I'm glad you brought that up because we did talk about that very quite extensively.

A: Larry Schurz: Larry Schurz again. Uh, my understanding is the majority of the facilities under the uh, Indian Affairs are school facilities and one of the things that generates our funding is our space requirements. And I notice that the majority of money goes on the Bureau (inaudible). And what I'm, maybe what (inaudible) we do is suggest, and it's a good idea to marry the two but make sure that they have a space requirement on the Bureau side.

You know, because I go to the Regional Office downtown Phoenix, they sit in that big high rise and they've got you know, big offices and they pay a good amount of money for the lease on that space in the high rise. My question would be is that why can't they adhere to a space requirement as well and because right now we're hurting, our children are hurting, and I see the money that's going out to these uh, places and I see new facilities sometimes going up on the Bureau side so I'm just wondering how is that money generated for them when our children are not generating enough money? And because I don't know what the space requirements are there because when we take a look at the space requirements for our kids in our community, we looked at the narrow hallways for our children and we realized the hallways were just too narrow under the space guidelines. We also noticed that the classroom size was too small. We have big kids, we have big kids, our kids are getting bigger because they're eating you know, I wanna say junk food. They're gaining weight, they're getting bigger and these space guidelines were designed for kids that you know, that are tiny. They're no longer tiny, they're big kids and they require more space. And I look at this and I go, wow, we're not adjusting to the needs of our kids because they're getting bigger, they're getting



taller, they're getting stronger and these were established years ago. So we have to take those into account.

Now one other mentioned is that, the other thing that they mentioned here earlier was accreditation requirements. Now each school is gonna also be different because the accreditation is based on their mission and goals and I'm aware, well aware is that when you have a mission and goals your facility should reflect those mission and goals that are required in there. Now I'm familiar with uh, Mr. Roessel's school uh, Rough Rock, and I'm you know, (inaudible) that was built to sustain the language years ago. I know it has done its job as its mission changed, does it reflect in their facilities now? I went over there about ten years ago and it was in pretty poor shape ten years ago. I don't know what its condition is today but ten years ago it was pretty poor shape and I was really surprised that our school even though much older at the time was in better shape and I realize that their school was built in the 60's but I also realize that our school was built in the 30's, that our school at that time was in better shape compared to their school. But over the years our school has deteriorated. But we looked at the space requirements and it doesn't adequately (inaudible) even

some of the accreditation requirements that are needed for our schools, and so I looked at the space requirements. I looked at those guidelines that the Bureau has put out, you know. They're not adequate 'cause they don't meet the needs of what we need for our schools when it comes to accreditation and our mission and goals and I'm hearing a library is needed in Mr. Harvey's school and they need more facilities to house their teachers and staff. We don't have a problem with housing. We do have a problem in what we need for our school to meet its mission and goals as far as accreditation requirements. So it is problematic and I look at the Bureau side and I'm just wondering how much of our dollars and money go to their side and do not come to the kids on our side? That's one thing we really have to take a look at. I think (inaudible) at that as well.

Q: Jimmie Begay: I'll have Mr. Emerson address the space guidelines. Or Margie. Briefly because this is uh, further on in the presentation.

Q: Margie Moran: A couple comments. Uh, one for the housing of Bureau employees such as uh, the Phoenix Regional Office, that's uh, totally different uh, allocation funds. The funding uh, paying for space for Bureau uh, staff comes out of a different bucket of money than all the maintenance and construction dollars to run schools and jails and stuff

like that. They're (inaudible). Uhm, on the space guidelines, about five years ago in conjunction with BIA and BIE uh, we hired a consultant to come in and help us update the space guidelines. Uh, what the contractor did was go out and evaluate a number of state schools, uh, church schools, uh, different entities and compared them against our space guidelines. Uh, what we found is our space guidelines were more comparable to the State of Wyoming because of the remoteness and the sizes and stuff like that. When we do your assessment, after you've been selected to get on a replacement school list, we will work with the school. You have the ability at that time to choose the Bureau's space guidelines or the State accreditation program. You can do one or the other. Uh, at that time we go through assessments of what are your school program needs. Uh, if they don't meet, or if they're in addition to our space guidelines, the Federal, or the Bureau's space guidelines, we work with dedication uh, to get waivers for special programs that aren't in the current space guidelines. So there is some going back and forth in addition the schools and the Tribes always have the ability to cost share. Uh, a lot of times we'll get comments from schools saying our Tribes say the gym's not big enough, we want a larger gym. We have no problem cost

sharing uh, and in that cost sharing any space you want to build up and above what the Bureau would come up with you would make that agreement that you would pay for that construction cost and the life of the operations maintenance for that extended uh, square footage so uh, we can work out with the Tribes and schools on any of the construction program.

Q: Jimmie Begay: Well I know that we have uh, other questions but along with the presentation you can still ask questions. What we've gotta do is get through the Minor uh, Minor Improvement and Repair uh, being presented by Mr. Hudson. Then we'll have questions, comments on that.

Q: Lester Hudson: Good morning, how's everybody doing? This is my turn to be talking. My name is Lester Hudson and uh, currently I'm up at uh, Ch'ooshgai Community School as the uh, CEO as well as the Principal. That's in Tohatchi, New Mexico. Before that I was here in the uh, southern part of Arizona as the Education Line Officer. So some of you I know firsthand, we've worked on projects and uh, I enjoyed working down here but it's good to see good representation (inaudible) the Pima agency in the area. But I noticed that all of the uh, (inaudible) representatives aren't here today so I know that they have a lot of uh, need out there so from that perspective I wish

they were here to express their views, their needs here during the meeting but they can still submit comments at least on the new guidelines so from that perspective I guess it's kinda interesting.

In addition to just carrying the uh, microphone around uh, basically I think uh, I wore this out. (Inaudible) I'm given an opportunity to do a presentation on the MI&R but before I get into that I just wanted to convey to at least the Pima people here that, one is that you have a gorgeous building here in the facility that you built. It's fantastic. I also noticed that you have another casino down the road here but uh, I can assure you that I did my part in donating (inaudible) to make sure that's it's maintained so just to let you know (inaudible). In addition to that also is that uh, some of the Committee members that we have here uh, today for example Betty Ojaye, and uh, Monty from Rough Rock, uh, Jimmie B(sic) as well as myself, we had an opportunity to go through and basically build schools. And uh, one is that uh, we've done it firsthand uh, completed, I just completed the uh, replacement building, two major MI&R projects. Betty's been doing the same thing, and Monty, there was question of whether or not he had an up to date building (inaudible).

They're sort of (inaudible) thinking that he might respond to that. Larry, I just want you to know that he has, he's the only school that has a high rise right now on the Reservation (inaudible). He's also the one that has (inaudible). He also has a real nice swimming pool too so just to let you know.

A: Unidentified Male Voice: (Inaudible).

Q: Lester Hudson: But we do uh, we do, uh, we had an opportunity to work with a lot of policies that are in place, we've been through the frustration, and I could hear you as well as I was walking around the room here and talking, hear you talk about safety officers, the safety program, frustration of working with the agency. When I was down here that same thing was in place and I'm surprised, I've been uh, gone at least four years now and it hadn't improved yet.

So from that respective it is true there's BIE, BIA, you have OFMC, at some point in time you wonder when that's gonna really come together and have real good communication but it seems like it's not getting any closer so I guess that's one of the areas that uh, we still need to work on is uh, to establish the rules, real positive working relationship that is needed because we're all here because

of one reason and that's for children. And we forget that, have a tendency to think that we have our only area of responsibility, we forget the kids and we shouldn't. We should really focus on these children because they are the ones that are gonna benefit from what we do here so just to convey that to all of you, so I hear you.

And when we finished our residential program we wanted to occupy the building itself and we couldn't get a safety officer to come out uh, just to give us a uh, Certificate of Occupancy and it took about a couple of months to get him out there. Also so from that perspective I hear you firsthand. Tried to get more money to do some of this. Some of the jobs that we have (inaudible) MI&R uh, FI&R, school replacements, new construction.

So when we do (inaudible) I just want to reassure you Larry, that one is that, based on the experiences that we had we advocate for these concerns that we have out in the community. That's what Betty Ojaye conveyed that earlier saying that we are trying to do our part to make sure that Indian communities are well represented when you work with the uh, Bureau representatives that we have on the

Committee also. So hopefully that then in the very near future (inaudible).

So getting into the uh, into the presentation up here, uh, again uh, basically MI&R that we have here, we have BIE and OFMC. But again, even up here you don't see BIA listed up here. At some point in time maybe we should put them up there because they are indirectly involved. Especially depending on the agency there are different agencies basically operate their programs differently and now that we have a lot of say in terms of what MI&R and FI&R basically how that is basically developed. We have a lot of say (inaudible). But in Phoenix I know they had a lot of problems in terms of just getting the office to communicate but here it is, we have uh, BIE uh, having the oversight over the agency, uh, maintenance and operation and OFMC (inaudible) also they work as a partner but that process we have it do it different uh, the different uh, segment of uh, responsibility plus they have the budget allocation we have in here under the uh, (inaudible) MI&R (inaudible) you look at in terms of the process of different uh, categories that we have. We have a minor uh, (inaudible) projects that we have which runs (inaudible) uh 250,000 up to 500,000 and basically from that respective we



look in terms of everything is based on uh, the FMIS system, the backlog, and it's put into uh, into the FMIS system.

One of the things that I must convey to you as a school administrator that works directly with the school itself, it's very important that all of you understand that the key person in this whole process in terms of establishing the guideline to base uh, these uh, data, the data system is your Facility Manager.

And here's some of the comments being made. One is that there was a comment made regarding the uh, at least the uh, information the backlog that's been put into the system. I know that uh, from that perspective the Facility Managers that you have must know the FMIS system. They must know it inside and out because they are the ones that initiate the process. They are the ones that basically are the key to putting all the data into the system and uh, a lot of you are taking computer classes and you'll probably hear the instructor tell you that if you put garbage in, you'll get garbage back out. So from that perspective it's important that these FMIS people, especially the Facility Manager put the right data in there.

The other thing you need to know is that just because a Facility Manager gets himself certified to do the FMIS system and then basically he needs to accept the responsibility also to make sure that he does encoding himself because just because the uh, Facility Manager has a certificate it doesn't mean that he should give that responsibility to the clerk to encode that.

Because I understand as of the past two weeks, I have a new Facility Manager that came and went through the whole process of getting himself certified. Once he got himself certified he started to start working with the clerk that we had to, that does all the backlog. Come to find out, I think there's a new form, I think it was alluded to earlier in the comments and they said that, one, is that it's very important to have a clerk yes, but now they're asking that these clerks be familiar with construction. They must also be an estimator to be able to uh, identify the projects, to be able to estimate the costs and then encode them to save time. So from my perspective as a uh, administrator for my school to me, it indicated to me that now the Facility Manager now has a clerk that does the encoding but now I have to go out and look for somebody to (inaudible)

estimate all projects there is, so the combination of all the information that goes into the computer system, then it starts flowing for you in terms of making sure that the information is correct. So (inaudible) information be aware that you have to have an estimator that needs to do all of that stuff. (Inaudible) Emerson Eskeets would elaborate on that because I understand that that's a new requirement they're putting in there to say that you've gotta have everything, you have to have an estimator to do all the encoding uh, based on the information that you (inaudible) backlog so it's just for information purposes.

Uh, in addition to that you have your special projects are identified. The special project including the portables that we made reference to, the emergencies, (inaudible) the energy, the roofing, the seismic, and as well as the demolition, the conditions, the uh, assessment and other things that they need to be considered as you encode some of these. Also the major projects that we do have would probably be about 500,000. That includes along with the major project the FI&R, includes again the backlog from the, at least that's encoded from the school. Then you have the facility replacement again, backlog, FMIS and I think there was a reference made to when (inaudible) made

when you go from the (inaudible) minor or to major and then, when is it determined that you get a new facility?

The sixty six percent, when you meet that threshold uh, saying that your facility needs to be, when they do all the estimates, when they do all the review of whatever it is that you have, uh, into your FMIS system as a backlog, when they reach the sixty six percentile what happens is is that's considered uh, OFMC will start looking at it and saying that that they've reached that sixty six percent therefore they would have to have a replacement. There's no sense in putting more dollar into basically maintaining a building. It's better for them to just get a new facility and that's the magic number, is the sixty six percentile. I think that would answer a question earlier and plus uh, they're offering the whole school replacement which we'll be talking about in a few minutes also. Can we go to the next slide?

Existing MI&R Project Selection Process. The individual schools uh, OFMC they basically identify the top again based on the backlog items on uh, the score for consideration of project based on priority funding. Now the Regional Offices that we have at the OFMC facility will

read uh, basically uh, all the information, review the priorities that are being put together by all of the schools and then each individual schools are asked to develop a listing and prioritize them and submit those and they normally ask for those at this time of the year because basically from that perspective that gives the OFMC uh, at the agency as well as the uh, Albuquerque office an opportunity to look at uh, what type of projects they'll be looking, what type of funding they receive, see if there's money available to work on some of these projects. Then selection (inaudible) level would be made. The highest that the, these regional priorities which will be forwarded to OFMC for funding. The OFMC Albuquerque office reviews the projects from all of the regions, identify priorities across all backlog items and provides funding for the priorities until all the money is spent.

So from that perspective, one is this. I know that when you do have this priority listing, when monies are allocated and a lot of times what happens is that based on the Navajo area a lot of schools do get projects, a lot of schools do get money for (inaudible) MI&R project but they basically do not go forward to implement those corrections and deficiencies that exist in their facility. So monies

basically sit there throughout the whole year. Sometime in the year with the scrambles and by this time of the year three months before the end of the physical year, everybody starts scrambling and say, hey, we gotta do something with this money, but then again you have people that are, that have already done their job, that have already done their basically the work that needed to be done, the requests have been met, so they turn around, come back with additional projects and ask for the monies so they have wait in abeyance and they ask for those monies. So from that perspective it's how the Navajo area operates.

In the Phoenix area one of the things is that uh, I think you do get money but then again as Administrators of this area follow up on your projects, follow up on your requests that you've submitted because one is that who knows, you might have money that's available. A lot of things could happen depending on the communication system that's in place from the Phoenix area. I know that when I used to work here, like I said, I used to work at the uh, the Papago office down in uh, this is south Arizona. I used to go see the Facility Manager from that area, and we used to talk about some of the projects. I know that we used to work with the uh, (inaudible) with the Phoenix area. We

tried to get them to communicate a lot of times basically just did a lot of follow up to be able to get some of those uh, these projects to be completed. But it's really up to your Facility Managers again to follow up, make sure that they do uh, submit their priority listing, make sure that they do follow up, make sure that it is a part of their request and then once the money is there, make sure that it is utilized for the intended purpose so that's one of the things you need to be aware of.

The MI&R Recommendation for OFMC should improve communication by emphasizing to the schools the importance of timely entry of their data into the FMIS system. The annual publication of this uh, the publishing of the criteria for OFMC will use to make the MI&R decision. The weight uh, the formulas, the points of contact in each Regional Offices, and that the person in each of the region who will prioritize the listing sent from the Regional Office to the headquarter. Issue the annual report explaining each decision to remove a school proposed project from the priority listing. The information provided above (inaudible) should be posted in the BIA website, distributed to all school principals, Facility

Managers, and uh, ELOs and uh, distributed to Bureau's key uh, conference and training.

We hope that this will uh, at least improve the communication system. That's the whole point is uh, one is communicating (inaudible) and emphasize it because right now in some cases this is at a standstill. Nobody's communicating with one another and we want to make sure that (inaudible) information regarding some of these projects are ensured between the key uh, administrators either at the area, either at the agency, or at the school level to ensure that the projects are completed. Next slide.

In addition uh, OFMC should improve engagement by OFMC's uh, Regional Office must communicate closely with the ELO in the region on the priority of the MI&R projects. Again here I think uh, the ELO apparently assigned to this area, the Phoenix area is Mr. Jim Hastings, is that correct on that, uh, David? So from that perspective uh, Mr. Hastings is your, would be your key contact person for the, at least for the Phoenix area requiring uh, endorsement or rejection of the OFMC's Regional Office priority listing by the ELO.



Uh, regional official will include endorsements and objections with uh, priority list submitted to headquarter. Alternative of uh, having the OFMC region host a priority setting workshop to get advice and comments on the priority listing that's gonna be developed with all the uh, the at least the MI&R projects, is what we have. How the funds are uh, disseminated or distribute, uh, these are some of the recommendations that we're looking at.

Two-thirds of the funds will be distributed by the OFMC Regional Office. Funding allocated to a region will be based on the square footage of school. Educational and dormitory space in a regional based on the FMIS system. Funding allocation within the region by a regional Committee made of ELOs uh, regional Facility Managers, Superintendents from schools, and Facility Managers. And then prioritizing projects not funded by regional funds forwarded to OFMC. Then the last one-third of the funding will be distributed by the OFMC headquarters. All regional priorities not funded by the Regional Office prioritized on the worst setting, the worst uh, setting of schools based on the, using the FMIS system as well as the FCI that we have which is a reference to the uh, in the draft report on page 51 and 52.

Currently the uh, the MI&R funding for 2011, uh, we have the MI&R funding for 2011 which is 14,000,000. Third-thirds for the uh, regional pro-rated based on square footage which would be 9,333,333 dollars. One-third for the OFMC's national MI&R funding which will be 4,666,667 dollars is more or less how the monies will be uh, at least broken up to be uh, disseminated distributed to the schools in the area.

Regions are (inaudible) nationally planned at MI&R funding for 2011. We have all the different regions currently identified from Central office, Eastern, uh, then Eastern Oklahoma, Great Plains, uh, you can see all the number of schools that they have and then the square footage that they have and then the funding that space under two-third allocation and the percentage of uh, of the total that uh, and how the monies are gonna be at least considered distribution and then the uh, the what they receive of the 2010 MI&R allocation, a comparison is made on that so these uh, all this listing is currently in the books that you have. I could go through the system but by the time we get down to the last dollar I think my tongue is gonna be pretty well tied up so from that perspective uh, I encourage you to look at the numbers that you have. Yes?

Q: Monty Roessel: Just for, just for clarification, this is what, this is based on 2011 funding and what it would look like if this was implemented. So this isn't the way it actually is done right now but this is how it would look like if we did the two-third one-third. It kinda comes up with these figures to give you a reference point. Okay, 'cause Emerson's email is right over there.

A: Unidentified Male Voice: (Inaudible).

Q: Jimmie Begay: Uh, we have some new folks that came in. We want to have an introduction then we'll get the comments and questions. So the mic is going that way. Introduce yourself, where you're from.

A: Charles Goldtooth: Hello. My name is Charles Goldtooth and I'm with Gila Crossing Community School.

A: Dorothy Hallock: Hello, I'm Dorothy Hallock and I've just been hired on as a Consultant. I'm with (inaudible).

A: Joan Calcagno: Hi, I'm Joan Calcagno. I work for the US Institute for Environmental Conflict Resolution, it's part of the Udall Foundation, a Federal Agency established to be an impartial entity to help people collaborate. We've been sort of the overseer and logistical entity for this uh, and Stacie and her firm CBI, is contracted to the Institute.

A: Loretta Chino: (Native American greeting) My name is Loretta Chino and I represent the uh, Greyhills High

Academy High School out of Tuba City. I know (inaudible) into the Yakama Tribe and uh, (inaudible) Yakama Tribe too, thank you.

A: Steve Thompson: Good morning, I'm Steve Thompson. I'm with Thompson Pollari Studio. We're the architects for Navajo Prep.

A: Rebekah Masayesva: Rebekah Masayesva, Hopi Tribal Council.

A: Marshall Namingha: Marshall Namingha, Hopi Tribal Council.

Q: Jimmie Begay: Anybody else here? Anybody, any new person? Thank you for your introduction and welcome. Uh, the presentation on MI&R, Minor Improvement and Repairs, all schools (inaudible) some type of funding for your school. So, we'd like to hear your comments, questions, whatever. The mic is open.

A: John Uhlik: John Uhlik from Casa Blanca Community School. I'd like to support the issue of an annual report explaining each decision to remove a school proposed project from the list. At this point in time as we go through FMIS and we enter our five year proposal, rated category three and then two years later, uh, change that to category two, and then two years later change that to category one, even if we sent our priorities list to the ELO or the District Office we don't know anything that happens after that. We don't know why we haven't seen any

funding, we have no information at all on how the system works. So I really would like to see some type of support where we get some feedback on uh, why our priorities list was uh, dropped off of the, either the district or regional level and why our schools cannot get the MI&R funding that we had requested.

Q: Lester Hudson: Emerson, (inaudible) any knowledge on this?

Q: Emerson Eskeets: The question was you're not seeing the information that's being changed?

A: John Uhlik: Yes.

Q: Emerson Eskeets: Uhm, I have to think about this for a little bit.

Q: Jimmie Begay: Can anyone comment on it? I think (inaudible).

Q: Emerson Eskeets: (Inaudible) on it 'cause uh, there are changes happening continually and I think that it behooves everybody to keep looking at the system, and keep following up on that, and it's not only OFMC I think it's a matter of the communication and trying to track down the information. So you can send a letter, an email, and ask what happened to it, somebody can always respond to it.

A: Unidentified Male Voice: I was gonna say that uh, under the MI&R when you get money it's between two hundred, up to

about 500,000. So from that perspective (inaudible) it's usually one year of funding that they get. So therefore they should be able to uh, those are minor projects so they could, once they submit your request then once the money is allocated they have one year to get that project completed unless they request for a carry over. But from our perspective since those projects are really small so a lot of times as I've stated earlier that, in Navajo when we get our money allocated, if we don't use it within a year then there's always a school board on the side that we would be ready to use the money so from that perspective we do uh, requests for those additional money if another school is not using it. So from that perspective that might be the reason why that he might have more money, he might have a project that he had identified but is not basically initiated or implemented and therefore at the end of that physical year, if he hasn't done anything with that money, then more than likely then he'll be releasing that unless if you requested it again the following year.

Q: Emerson Eskeets: (Inaudible) MI&R project they're not, (inaudible) you're saying if they're not moving on the project it's captured and then they uh, carry over but to alleviate that (inaudible) immediately follow back up and

request the money again so it can go back out. If you don't do that then yes, it gets dropped.

A: Garlyn Navakuku: Another question (inaudible). This is Garlyn Navakuku, Hopi High School. I have a question on the uh, percentages of the two-thirds versus the other one-third. Uh, it seems like the uh, well for start I'd like to get uh, answer on how that uh, percentages were obtained. (Inaudible) seems to be working right now and if there's a way to change those percentages to get more funding out to the uh, to the schools say uh, three-quarters out to the schools and one-quarter uh, to the uh, OFMC National MI&R funding.

Q: Unidentified Male Voice: I think uh, just for clarification the one-third is not going to OFMC. That one-third is held back and they're able then to utilize that for very small schools that their square footage may be adversely impacted in this formula. Schools that are larger will get more money. Schools that are smaller will get less money so that one-third is to try and even the playing field for other school. It doesn't go to OFMC per se but they're able to look and see okay, there's an emergency at this school, there's, and it's not emergency funding so that's a bad example right there, but what is it does is it gives one-third that can be distributed

throughout all the 184 schools or 183, what are we using today?

Q: Unidentified Female Voice: (Inaudible).

Q: Unidentified Male Voice: 182. So that one-third is used for those schools and then the other two-thirds money is distributed equally based on square footage. So all of that money is going to schools.

A: Garlyn Navakuku: How long has this been uh, in place, this uh, two-thirds, one-third?

Q: Unidentified Male Voice: This is what we're proposing (inaudible).

A: Garlyn Navakuku: Oh, it's just proposed.

Q: Unidentified Male Voice: Yeah, this is what the Committee has (inaudible).

A: Garlyn Navakuku: What about currently? What's being used right now?

Q: Emerson Eskeets: Currently we're using FMIS. Uh, that is per uh, the projects as far as MI&R (inaudible) projects. They should be prioritized from the location, get to the region, then get back to our office for final approval so it starts at the location. They prioritize their listing, they actually give a data call where it says it's time to start their process. We do the (inaudible) the location,



gets through the region, and then gets back to us and that's what (inaudible).

A: Unidentified Male Voice: So currently they're showing no major on the uh, what's going out to the regions?

Q: Emerson Eskeets: No.

A: Unidentified Male Voice: Thank you.

Q: Emerson Eskeets: Other than based on the needs and that you're actually characterizing your backlog as like M1s and M2s and M3s and so forth and that's how they get (inaudible).

Q: Lester Hudson: I have to think about this. One-third is that uh, that is gonna be used for schools that are in the worst condition. I believe that's what we were saying.

Q: Emerson Eskeets: Yes, the one-third that the Committee members have come up that's gonna be implemented uh, the one-third is based on the uh, criticality of the backlog so that (inaudible) backlog designates for FCI but the facilities condition index, and we keep talking about the FCI, and what it is is it's a the total backlog of that location. You sum it all up, (inaudible) of your total costs based on the backlog that needs attention, divided by the replacement value and that gives you your facilities condition index.

A: Unidentified Male Voice: I have a question on the uh, replacement value. Who comes up with the replacement value costs? Is it (inaudible) through the analysts?

Q: Unidentified Male Voice: Margie, is it you?

Q: Margie Moran: Our condition assessment contractor uh, up until this year was AME, Applied Management Engineering. We do have a new contractor that just started a couple months ago. The contractor is called Fortailed(sp?) uh, on an annual basis in October of every year they'll update the replacement cost value and it's based on (inaudible). Uh, one more point on that. On the replacement cost value, it's only the replacement cost value of the existing building. But when we build a new school it's a total different estimate. So one doesn't uh, interchange with the other because we rarely build a school in kind of what your existing one is. Much uh, in most cases it's a much larger school for the new one.

Q: Franklin Hoover: Hi, Franklin Hoover again from Blackwater Community School. Uh, Blackwater Community School doesn't like this proposal at all. For the simple reason that as a small school, in a small region, that's rated in good condition, that Blackwater will never get a dime of MI&R funding under this proposal. Uh, we think that the MI&R funding should still be (inaudible) space and not based on

square footage or available square footage. Uh, that this is a pot of money that's critical to the operations of school, uh, it should be based on the FMIS system but the FMIS system should be made better or more accurate to reflect the actual deeds (inaudible) at the schools across the country uh, instead of doing some additional divvying of the funds and then eliminate(sic) the remainder of the funds to the schools that are in the poorest condition uh, and we'd ask you to go back to the drawing board on this one because at least for Blackwater this proposal won't work at all.

Q: Monty Roessel: Can I ask you a question?

A: Franklin Hoover: (Inaudible).

Q: Monty Roessel: Because if your school is (inaudible) and you go back you will get zero. But in this system you at least get something because of square footage so this actually allows you the opportunity to get money where if it's in good condition you won't get anything. Just for clarification on the example you gave.

A: Franklin Hoover: Yeah, I think, part of the, well part of the reasoning too is thinking that a lot of the schools, Blackwater and other schools are fairly old and even though they're listed as a uh, good condition they're really not in good condition. You know what I mean? They're, and I

think it was alluded to over here, some of the space guidelines were done years ago, I don't know if they had space guidelines in 1939 for the school. Uh, and so where we are concerned that you know there's a small amount of money available, that there's great need even though uh, you know, it's listed as good it's not really a good indicator because it doesn't take into consideration the educational requirements for that school. You know, the classrooms are too small, the library's too small, uh, the cafeteria's way too small, you know, the whole place is undersized. And so we were concerned that with this formula we may not end up getting you know, our needs addressed at this small school. So I'm wondering too is if the small school has a, were they taken into consideration, small older schools when you did this or was it based upon square footage?

Q: Monty Roessel: Uhm, we did look at that and that's one of the reasons why we talk about that one-third to address schools that would be adversely impacted by their lack of square footage. Uhm, and so I'll let uh, Margie uhm, speak to that but one other thing just to remind uh, so we're clear, this is the MI&R fund. We still have FI&R and school and uh, replacement. So this is gonna be a small pot of money anyway.

Q: Margie Moran: One of the things that our condition assessment contractor did up until this year was just basically look at your facilities for the facility needs and not the education component. That was the piece that was always missing in FMIS. What we uh, did in this new contract is we included the space guidelines to where the contractor has to go out and assess all of our 183, 181 schools and look at the space guidelines against the education program, meaning how many students do you have at what grade level and what are the needs of the education program. All of that information will be downloaded into FMIS so when we're ready to do the application process for the replacement school, you'll have the facility needs and the education component. And as we get into this afternoon they'll explain the point systems for what's out of FMIS and then what else is (inaudible) for that. So that component has been a big part of what's been missing and now that's being included. They have started to visit our schools. We got the first, I think it was ten schools that are done. I did the evaluation of their assessment uh, this week in fact. The first download of space guidelines versus uh, on-site assessments and they look really good. So we'll get into more detail, uh, this afternoon on that.

Q: Jimmie Begay: Uh, we'll have one more question, Catherine here is kicking my ankles. It's 12:00, we need to eat. So we'll have one more and then we'll break for lunch.

A: Steve Thompson: It's Steve Thompson again, (inaudible) excuse my ignorance, I'm just an Architect, uh, but I'm trying to understand some of the numbers that I see in front of me and I realize this is uh, for minor repair but uh, sometimes it's better not to get any money at all than to get too little from my perspective. And when I see six million square feet funded for Navajo and three million dollars going out, that's fifty cents a square foot. I can't even put carpet down for fifty cents a square foot. So uh, I wonder a little bit about the valuations and this might come up again as we get into the bigger projects because it's a real struggle there as well. But uh, I'm just really wondering why we're looking at those numbers. They seem to be off by times ten if not a hundred.

Q: Unidentified Male Voice: Thank you for your comment question. This is based on current budget, okay. This is an example of uh, 2011. So what we look at is two-thirds for the funding (inaudible) 2012. (Inaudible). As you know that even (inaudible) not much to go around under MI&R.

A: Donald Harvey: Uh, one other uh, concern that I have again uh, (inaudible)...

Q: Regina Gilbert: Uh, can I just remind people to say their name and their school, so that way we make sure we get it recorded.

A: Donald Harvey: Okay, Donald Harvey, from Moencopi Day School.

Q: Regina Gilbert: Thank you.

A: Donald Harvey: Uh, I'm concern again uh, you know, just by listening in and agreeing with everyone that has said what they have said thus far. But uh, you know, I think that we have really take a look at this uh, picture and also I think uh, you know, if I'm hearing Blackwater and along with Moencopi and Gila Crossing and uh, I think we're all in the same category. You know, we, I think we don't want our school to look like uh, really dilapidated so that's why we have to do what we need to do. And uh, you know, this gentleman over here is saying uh, well uh, you know, don't fix it, just leave it as it is, but how does it look like to the community or to the people that come to our schools? You know, we have to do something. We can't wait. So you know, and I don't understand this whole you know, uh, conversation that we're having this morning regarding this whole thing. You know, uh, I think that we

have to make it presentable because it is a school. And uh, you know, I'll give you a for-instance again. Moencopi, we don't have any storage spaces so what we use is storage bins to house you know, equipment that we have uh, to house uh, everything that we need to do our you know, our cleaning and maintaining the building. So uh, I just don't understand you know, where this conversation is going again this morning and I think uh, you know, it is true that we have to re-think this whole process again because uh, another example that I have is that I'm in violation with uh, Health uh, the Health uh, code also with uh, my school because I'm using my cafeteria and also as a gymnasium, and that's not acceptable. I mean again, let me remind you again, you know, I mean here we're, here we are again. You know, as Native people and you know, this as well as I do that if it was anywhere else, it's not acceptable. But in Indian country we seem to allow it. We seem to say, okay, we're just Native people, let it happen the way it is, let it appear the way it is, but we can't. And so again, you know, it really bothers me that we just seem to look the other way and I know that we're trying to make adjustments here again, but again, how long is it gonna take before we really address the issues again?



Q: Monty Roessel: I uhm, I just want to make a comment uh, to that and (inaudible) underlining uh, theme of what a lot of us feel, probably all of us feel. You know, we're preaching to the choir here but uh, myself, most of the Committee members, we run these schools, we have to decide are we going to prepare this at the expense of that, uh, you know, we had uh, Rough Rock just had a new school being completed for completion within the next two months. But there was a time when our uh, before this our floor in our dorm was sagging. So I actually got all the kids together and all the staff and we jumped up and down thinking that if we made it sag more they would have to replace it. It didn't work. We had to wait until two years later. But that's the reality that we live in is that you know, we only have one penny of a dollar to serve the needs that we have. So this formula and what we're trying to do is we tried to, and it was difficult, and it's difficult even here, to separate the task of this Committee with reality. And so because once you start going down that line, you just become too bitter. And I'm reminded of the uh, I think it's a saying that uh, Will Mankle(sp?) used to always say, "You can't see the future with tears in your eyes." And I think you know, in this case it becomes tears of anger and so what we tried to do is to focus on a

formula so when that day were to come where money rained down on us that we'd know what to do with it. Okay, and so that's what we tried to do so you know, all of us, and I you know, I was appointed to uh, this Committee primarily I believe because I used to yell at these people (inaudible). Uhm, my father uh, the late Bob(sp?) Roessel taught me well to you know, to speak up and speak out. But in this I realized they too, I mean I sit across the room, we'd have a meeting upstairs and I'd be yelling at Emerson and Margie and then at 1:00 we'd go downstairs and we'd be meeting at a consultation meeting and I came to realize, they don't want our children to be in dilapidated buildings either. And trying to come to some common ground is what we're trying to do here and I know we all have to represent our schools and we have to represent our Tribes and we have to represent the children and this, this is not a perfect formula. We want, we were trying to create you know, uh, something that's fair and transparent. And I think that's what the goal was. It wasn't to come up with the perfect formula. But it was trying, the biggest concern that we had in listening to everybody but also in our own personal experiences, was that decisions were made behind doors and we didn't know why. So we addressed that by saying everything would be open and transparent, put on the web.

And the other is that it would be fair. You know, as a Grant school uh, I was always very, very (inaudible) BIE funded. BIE said they got all the money, and you know, so some of this fairness factor in trying to compare the two is really what we set out with assumptions and we set out with certain standards that we wanted to address and we hope that these formulas for the MI&R FI&R school replacement address those. But we are, we will be the first ones to tell you it's not perfect and that's why we come to you to make them perfect. And so uh, I just wanted to make it clear because sometimes, you know, we forget that you know, many of us around here have had to make those decisions of what gets money, the (inaudible) schools, MI&R and what doesn't get funded. You know, we're running out of duct tape, we're running out of baling wire, we're running out of those things. Uhm, and so that's you know, we all, (inaudible) we feel your pain because we're also in that same boat.

Q: Jimmie Begay: Okay, then one hour. It's 1:15 according to my watch, I mean 12:15, this is your time (inaudible). Uh, 12:15, an hour, be back at uh, 1:15. So, (inaudible) we need your written comments please, which I think everybody here has (inaudible) and provide some (inaudible). We have

until July 29th for written comments. Be back at 1:15,  
thank you.

#### Lunch Break

Q: Jimmie Begay: (Inaudible) and we'll start the session again. So, what I'm gonna do is (inaudible) we have a (inaudible) for lunch, 'cause a lot of the questions that you have also pertain (inaudible) plus questions that we heard are in the area of replacement construction. So what we'll do is we'll just go ahead and start with FI&R. Right after that we'll continue with the uh, school replacement presentation. After the (inaudible) presentation well then, we'll (inaudible) comments and questions. So now we have Monty Roessel, (inaudible) knowing he's (inaudible) and ready to go. Monty will (inaudible) FI&R (inaudible) and repairs. The lady says do some jokes.

Q: Monty Roessel: This won't take real long, I promise. We've kinda gone over uhm...we've kinda gone over again, I mentioned earlier that we (inaudible) from MI&R, FI&R and onto school replacement. And so some of those remarks we talked about you'll see is in here so I really want to just focus on what is the major difference between the old formula and the new formula. And that comes, that comes down to the, the uh, really two areas and one is, uh, as we mentioned with FMIS the educational uh, facilities is in

the formula. So that's a major difference. And as we kinda go through this I'll kinda point out how that is.

Uhm, the other uhm, major difference is under the API which I always, I still forget what these uh, stand for, Asset Priority Index, we made it so that any building within a school is essential. So we give it, rather than saying a pump house or a water well is less important than a classroom, we said well, that water well is to give water to kids and give to water to run the school, that's equally important. So we raised the level for all educational facilities to make it a priority. Every building is a priority within a school that we have there. So those are the two major differences in the FI&R uh, new formula compared to what was there in the past. Uhm, you can all read this. I'm not gonna insult your intelligence by reading verbatim.

But uh, primarily the other thing that we mentioned as we broke and earlier uh, we keep coming back to, is the idea of transparency. That is central to everything the Committee has attempted to do, that if a decision is made, you understand why. If a decision is made, you're told why. If you're turned down, you're told way. If you're

given money, you're told why. I know under MI&R one of the problems I always had is, we'd get this uh, thing from the agency saying that you got X amount of money and we didn't know what it was for. So even when you get money we want to be told why you have money. And so opening up that uh, two-way communication was central to the entire process that we're uh, producing. So that's what this slide more or less goes over.

And this is what I mentioned earlier. The educational space is now in the formula, or the lack thereof. So if you have a library that is non-existent, that is uh, coded within the formula to help get you that library where in the past, it wasn't even near, it wasn't even on the table. Now it is on the table and it is computed as being a deficiency.

And if you look at uhm, again I'm looking at the uh, the PowerPoint kind of jumping ahead so you can go back and forth, the ranking by weight, the lack of educational deficiency is given nine points. Okay, safety, major safety that's ten points. So it's given an awful lot of weight in terms of how it is ranked within the FI&R formula. So here are the different rankings and you'll

notice number uh, where it says Score 9, it's improvement and educational facility deficiencies. So that's now part of the formula and as we go through, go to the next slide.

As we go through this, uh, you can see where it would actually uh, play out. The cost of this backlog determining the location score, remember, we were a bunch of educators sitting around trying to develop this so, very simple minded, and we had to get it in English that we could understand, and I thought I was doing the MI&R presentation, so I spent a lot of my time re-reading the entire packet while everyone was talking and I could remember it and it made sense to me again. So, even though it looked complicated, it's not. If you just take the time to kind of go through it. Uh, you have the cost of a backlog, so say you have a uh, a roof that leaks in a building and it costs, again simple minded, one dollar, okay? And then you have all the backlogs at your school amount to a hundred dollars. So one dollar, it gives you, it's one percent. Okay? Times if it is, go back to the other, times the weighted factor of these. So you find it here and then you multiply it and that's your relative weighted score. Then you add up all those scores and that creates the location score. So it's kind of simple but

it's tedious. Okay, you know, you just take everything in your backlog and you add them up, divide (inaudible). If you take the time to go through it and I was kinda writing a bunch of stuff down over here, it makes sense, okay?

Then you take that location score and then this is the part that adds them, and your building, one of the things that we wanted to do with this formula is we wanted, no matter what it was, MI&R, FI&R, or school replacement, we wanted to be able to put that information in our hands, meaning your school's hands that you could actually have your, between yourself and your Facilities person, you could actually run some of these to get an idea of what would be your score, where would you rank, what would that look like to your school.

And so in doing this, once you get the location score it's ranked and compared to all the other schools. Each school get its location score, and then you start looking at, and the other primary focus of this formula is worst first. So that school that's in the worst condition gets the money first. It's not because this school happens to be in New Mexico and they have a lot of gaming money and they're able to get to Senator Bingaman, and Senator Udall, or whatever. It's about this is the worst condition based on the



backlogs, based on replacement cost, based on all of this in the formula and they're on top of the list.

Now one of the things that we talk about over and over again is FMIS. And I say this as a Superintendent, I understand a lot of the concerns that were brought up here. I mean I deal with them. When I got into my job I was lucky to have somebody that understood backlogs (inaudible) converted to FMIS. The first thing he did was to train somebody the day he started to understand FMIS. We have three people right now that are well versed in FMIS in case one leaves, we have another, in case two leave we still have another. That's within the facilities department.

Now one of the assumptions that we're making in this formula is that there's responsibility and accountability at all levels. If we're gonna hold BIA responsible, if we're gonna hold BIE responsible, then we hold ourselves responsible. And that was one the of the things that we all said. It's not an excuse to say, I don't have anyone trained. Because we have to get somebody trained. It's our responsibility to find answers at the school, that's what we've been doing. And so we took a much more pro-

active uh, voice here and said, we can't allow those types of uhm, issues to come up.

We have to say this is, it's imperative that you have quality facilities or if not the best quality that you can make it as good as you can make it. And therefore there has to be a certain level. Now one of the things we've then charged BIA with is to say, if we're gonna use FMIS then they have to spend the money for those schools that don't have access to FMIS either because they have no connectivity to the Internet, or because they can't get to a site. There are a lot of things that happened. One of the things we did is we sent a survey out to all these Facility Managers, who do you have that uh, addresses uh, FMIS? And I think we've got a third or a quarter of them did not have any access, or did not keep up with FMIS. So we said in order for any of these formulas to work, that's when we talked about the baseline. And that until the BIA can get that baseline, these formulas are useless. We understand that, everybody in the Committee understands that, BIA, BIE, everybody understands that. So what we have been told as well as what we have asked is that the BIA get out and create that level playing field before this formula becomes enacted. And they assured, they've already

started that process of figuring out because we already did a survey and we know what some of the problems are.

There's no connectivity here, well let's create, let's get it. We don't have training here, let's go on-site and add it. We have problems at the agency level, let's fix those problems.

So all these problems that arose in doing this survey with the school have to be addressed before any of these formulas take hold. And so that's when we talk about a level playing field, that's what we're trying to do. At some point in the future, there'll be a switch that will be turned off and at that point whatever's in the backlog, that will be determined that that is the starting point for all these formulas. We know that going in so that date has not been set. But whenever it is, that means you have whatever time is set to the time it's shut off to get everything in the backlog so that there is some common playing field.

You heard earlier uh, with uh, Lester's presentation about sixty six percent so I don't need to go over that but if the costs of repairing the building is sixty six percent or

more, then you just get a whole new building, it goes into a different category. So this is sixty six and below.

In terms of prioritizing uh, I talked earlier about the Asset Priority Index and that everything was given an equal value. This is where that comes into play here. You have the relative weighted score, uh, would be multiplied by seventy five percent. So that weight is given uh, the API uh, is given then twenty five percent so in other words between the two you get one hundred. So the difference is what we have now with FI&R and what we're proposing is just those two areas. Education deficiencies are included now in the formula and Asset Priority Index meaning the value of the building at the site is all equal now, we're not saying that a science classroom is more important than a pump house. Like at Rough Rock and our pump was down all the time and we ended up having no (inaudible), the kids don't have water, the fountains don't work, and then we're gonna take the AIMS test on that day, you know. That's gonna affect our score.

That's it. I'm uh, trying to make it simple because in some ways it is very simple that those two areas are differences between the old FI&R process and what we're

proposing. This builds directly onto the school replacement that Betty is going to be doing. Uh, it's the basis for everything uh, in terms of whole school replacement. Any questions? Yes?

A: Herman Honanie: Uhm, I'm just wondering, I was wondering when you did that list and this formula that you're all proposing, (inaudible). Herman Honanie, uh, Hopi Tribe. Excuse me, I'm wondering if this formula that you're proposing is in line with what the Federal Government uses when other branches of Federal Government are proposing replacements and constructions for, you know, themselves. How does this compare with what's in existence for other departments of the Federal Government? Is it a fair comparison or what?

Q: Monty Roessel: I'll give you an example from what the Committee did and then I'll let uh, BIA answer that. One of the charges that we had was to go do a comparison with Department of Defense schools and uh, BIA schools, BIA funded schools, and we could not get the information from the Department of Defense because a lot of that money is tied into everything. But we did find just simple press releases that had uh, I can't remember the dollar figure offhand, but it was something like seven hundred eighty five million dollars were gonna be spent over the next X

years to upgrade Department of Defense school whereas we're looking at, I think this year twenty four million. So we found some stuff just in the public sector so some of it was we couldn't find that information of exactly what is comparable to us which is the Department of Defense schools. But what we did find, we could make some assumptions that, no, it's not fair. But this is based on what was already in you know, the uh, the BIA I've been using and we tried to make it better. We didn't reinvent the wheel but all uh, these gentleman and ladies (inaudible).

A: Unidentified Male Voice: Can I make a comment before Mr. Roessel sits down. I (inaudible) and understand that IWatch just came up with some important figures in regards to DOD schools. Now they report seven uh, excuse me, three out of four school are poor and failing schools. They have 194 schools under their, under the Department of Defense schools and three out of four were what they considered poor and failing conditions, which is a higher rate than BIA schools but it's really actually seven out of ten schools that are considered uh, failing and poor. Now they have a goal and mission to repair and replace schools, at least eighty three percent of them by 2016 and part of the monies that they're gonna be using will be the Impact Aid

Funding. And that's going to be going over to them and I just read a report this morning that the Impact Aid that goes out they, the people were notified that only construction funds are going to Department of Defense schools. So they're not going to any public schools or to schools on Indian communities. They're actually gonna go to the Department of Defense schools. Now they have a mission to do at least twenty five percent of those eighty three percent in the next two years. And they're on a goal, they have a mission to repair or replace those schools at least twenty five percent of them in the next two years. So that by 2016 they will have eighty three percent of their schools uh, either replaced or repaired and approved.

And I'm looking down the road and saying to myself, okay, what about DOI schools, Department of Interior? Actually that's what we're considered under Congress. We're gonna continue this process of trying to repair and improve our schools for the next twenty, thirty, forty years and our schools are continuing to get worse because we're not getting any more money and we're not on a priority list from Congress. And so it's gonna be, we're gonna be struggling for the next twenty, thirty, forty years. I'm

just seeing it by myself already. And the only way that it's gonna come out of it is if Tribes you know, are gonna have to finally take the bull by its horn and actually do their own schools. And that's gonna be coming down the road and including taxation so I'm seeing some real problems in the future, just from what I read of the uh, IWatch report and the figures that they gave out just in the last week so it's important to look at that and take a look. One hundred ninety four schools compared to BIE schools one hundred eighty three, and so we're gonna be struggling, that's all I can say.

Q: Margie Moran: In 2002 uh, early 2000, was when the Bureau really started to use a metric system to measure our schools in poor condition. That was when the Department started the requirements. In 2002 we had one hundred twenty some schools in poor condition. Thirty five percent of our schools were in good or fair, sixty five percent was in poor. So since 2002 we've reversed those numbers. We now have sixty five percent of our schools in good or fair and thirty five percent are in poor but it's still not good enough but we have reversed the trend uh, and the problem we have is in the early 2000's was when we started to get the increased budget for the replacement schools. I mean



and I can't, can you tell me what page it is where it has the chart of the funding?

A: Unidentified Female Voice: Nine and...

Q: Margie Moran: Page nine?

A: Unidentified Female Voice: Nine and sixteen.

Q: Margie Moran: Page nine and sixteen if you look at the book, you'll see in the early 2000's we had like one hundred fifty some million for replacement schools alone. I mean in the earlier years we were able to build six and seven replacement schools. Now we can't even build one with the budgets. The budgets have decreased so much. So uh, we're getting the process in place as Monty said so we're hoping that you know, this process will get us uh, a (inaudible) in these schools in (inaudible) identify it by the need based on the worst first and hoping that the money does follow you know, so we have the people going and getting these replacement schools (inaudible).

Q: Unidentified Male Voice: Any other questions? Hold on, we've got a comment from (inaudible).

A: Unidentified Male Voice: I just want to add to uh, Margie's comments and to give you a sense of the budget. It used to be that she said we used to get a budget, now we're down to zero in 2011 for replacement schools and (inaudible) FI&R projects so and it'll be that way to 2012

and 2013 and I can't speak for 2014 (inaudible). As this one gentleman said, we're here for the money, how do we get the money? So we've heard lobby and so forth so some of the things we have to work together to get it done is my point so.

A: Unidentified Male Voice: I need some clarification on your asterisk on uh, seventy five weight education deficiencies (inaudible) is included in the score? (Inaudible)? Page nine.

A: Unidentified Male Voice: Page nine uhm, your PowerPoint and page, I'm trying to (inaudible) thirty three on the draft report.

Q: Monty Roessel: Your relative weighted score which is if you go to uh, in your actual draft report, I'm trying to find it. It makes a little more sense if you look at the appendix E in the back.

A: Unidentified Female Voice: Page 134.

Q: Monty Roessel: 134. If you look at that when you talk about your relative weighted score you'll see on this diagram so what you end up doing is then going back to your formula, seventy five percent, what it says is relative weighted score based on the FMIS backlogs is seventy five percent. Okay? Now the educational deficiencies is weighted. So if you go through that okay, and it'd

probably be best if I actually had Margie do this because she does (inaudible).

Q: Margie Moran: If we go to the sample on page 134 in your book I'll just kinda walk through that for you. In this particular school there was one backlog that had a category of E which is energy. And it's an E3 in the weight factor for that E3. If you look at the chart here it's five points. Do you see the EPHS- third one down.

A: Unidentified Male Voice: Um-hum.

Q: Margie Moran: Okay, you see that it gets a weighted value of five. So it's that five factor against the backlog cost and the weighted relative cost is 6.76. It, this is automatically calculated in the database. It's not done by any individual. It takes all of the backlogs against the weighted value and the weighted value comes from the Department. These aren't anything that we created within BIA itself, the Department of Interior puts these requirements out for all of the Bureaus under the Department which is National Park Service, Bureau of Land Management, they use the same formula factors.

The only thing unique to the Bureau that we're uh, proposing in this is that we give a score for the Critical Health and Safety Capital Improvement. Meaning your

facility for your education needs needed to be categorized in this calculation so you got points for your education program. That's one thing you need that the Department does have because we're the only Bureau within the Department that has an (inaudible). So the suggestion was because the criticality of locating our kids and making sure that they're in safe facilities that they get point value systems for their education program needs.

So it takes the next backlog there was uh, in the second line there were two, or I'm sorry, there were four backlogs that were H-1s and H-1s are 88, Handicap type backlogs, and those had a category and rank score of ten, they are high critical backlogs. The same goes for, the third line are M-1s, those are critical health safety deferred maintenance. Uh, that could be a severe roof uh, leak or uh, the end of a life of a road system and those are typically major uh, building components. It could be a, your HVAC system itself, if it's like your roof system, those type of things in there usually have a high dollar value. So those uh, have a point value or score value of ten. So as you see it takes all of your backlogs and all of your weighted factors and it adds up all of your total backlog and against the weighted relative costs then you

come up with a score and the score, the highest score is one thousand. Uh, and it just ranks your school against everybody else's schools. So the critical part of this whole factor is that the backlogs are in the system. That you have to make sure that the backlog uh, has all of your needs of your school so that you get the points for those backlogs.

A: Unidentified Male Voice: Okay, uh, my next question then too is uh, along with this, will you be supplying the actual application for us to do all this?

Q: Margie Moran: That's, okay, that will be covered in this next section when we get to the new replacement school because we're dealing with two different things right now. This is a ranking process that ranks renovation of your school.

A: Unidentified Male Voice: Okay.

Q: Margie Moran: But the same process will be used for the new school. We'll still do the same ranking and then the new school will have an application process that will supplement this information. So yes, we'll cover that in the next uh, the next presentation.

A: Unidentified Male Voice: All right, thank you. Now uh, my other question, I just wanted clarification again on uh, you know, I've heard rumors and I think it was on the table

at one time and uh, I don't see it on here. I'm glad uh, and that's uh, you were gonna be using the score to (inaudible) uh, schools that were making AYP and schools that were not making AYP. Can I get a clarification on that?

Q: Monty Roessel: Yes, it was discussed but it's not part of the formula.

A: Unidentified Male Voice: Great, thank you.

Q: Monty Roessel: And just so if you go to page 136, it actually walks you through the entire process uhm, that formula as an example, just turn the page and on the top of that page uh, it walks you through that.

A: Unidentified Male Voice: Uh, we had a question about the educational program requirements. How did you define those? 'Cause we're trying to figure it out here and the weighted factors (inaudible).

Q: Monty Roessel: The educational requirements uh, (inaudible) the deficiency by just giving it a weight of nine so if you don't have that uh, again I'll let the FMIS experts talk about that but if there was nothing in the system and now there is something there's a category for that.

A: Unidentified Male Voice: So as an example like I said (inaudible) we don't have a library (inaudible). So that

would be a factor (inaudible) times nine is how that  
(inaudible)?

Q: Monty Roessel: Yes.

A: Unidentified Male Voice: And then if you had a classroom,  
you didn't have a certain classroom, (inaudible)?

Q: Monty Roessel: (Inaudible) be a part of the weighted  
factor, so each of those would add up as one and then at  
that point then we multiply by seventy five percent. So if  
you had more deficiencies, you're adding more points to the  
formula.

A: Unidentified Male Voice: Could you talk some more about  
the AYP issue? I think it was brought up by the gentleman  
here as to what kind of discussion you had and uh, what  
your thinking was on that?

Q: Monty Roessel: Uhm, that, there were some within the  
Committee that was brought up (inaudible). Some of the uh,  
in creating the formula there were some factors that we  
wanted to include and there were some that were mandated  
you know, uh, you must address these and either go with it  
or not go with it, and then other issues came up and the  
idea of say, okay should we uhm, reward a school that may  
be uh, in poor condition but has been making AYP, or the  
others too also? Do we penalize the school because it  
doesn't have certain facilities and it's not able to make

AYP. We talked about it for awhile. There were some that actually said we should reward AYP schools. But at the end of the day we decided that it wasn't fair. It wasn't fair to include schools that were not making AYP because uh, it may be the facility that's resulting in some of that. We looked at studies uh, that showed the relationship with test scores and facilities, it can raise test scores about fifteen percent. Uh, tendency studies, and we looked at that and said well ten percent could mean the difference between a school making it and not making it and that wouldn't be fair. So we decided not to include that as one of the factors in the new school replacement which we'll be going over a little later.

A: Franklin Hoover: Franklin Hoover again with Blackwater. I wanted to find out how in this formula schools like Blackwater that have basically sixty percent of their students in portable classrooms, how that's figured into the FI&R formula?

Q: Monty Roessel: The (inaudible) within the FI&R, do you want to take this Margie? It's factored in more in the, I mean I know more about new school replacement (inaudible).

A: Franklin Hoover: More of the replacement, go ahead.

Q: Monty Roessel: Yeah, but I'm sure it's addressed here.



Q: Margie Moran: It was ranked the same because we do all, usually my voice will carry. Uh, the baseline for both processes will be first to rank the backlogs. How much backlog do you have in the system? In Blackwater's particular case uh, as we spoke earlier, some of you and some of your schools, even though you have most of your children in portable classrooms, portable classrooms are still considered un-housed students. So there will be point values added in the replacement school process that will give you points for that. In that other particular, in another situation, there are areas in your school where you basically don't have a permanent program. You may not have a library, you may not have sufficient classrooms. That's where your large point values are gonna come in because those backlogs are high dollar values. Say you have a ten million dollar need to build uh, classrooms, library, gymnasium, that type of thing that's currently not permanently adequate at your school. That has a score of nine points for that education component so you're gonna get your point values in that particular line item and it's gonna give you a higher score. So that particular situation will be covered in the education component not with the building facilities as much.

A: Franklin Hoover: I guess one other comment about this system and I think we raised it earlier this morning, it's the only governmental system that I'm aware of that rewards you for failing. And that's still an over-arching problem that I don't know if we have an answer to right now. But it's as plain as day right there that this is the only way you can win this game is by losing and for some schools like Blackwater, that's a very fundamental problem.

Q: Monty Roessel: You're right. But I don't have, I don't view it like you do but I understand. If I was sitting over there I would say that to me. Uh, I think though there, you live in a house, you repair, you have a lot of needs in that house. You repair the most important. If it's the monsoon season here you repair that roof first. And that's what we're doing, we prioritize. We're trying to look at a way to prioritize. And I think there's only so many dollars to go around, and you're right, you're gonna reward and you need to go figure out how you know, what the cost benefits of these. I will say this just one thing is, the MI&R if you recall, no longer allows for a replacement of a building. So that's why that is separated from this where in the past years you could actually replace an entire building with FI&R. You can't do that anymore. So it does separate those two more than it had in

the past where they were somewhat incestuous, and I think the other thing too is that while this is weighted in FMIS with the educational facilities, in the new school replacement they'll be going into that formula, it is given additional weight within the formula also. So those schools that are lacking in facilities, in the formula you will actually have two categories now where that lack of facility can assist you in beating the system.

A: Jacquelyn Power: I want to make a comment. This is Jacquelyn Power, Superintendent Principal. And not to beat a dead horse but you know, a lot of the educational weight of this formula is still driven by, do you have a library, do you have a gym, do you, you know, it's those kinds of fundamental questions because it is about facilities. But uhm, and I'm not, I think that's valuable in putting some weight on obviously putting some weight on that educational side of it too, but I still feel there should be, but I don't know how you would do it, I know you said that you discussed the AYP issue and you decided to take it off the table, but I think it's very important as school leaders that are here and the board members, AYP is everything under the Federal education system and the State education system. You know, regardless of your facilities or what you as a school, you have to, and I know we all are working

hard to meet AYP and it's a very difficult process because of all the indicators that will throw you out of making AYP. But uh, it seems to me you know, and those things aren't uh, necessarily driven by facilities but I think facilities are a part of that success and it is maybe hard to put that on the table. But I would just like to say even in, even though our school got rated good, good doesn't mean good. And I think that's something that needs to be acknowledged that you can be on your list as good but in fact 'cause our school like Salt River and some other schools here probably you know, being seventy two years old, is not really good, but that's how we're ranked based on the current formula and so even trying to get an educational score of nine, has a lot to do again with how many square feet you have, do you even have an adequate size, you might have a library but it's undersized but you have a library so you're not gonna get educational points because you have a library. And uhm, so that's why I think AYP is also something that's worth revisiting uhm, and I've worked you know, like all the schools, we've worked hard to try to meet that goal and uhm, I'll just probably say that our school is ranked against how our third graders do and we got a hundred percent on AYP for this year, our kids hit one hundred percent on the State (inaudible) and that's not

easy to do and I think there should be some value given. We had one hundred percent on reading and we got uhm, let's see (inaudible) and we got uh, eighty eight percent in math. We had a seventy eight percent improvement on our AYP scores this year and I think you know we did that even with limited overcrowded facilities. And so I think you have to have to have some acknowledgement of the fact that if schools are ranked, even the best schools in the state could have a gold standard facility, you're still looked at whether or not you could make AYP in education and I think you know, you've got to, if we have a library we're not gonna get any points. One thing we're lacking is a gym, we have no gym. So maybe we'll get some points for that but the formula when it says educational driven, I think education has to be defined farther than just, do you have a library or is your footprint of your school sufficient to support your educational program. I think there has to be has to be some honest dialog about how many schools in the Bureau system are making AYP? Very few. And I think the schools that do need (inaudible) you've gotta talk about educational component uhm, again, not just counting the (inaudible) about classrooms and libraries and nurse's offices, and I'm glad to see that (inaudible) it's as critical as the library, it is. But I think you also have

to acknowledge the pressures academically that has to go into supporting you know, the facilities. 'Cause I've read studies about how important the facilities are in determining how successful a school is. But it's broader than that, it's also the educational mission of the school and the faculty, and your Superintendents you, and I think that's what you said, I don't know who you are but I think that's what you said. But I just would like to put that on the table again as a Superintendent that I think we can't ignore the importance of making AYP as a school in terms of, at least acknowledging that and maybe it's a small weighted factor because it's not just a facility component with is what you're charged with is the brick and mortar formula but I still think if you're gonna, I'm thankful to see an educational component in the formula now but I think AYP should not be taken off the table, that's just my opinion.

Q: Monty Roessel: Okay.

Q: Margie Moran: I just want to make a short clarification. When we look at the education space standards and the education space component of this formula, we don't just look to see if you just have a library, you don't have a library. They look at the whole academic program. They look at the number of students you have against the space

guidelines. Even if you have a gym, uh, let's say you have a gym and your gym is two thousand square feet and you qualify, most schools qualify for forty five hundred square foot just basic gym floor, so your gym isn't adequate, you get points for all those components so it's not if you have a library or your don't. You have to meet the base standards of our space guidelines. If you don't then those, that all becomes part of the data that's collected by the contractor. We tally up all of it and we say okay, they don't have, they're missing three or four classrooms, they're missing the library, they're missing the gym. We value all of that information and we create a backlog for that whole school. So it's all the components, not if you have it or if you don't, okay?

A: Elroy Watson: Good afternoon. Good afternoon, my name is Mr. Watson, Elroy Watson, uh, (inaudible) School. Uh, (continues with Native American greeting) I wanna thank uhm, the Committee here for their endurance, perseverance, uh, because uh, I feel that uh, I feel for you because I don't know how many schools come before you and continually barrage you with comments and I know you hear them, I really want to thank you for your uh, for your diligence and the patience to endure comments. And uhm, the reason why I'm making this comment is because I want to help.

Okay, we're looking for an effective system. Most of the times our discussion, we're talking about our inefficiencies, the difficulty we have to face, and maybe because in the future maybe, this is my suggestion, that we need to send these copies to uh, to your attendees. Give them homework the night before. Let them read through the copies 'cause a lot of the stuff that we're saying to you is in your uh, packet, (inaudible) draft copy. And the more educated we are attending the meetings, we might be able to better help you define a just system and that would help uh, the overall view. I understand you're looking at one hundred eighty two schools. We're only looking at one school. One like for me, I'm looking thinking about Navajo Preparatory School. Okay, what do we need now, well how am I gonna get under their skin so maybe I can persuade them to take an extra look at me. Okay, so I really just want to thank you again for your time. I don't know how many times I have to go through this. And uh, my thoughts and my hopes are with you and I wish you the best and this is a very tremendous, tremendous uh, task you've taken upon. I appreciate your time. I appreciate it.

Q: Monty Roessel: One other uh, comment about the AYP that came up and as I was sitting there I remembered, is one of the discussions we had with that was that, okay, it's up



for reauthorization. What if it goes away and we create a formula that has I mean is it gonna be AYP, is it gonna be growth? What is gonna happen with that so one of the issues that was on the table was that there was uncertainty there. And this isn't gonna take effect until maybe two years down the road so that's another issue that came up that kinda swayed us in this other (inaudible). But it was a very uh, heated discussion. Yeah.

A: Franklin Hoover: (Inaudible) one question (inaudible).

Uhm, Franklin Hoover again for Blackwater and I don't want to belabor it but at some point in this system there should be an incentive to succeed and again, we don't, if there's no reward for achieving AYP except not losing the school, uh, which seems to be the only reward for doing that, at some point in this whole system dealing with the financing of school construction. You know, we don't qualitatively assess the way schools perform, the way school manage their facilities. That's left off the table. We just look at the bricks and mortar. Uh, and at some point at least the Committee should look at is there a way to qualitatively look at the performance of the schools in making decisions about how and when you allocate funds for school construction. And I know that's an impossible task and I

know that's something you guys have probably struggled with but it should be at least something that's on the table.

A: Larry Schurz: Larry Schurz from Salt River Community School. Uh, that was a good point about the AYP and also what Mr. Roessel was stating that things are gonna change. I know that (inaudible) is one of those issues that they're talking about now in Congress and I also say that well, Arne Duncan, the Secretary of Education is starting to put his program that he did in Chicago and I know that uh, No Child Left Behind was based on the model used in Houston. So I'm saying to myself okay, we're gonna use the Chicago model next and what's that gonna mean for Tribes uh, Tribal schools around the country, what is that gonna mean for us and I'm glad to year that AYP is not onboard but I know that accreditation is still an issue. Uh, Mr. Harvey mentioned it this morning.

It's critical because accreditation is important for schools as children move from school to school to school. That, those grades, those things that they learn in school should travel with the student. Now in high school students it's critical that the school's accredited because if they go to a school that's not accredited, some of their credits do not transfer and they're not accepted. And it's

really important to have that accreditation and that's why it was put into the uh, NCLB, uh, the Indian Education Act of 2001 of the uh, No Child Left Behind Act. Accreditation is important. Facilities are important for that accreditation to continue. If they don't have a school library they may lose their accreditation. And as a result, whatever learning that those kids have, those children have in the school may not go with them. I'm sorry but it's really important because kids move around. Indian families move around for one reason or another. You know mobility is really an important factor in Indian country. And I heard that the Montana Tribes talk about mobility and say well we need to do this and I was kinda laughing because I said I've been harping on this for the last twenty years because we've seen this happen with our kids going from one Reservation to another Reservation to another Reservation then coming back full circle within a school year. They go to about four different places and finally end up at the end of the year back into the community (inaudible).

So it is a real factor trying to maintain these, the type of education, the quality of education for our children. And facilities are just as important because they reflect

what our children need to learn in the schools. And it's important for our children to have that good feeling of knowing that they're in good adequate schools for learning. And we don't have that and I'm listening to Mr. Harvey talk about his needs, no library, where to place his kids, what does he do, and I'm saying to myself well, you need to do something, and it's critical. Even though we have a school facility and we say well okay we did eighty three percent, we're all, we've done this much work. We still have a lot of work to do because a lot of our schools are just barely making accreditation. And facilities are an important part of that accreditation and I'm glad to hear that uh, the uh, AYP is not gonna be a part of this because it really shouldn't be a part of this. And it's really with what we're looking at is, accreditation shouldn't be really a part of this, that's what I'm thinking, (inaudible) I want to support Mr. Harvey in what he said this morning.

Q: Jimmie Begay: Any other comments? All these uh, presentations are tied to each other. FI&R and MI&R (inaudible). Now we'll go to the school replacement. Uh, Ms. Betty Ojaye will do the presentation. If you have any questions I would jot them down and then refer (inaudible) back to the questions (inaudible) FI&R.

A: Betty Ojaye: Thank you uh, thank you Jimmie. Is it on?  
Okay, I see that. Thank you. Uhm, I want to start off by  
saying uhm, thank you for all your comments. Uhm, all the  
comments that have been made up to now are the same  
discussions that we had.

We had lots of discussion on AYP, we had those that were  
pro and those that were not and basically the way that we  
ran our Committee according to the Consensus Building  
Institute was that we all have to come to some kind of  
agreement around the table after everybody's had their  
discussions and so we all take a vote, yes, no, yes, no,  
yes, no, all the way around the table. And when we took  
the vote on the AYP uhm, the majority vote was no, it  
should not be part of the criteria. So uhm, but it's  
really important and there's always uhm, you know, I was,  
an advocate for AYP because my school has made uh, AYP  
consistently uh, since the law was created. So naturally I  
want some kind of reward too, you know, but when you listen  
to other schools and hear their situations then uh, you  
kind of start thinking okay, you know, there has to be some  
equity. We have to try really hard, our best and we can't,  
we'll never please everybody but it's nobody's fault, you  
know, it's just the situation that we're put in.

So, what I'd like to do before I start my section is, I'd like to go back to page nine in your book and this is the reality of the situation. If you look at that chart there uhm, from 2001 uhm, funding for total education project funding and then also funding for replacement schools has just come down so much now to 2011. So it really becomes a difficult task upon our Committee to say, okay, now you will develop a criteria to fund schools when the funding is like this. So that's just the reality of the situation.

So we've tried our best to say, okay, you know, when based on the conditions and the funding situation, where do we start? In summary I'd like to say that FMIS is the tool. FMIS is the mechanism, and I know that FMIS is a problem. It was a problem for me yesterday and the day before when my Facility Manager couldn't get actual costs data into the system, because those are due really soon, and FMIS was not operating for us. We called the help desk at 3:00 in the afternoon. The person on the other end said, it's 5:00, I have to go now, and so we were stuck. So we had to call him back the next day. So FMIS is a problem and we, that's one of the issues that we really think that we should fix.

Because without fixing FMIS or without uhm, making FMIS accessible to everybody across the board, it's gonna be really hard to get to where we want to go and that's to get our MI&R and FI&R funding and eventually hopefully see some replacement and total school replacement funding. So FMIS is very important and we talked a lot about that this morning.

Now going back to uh, the uh, let's see, on page nine in your uh, this chart here, chapter three, school replacement and renovations. Okay, uhm, right now there's no process. There's no way for uhm, to allocate funds for replacement school construction. Uhm, if you look back, back to this chart here, there was different procedures and there were different ways in which schools did get funding. Uhm, way back a long time ago, in 1994, they used (inaudible) FMIS data but even then the process was still very gray and it just, no one really knew how some schools got funded. In 1994 to 1993, they started using the multi-year uh, priority list based on OFMC, the evaluation of applications. So back in those days, we were asked to submit proposals. We were asked, and it was criteria and they said, here's (inaudible) criteria and if you wish to apply for replacement school construction you do this

narrative and then they also looked at the FMIS data and then some schools got funded. And then uh, 2004 uhm, and after that was still sort of the same process and then they also had site visits uh, they had visitors come to your school to kind of validate that you really needed funding for your school.

So we did go back and look at how things were done. And back in the previously uhm, the way that they did it was they gave fifteen points to building code deficiencies and there was lots of those uhm, probably still there.

Environmental risk like if you had asbestos or poor air quality or whatever, then you got ten points. If you didn't have handicap accessibility you had five points, and then if you had uhm, students that were inappropriately housed like uhm, being in portable buildings or if you had accreditation deficiencies and uh, then you got twenty points for that. And then building and equipment condition you got thirty. Site conditions, you got ten, so that's the way the point system was.

So now uhm, we're proposing uhm, some new principles which are still similar to underlying the new process. And the new uh, the principles there that we're recommending is



that funding should be prioritized for worst first. Uh, because we had some discussions in our Committee that some schools uhm, got funded because they hollered the loudest. Some schools got funded because they were close to Albuquerque therefore they were more accessible to OFMC. Uhm, some schools got funded through politicking, and so we said okay, you know, we really need to have a fair playing field, let's find out what those principles are and should be so that there won't be any inequity in the new process. So first and foremost we, well not first and foremost, but we have to support health and safety of our children and we must account for educational needs you know, what is going to be your educational need that you really need and only as good as FMIS data. So whatever you put into FMIS is what you get out of FMIS, that is very important. And it must be uniformly applied. There, it has to be as uniform and fair as possible across the board and must not be susceptible to manipulation. So when we're um, when it was shared(sic) on the formula you know, there's really no way you can manipulate the formula. It's set. So uhm, that may not have been the case previously but uh, it must be practical and it must be defensible, legally and technically. And then uhm, so here's the new process for

school replacement and renovation. These are the new recommended processes.

Every five years or sooner if sufficient funding is allocated, OFMC will generate a list of schools approved for replacement and the list will be based, you will have to submit an application process and then the objective criteria applied to available data which is your FMIS, and enabling all schools regardless of resources to apply. So when we had our discussion there were some comments made that uh, some schools got funded because they hired a consultant that did all this work for them therefore they had the advantage. My school is so small I don't, I can't afford a consultant, therefore my proposal was not considered because it couldn't be written as good as a consultant. Those were some of the comments that were made but regardless of whatever resources you have, or may not have, we wanted to level the playing field.

Uhm, also the next one is to allow for a mix of replacement and renovation. Uhm, some schools may not require the replacement of every building on campus. Some may need only renovation. And I think this is the time period now that we're in. Gone are the days when we had total school

replacements. I think those are gone. Uhm, I know some schools that completely renovated their entire school, they got everything one time. But with the funding the way it is, it is now upon us that we at the local schools have to make some real hard core decisions and those hard core decisions are, what am I gonna try to get for MI&R, what am I gonna try to get for FI&R, and eventually when I look at my whole facility, when am I gonna project that I should be applying for a new school? So we kinda have to start putting pieces together and making our own judgment calls at the local level as to how are we going to start looking up the road to try to meet the educational needs of our students. So that's the period that we're in. Because if you look on your charts, we are gonna be lucky if we get one school funded totally in the next six seven years. Uhm, Emerson just told you we're not getting any funding for the next three years, four years maybe. So we are gonna have to really start looking at ourselves at the local level to see what is possible for us. Uhm, now on the 2004 list there was six schools I believe, no, four schools that remain on the list from the previous. So there have been schools on the list, they got funded, they got funded, and now we have four schools left on the list from 2004. We decided as a Committee that it's only fair

that we keep these four schools on the list uhm, for the next funding cycle. Uhm, the eligibility for application, uhm, FMIS shows schools in poor condition, only schools in poor condition are eligible. All schools in poor condition will be ranked however if schools do not apply, they will not be considered. So OFMC is gonna come up with a listing of all the schools that they determined to be in poor condition based on FMIS data and then you have to apply uhm, to be considered. OFMC must heavily publicize the initiation of the application process, must reach far beyond the Federal Register notice. So communication is really important. How many of us read the Federal Register notices? Not too many of us. So the communication has to get out totally to all schools that there is an application. Uh, you have an opportunity to apply for construction funds. And then during the five year cycle schools on the replacement list would still be eligible for MI&R and FI&R monies. So as you're applying you know, you might be you know, you might have to wait four or five years, within that time period, you're not gonna be cut off, we are recommending that you don't be cut off from MI&R or FI&R just because you are one of the five schools selected, that you're still going to be eligible to receive MI&R and FI&R funding.

Okay, going to the next slide, uhm, review of applications, and short list of applications. Uhm, OFMC reviews applications for accuracy. Once you get your application in, it calculates the location scores, that was presented earlier, sixty five points. And then a review Committee will be formed which will be outside experts in education, school facilities, and Native American culture, assesses other criteria, and awards up to thirty five points, determines the top applicants. So there will be a committee of people that will be formed and we uhm, included experts in schools, school construction, and then it was very important to the Committee that the uh, members on this Committee know about Native American schools, that they understand the culture of the people. And so they will determine the top ten applicants and then the ten applicants or the top ten will be publicized uhm, in alphabetical order and invited to a public meeting in Albuquerque and at that meeting they will have an opportunity to present their arguments. Uh, I'm just assuming they're gonna come in and make a presentation and really try to justify why they think they should be the ones selected to uh, get replacement school funds. After deliberation the Committee will uh, rank the top five and

the Committee is required to be clear and explain in detail its decision on the selection. And then the Committee recommends uh, recommends this to the Assistant Secretary for final approval. So that would be the proposed process.

Uhm, the makeup of the Committee uhm, who are these people that are gonna make this very, very difficult decision on who they will pick? Uhm, we're gonna need more recommendations from you as who you think those committees should be, the selection criteria and the process. Uhm, again, it's recommended perhaps outside experts in education, uh, people knowledgeable about school facilities and Native American culture, and uh, would it be will these people apply for this Committee? Would it be a nomination process? We don't know. We need your input.

Okay, and then the final notification of approval would be uh, once the five are selected the BIA will publish a ranked list of all applicants in the Federal Register, and a list of schools approved for replacement. The Federal Register notice should state clearly that applicants not approved for replacement will not be funded in the uhm, five year window, will have to reapply in the next five year cycle and applicants will be re-ranked in the next

five year cycle of application. So the goal is for all schools to understand what the ranking do and do not need. So, that would be the uhm, notification of approval.

And then after all this the post application, the schools that have been selected will undergo pre-planning for readiness. Do they have a site to build their school, have they done soil testing, uhm, are there available utilities in the area, uhm, do they have a site lease? Those are all the critical things that are important. And believe me, some of these things have really uhm, been a challenge for some schools. Uhm, we are aware that some schools have been previously been selected for funding and their uhm, monies were either taken away or it was delayed because they didn't have a site. Uhm, they hadn't done their archeological assessment and all of that so uhm, that pre-planning phase is really important. Uhm, so there's going to be uhm, a readiness criteria. Are you ready? Uhm, schools will be funded for construction based on their ranking, their readiness, and the amount of budget that's gonna be available. And the pool is unchanged for the length of the term. If the Bureau funds all schools in uh, under five years they will reinitiate another application process to ensure there are no gaps in activity. That's

providing that there's ample funds from Congress. And if the Bureau cannot fund all schools within the five years, unfunded schools, so if you made the top five and you were not funded, you will be grandfathered into the next raking of schools for the next five years so that once you've become a top five, you continue to be grandfathered until such time that there is money to fund your school.

Uhm, and the next slide is the whole school replacement and renovation. The process for that would be uh, this is uhm, the process for applications, right? Three months notification of pending application process. Schools provided FCI conditions, application materials, and asked to update the backlogs. So the facility construction index, FCI is provided by OFMC and then you get your application materials and it's very important again, go back to FMIS, that you're, you have to update the backlog up in FMIS and then the application process opens and you have forty five days to respond online to the application process, to the application. And then OFMC does initial review. Uhm, they'll look at the applications against the FMIS data for accuracy, completeness, and can award up to sixty five points. And then a Committee reviews it and then they score it and they award up to thirty five points.



And then they pick the top ten, and then there's a public meeting for the group to come in and present. And then award notification is made and then the pre-planning and then the construction scheduling.

Uhm, I just want to make a comment. Uhm, it's really I think even if you don't have school construction monies, I think it's really really important for us schools to pre-plan, to just in case, you know, uh, money does come through. Uhm, I don't think it's wise of us just to sit and wait for something to happen. I think that it's important that at least we have a vision and we have some sort of plan for a new school down the road.

And I know it's hard nowadays to get resources but uhm, in our case at Navajo Prep School, uhm, we inherited really poor, poor facilities. Uhm, that uh, some of you described, our oldest building was 1925. Uhm, we have turn of the century old missionary school buildings that we inherited, the Navajo Nation purchased the land the property. And so uhm, we could not, we couldn't just operate day to day in those facilities. There was just no way. So we started looking to the Navajo Nation itself and the State and anybody else that we could find to say, we

need some planning money. You know, we've gotta get some planning monies and I remember we got one hundred twenty five thousand dollars planning monies from the very beginning. It was not from the Federal Government. It was from another source and we started with that and started building on that so that we had a pre-plan. It's so much easier to uh, ask for funding when you have some kind of plan, you know, some kind of colorful, anything, schematic plan of your vision or a statement of your conditions. It's so much better to take that to your representative or your State representative or your Tribal government in a nice folder to say, I have you know, I need your help. And so when you're ready, I mean that kinda shows your readiness and people will listen when you're ready. Uhm, and that was the key to our school to get started on the ground and uhm, we started with just a little bit of money and we were able to build and we completed our campus now which is forty million dollars in three phases. We could not tap the whole elephant at one time. There was no way in the world we were gonna just get forty million dollars to complete. So we did everything piece by piece by piece by piece and we're still putting it in piece by piece by piece. And that's just the kind of the times that we're in you know, because there's really hardly any money. But I

think if there's anything we can do to just try to get ourselves ready, at least get your archeological uhm, study done, at least get your site uhm, planned, developed. At least get your vision, you know, even if it's one sheet of paper to say here's my campus master plan. That's a huge step forward and then things become easier as you go. So that kind of completes mine. I don't know if I'm supposed to continue. Okay, well, let's go to uhm, formula for allocating new construction funds.

A: Unidentified Male Voice: Well, as far as uh, Moencopi is concerned, we have our master plan in place right now so we can show it to you this afternoon. No seriously we do. But uh, my first question is uh, uh, I need clarification again. Uh, my question is, I understand that uh, there's a whole new process that's what's been explained here, but I also understand that uh, correct me if I'm wrong, that uh, I think once these schools that you're speaking of uh, as far as planning dollars are concerned, that's empty now, is that correct?

Q: Betty Ojaye: My understanding of the planning dollars is according to the way it is now, you don't get the planning dollars until you make the top five. Right?

A: Unidentified Male Voice: Okay, so there is planning dollars still then?

Q: Betty Ojaye: Yes, when you make your top five...

A: Margie Moran: Only if you're on the...

A: Unidentified Male Voice: If you're in the top five.

Q: Betty Ojaye: Right.

A: Unidentified Male Voice: That's what I was, uh, I was hearing otherwise that no more planning dollars were going to be available. Okay, thank you for the clarification.

Q: Betty Ojaye: Okay, let's just quickly finish up and (inaudible).

A: Unidentified Male Voice: I'll wait for the last (inaudible).

Q: Larry Schurz: If I recall, Larry Schurz from Salt River, can I (inaudible)? I recall uh, a number of years ago when the application process was coming out I mean, at one point we were approved back in the 70's to 1970's to build us a new school then we were taken off and then when the new list came out we were I think we were taking the top fourteen or something like that, we were thirteenth on the list then all of a sudden a new order came out and then we dropped down to twenty one, and we keep dropping back and back.

And my point was you know, what are the criteria and I kept thinking, and I was reading the formula here and there's no

way that manipulation can occur with the new formula and I'm just thinking wait about the safety and health codes, I can see somebody calling in and saying, can you upgrade me on the safety code, can you upgrade me on the health code? And believe me that old-boy network will exist and will continue in the future. I hate to say that but it does and that manipulation can occur on those ratings that occur with health and safety and I'm gonna hear, every one of you from the Bureau side will say, oh that won't happen. Yes, it will. Uh, and I know it has occurred in the past. I've seen people, (inaudible) I had them upgrade my ranking. I'm thinking, wow, we're not on the list.

And also on the application list I think that one time they also asked Tribes if they were willing to pay for their own schools, even a 50/50 uh, application came up. I don't know if many of you remember them. But we put in for application for 50/50, our Tribe was willing to put up fifty percent if the Bureau would put up fifty percent. And then about a year later they came out and said, oh, we didn't have any 50/50 applications. And I'm sitting there, wait a minute, we did put an application in for 50/50.

We were willing to fund it, our Tribe was willing to fund it so, and still fund this because we know that the funding might not be there for us because we keep getting bumped and bumped and bumped. And uh, right now we're in temporary uh, school facilities. But we're, we also have a master plan, we've got our site already ready to go. As soon as the economy gets better I'm sure that we're gonna be building our own schools, we're gonna inform the Bureau, we are building our permanent school facilities and it will be bigger and better than what we had previously. And we're gonna have everything there that we want in that school on school ground, everything. Everything's (inaudible). We did the uh, archeological, we did the environmental, we did everything. We have facilities, access to utilities, we have a sewage line that runs right down the street, it won't take long to tap into it. We've got water pipes going everywhere for culinary water. So we're all set. And we're looking at this and saying okay, where does that put us? You know, if we don't get any money for this we're gonna build regardless. And we will do this and I look at this and I'm just thinking about, it just put the, it just makes us frustrated because we know that some of these things will occur and will occur in the future, no matter how much you say, no manipulation, it

will happen. It will happen. There's that good old boy network that occurs.

And you know, I might be like Monty and have my kids jump up and down on the floor to make it bow, but Monty, if your kids jump on the second floor and make it bow, forget it. You got your school. You're not gonna get any new money, that's it. I mean I know where his school's at so I'm just kinda laughing because I know that it's kind of on that hillside there. And it's like many (inaudible) it's just down below, they built it in the sand and everything started sinking. And the same thing occurred with Second Mesa, it cracked in half. And I'm saying to myself, wait a minute, they never really fully sited their schools and we tried to do a good job of fully siting our schools. We've had problems with some of our schools and right now we don't have any problems because we know the condition of where we're at and we know the environmental condition. We know exactly what needs to be done. And if we hadn't had those problems, we worked it out, we wouldn't have those, with some of the problems so, we're lucky because we did the actual construction on some of these schools, our school in our community.

And I'm like Jackie. Jackie sits over there in her Blackwater. I'm really kidding her school because right now she's in worse shape than we are. I'm being honest about it. I mean she's got a little school, little classrooms, I go there, everything is tight quarters and she has no room for expansion with her, in class sizes. I know the community is growing over there in Blackwater. Uh, I hate to say this but I guess my mother's got thirty acres, (inaudible) thirty acres. I'm gonna move my family down there (inaudible) school. I've got a whole brood about uh, a bunch of family. We (inaudible) I think my family, my mother, has uh, well over forty grandchildren. So we may move the whole brood over there and go in her school.

And then so, what I'm saying is that, the Indian population is also growing and we need to accommodate them and expansion, even though expansion of grade levels will not happen because the Congress limits, but that doesn't mean our class sizes can't expand. So we need to keep in mind that our classes are expanding and we know that in public schools they're downsizing because the population is moving elsewhere. I'm thinking about Detroit schools, how they've had to close schools. Chicago has had to close schools,



and there are schools that are, (inaudible) are reducing. I live next to the largest school district in the State, Mesa Public School District. They've lost students. They've lost students to our community schools and it's hurting everywhere. We're seeing our kids coming back, going back to our Tribal schools. And Salt River Community School is a Grant school and we want to make sure we have the best facility for our kids and I don't think we're gonna get it under this system that we're looking at today.

Because I have communication problems with FMIS. I have communication problems trying to communicate with uh, OFMC. And every once in a while I'll, when I used to I used to run to Dale Keel(sp?) all the time and say, hey, when are we gonna get some money? Oh, have you checked your FMIS? I'd say, if I can get to it. And I, we don't have access and I have to go down and make an appointment with Regional Office just to look into our listing. And today I don't know what it is. Somebody asked me, have you seen it? I said, no, I haven't. And I haven't seen it for two years so I haven't seen my new listing for two years, that's how long it's been.

So, it's really a problem even for us but it's a good thing that our Tribe pays for our facilities and maintains (inaudible) otherwise we wouldn't have that. Uh, we never get, we don't get any new money for uh, facilities equipment or even for major equipment and repair so and replacement so I see it as going to be problematic for us and sometimes I say I don't care, sometimes I do care because we need those dollars coming in our community.

Q: Jimmie Begay: Uh, let's just move on here. The next eight slides uh, Betty will review them without any questions.

Q: Betty Ojaye: Okay, thank you. Uhm, the next slide is uh, formula for allocating new construction funds. Okay, the Committee is proposing a method for calculating sixty five points, condition of facilities and educational deficiencies. And again this is coming from uh, OFMC overall school location score that Monty I believe went over earlier from FMIS. Uhm, and there's the formula. Uh, the data fixed on date application is due. So you are talking about manipulation and good old boy network and everything. So if the data is fixed on a date, the date application is due, after that there should be no manipulation of data. Uh, crowding will get five points. Actual students per square foot divided by the standard for

that school in the space education guidelines times one hundred award points based on chart two. So when when you have a crowding uhm, in your school, you have a classroom and you say you have thirty five or forty kids or whatever...

A: Unidentified Female Voice: (Inaudible).

Q: Betty Ojaye: Oh, okay, here we go. I'm going to the crowding one. Uhm, this is uh, determined by calculating the students per square foot per grade based on three year average enrolled per NASIS that we're all familiar with now, divided by the total square feet core educational space and then you compare this ratio against the standard for that school in the space guidelines times one hundred and then award points on the chart below. So determine crowding factor and then (inaudible) five points so that would be the, sort of the formula for your crowding factor.

And then the next one is declining constrained enrollment you'll get five points for that. Poor facilities may cause declining or constrained enrollment. Schools should explain how the condition of the facilities is decreasing enrollment. Inability to utilize existing space. So in many situations, at least on Navajo you have a BIE funded school and right across the street is a public school. And

if more of your students are going across the street to attend the public school because you have poor facilities or because you don't have access to computer technology because your electrical system is so bad, then you have justification for uhm, declining enrollment, constrained enrollment because of your school facilities. Five points if schools have closed a building due to poor conditions, you get five points. Three points if school can demonstrate students transferring away from school because of poor facilities and or if school has a waiting list on day eleven of school according to NASIS. And then the last uh, one is all lists and data would be verified by selection Committee prior to finalizing rankings. And the highlight as point for input from Tribes and Schools. Uhm, this is what we really need your input on. So this is, some of this might kind of get subjective but you know, we do need to offer some subjectivity uhm, because everybody's situation is different. Not everybody can be uh, rated on a everything nothing but objective. So there is some subjectivity but you have to make your case on this, on some of these.

Uhm, chart three is your inappropriate educational space which you would get five points. So uh, percentage of

students taught, again based on your three year average. In portables, dormitories, or leased facilities, so if you have forty percent of your students there in portable buildings for example, then you'll get two points. So that's just the point system there.

And then the next one is accreditation risk, you would, the most points is five. And here uhm, we talked about uhm, an accreditation body, most of us will probably be accredited by NCA or maybe the State or maybe even a Tribe in some cases. Uhm, accreditation at the highest risk, if you get cited by NCA for example, that you don't have a library, or you have very unsafe conditions uhm, that are numerous or severe you could potentially get five points and then it goes on down. Uhm, so accreditation is important and I know that when you do have a visit and you know, it's good if you really feel that you have unsafe conditions that you tell these to your visitation team and then they write it in the report for you and then that becomes your justification.

Uhm, the school age, the most points you would get on that one is ten. And here uhm, if your building is sixty years old or more, uhm, you would get the highest point of ten on

down to uh, twenty to twenty nine years if it's that years old then you would get like two points. So here's the point system for school age, the age of your building.

Uhm, we talked extensively also, our Committee did on the cultural space needs. We decided to give five points for this category. Up to five points could be awarded for cultural space needs. In the application the school should answer the following questions: Is there a requirement for native language or culture uhm, that is required maybe by your Tribal council? If you say my council, uhm, if there's a resolution that says I have to teach these courses, is there a lack of adequate or sufficient space to support this program or requirement? If you answered yes to both of these questions then you could get four points and one additional point if school also has a program in place. So if you already have a program in place, you get an additional point. If you don't have a program in place, and you need it because you're required then you get four points.

Factors that we took out that we said we should not consider, is we talked earlier about the cost share uhm, is not used. Uhm, and let me kind of go back to that because

it's sort of a familiar way with that (inaudible). Several years back uh, OFMC allowed uh, what's called partnership. So if you had a partner or your Tribe or somebody to help you fund your school instruction you kind of had an advantage there. But a lot of discussion started coming out of that saying uhm, it was unfair and was putting other schools at a disadvantage and that was mainly primarily targeted to those Tribes that have casinos saying that if the Tribe has a casino and if they can afford to partner to build a new school, then it's not fair because it's not fair to those schools that have no resources. And so that, there was a time period when there was uhm, an application uh, that allowed you to cost share. But this time around we uh, had that discussion and we said, it's not really fair anymore in the ranking. Although it would be a good thing because we kinda got some of our buildings funded that way because we asked the Navajo Nation to help us build dormitories and that's how we built our dormitories. But uhm, make sure and clear in your write-up only after ranking choices and final planning and construction. So uhm, so I guess what this means uhm, you guys can help me...

Q: Margie Moran: Cost share, after you get ranked.

Q: Betty Ojaye: Yeah, let's say you got picked the top five. Okay, and then at that point you could say oh, my Tribe is gonna help me with ten million dollars or whatever. So you could do that after you get picked. School isolation in the original statute. Uhm, isolation factored into transportation or other formulas. So uhm, if you have, they have unimproved roads, no pavement, no gravel, unimproved sidewalks, all of those things we didn't put in there as a factor. Uhm, we did have a lot of discussions on that as well. Uhm, people were saying some of the schools are so isolated, such as South Dakota and Navajo and other areas where school busses have to go way out there in the mud and get students to school and everything. But after a vote and discussion, everybody voted, not everybody but the majority voted that isolation should not be a factor in the new process.

Uhm, so the uhm, today's discussion here with what the Committee has done is we just kind of did an overview. There's other comments, other suggestions that are being reported and those will be brought back to this Committee, I think we have one or two more meetings, one more meeting, when the next time we get back together this Committee, we're gonna bring all those comments back. We're gonna



probably go back to the table and talk about AYP again, and some of the other comments that you all made that we are growing familiar with because we hashed it out earlier too. And we can say of the public comments these were strongly suggested. Let's bring them back to the table, let's discuss them one more time, and then let's go to the next level.

So the Committee's work will be adopted into statute, adopted into the formal DOI regulations, adopted into formal DOI policy and practice, and I don't know what they mean by no federal action.

Q: Unidentified Male Voice: (Inaudible) choice (inaudible).

Q: Betty Ojaye: Oh, these are the choices, I guess. Uhm, but definitely these will be used by Tribes to start uh, lobbying and getting out there to your Representative to ask for funding, and that's the bottom line is we need funding. One more slide? Your written comments will be accepted. Please submit your written comments by July 29th. You can send it or fax it to Michele Singer. Michele's not with us today but uh, she's the uh, the Federal Representative for our uh, Committee here and she'll be receiving your comments. And again all those

comments come back to the Committee one more time before a final report is made.

Q: Jimmie Begay: Thank you Betty. Now may I have questions, comments? Okay.

A: Herman Honanie: I just want to make a comment first or a question it is with regard to this formula for funding of new construction as I understand it. Uh, I didn't hear uh, understand or hear anything spoken to an idea where there may be within a Committee such as uh, Hopi, uh, having a couple of schools come under one facility, a one school concept. And I don't know if you uh, have any kind of uhm, ideas uh, brought to you, brought to the table for your consideration on how that kind of a (inaudible) or how that could be considered (inaudible) and on what basis. So you know, maybe just another uh, wrench thrown into this whole picture and so forth.

Uh, but uh, the other thing that I wanted to say is uh, when you do approve for new construction, is there room to give a buffer or more flexibility so that there's additional space already you know, included and it's not just base your size of a construction or a school on one two hundred students and this is how many uh, square footage you get but can you you know, is there

consideration or will there be consideration for  
(inaudible) no space just because space for uh, (inaudible)  
I think that's really important. I say that simply because  
my experience in working with the uh, health care center on  
the Reservation and uh, before you knew it within months we  
were uh, you know, tightly, you know, we were out of space  
and unable to accommodate certain services or programs so  
uh, that's part of the reason why I say that.

But uh, I just wanted to say uh, right now that uh, this  
has been my first experience in uh, being involved in  
attending such a listening session with regard to this area  
of uh, education as well but it surely has been informative  
and uh, interesting to me because uh, in listening to  
everybody speak and uh, raise questions and uh, bring out  
their concerns I think in a lot of ways a lot of us as  
Tribe and as far as Tribe (inaudible) share those same  
comments and concerns. And I know and I realize that you  
all as a Committee have a huge, huge challenge before you  
to come in and uh, addressing all of these uh, points of  
uhm, points as far as addressing this uh, whole issue is  
concerned.

And one of the things that I keep thinking about is who we're talking about, the budgets and how much is being allocated and what will be allocated for the future and so forth 'cause we don't know that. And at the same time I'm looking at Congress right now as they're sitting in Congress debating the uh, debt ceiling and so how is that and whatever is uh, you know, addressed and approved, how is it all going to impact these kind of uh, you know, issues as far as construction and allocation of dollars is concerned. So hopefully at some point in time somebody with that vision can be able to formulate and address that accordingly as far as this is concerned.

Uh, and you know, I was just looking also at this uh, booklet that you put out (inaudible) with fifty six schools responding to the conditions of their schools and uh, there's two uh, schools that are written up in this uh, from Hopi and one school Hopi Day School is not you know, included in this so my younger brother heads up the facilities department over there so I'll have to talk to him and see why it's not part of this (inaudible). But I remember and I really really take to heart all the comments uh, that everybody expressed because you know, when I was a young kid that same school my dad used to serve as a

Facility Manager there too. And sometimes in the dead of winter with you know, one feet of snow on the ground, he would take me and say, son, come with me, you will be my light man. And we would go down into the basement and fix whatever. And uh, I truly appreciate all the challenges that the (inaudible) are facing on the Reservation as well as you all when it comes to facilities management and the need for monies and so forth. And it was expressed this morning that we as Tribes have (inaudible) get together to lobby for all the funding that we can. Now I realize the government (inaudible) major task and so forth with the war and everything else but, you know, we can't give up at this point. We have to continue to lobby and hopefully someday we can realize all the money that we need in terms of uh, facility management. But the bottom line is that we have to work on behalf of our children, on behalf on our kids, (inaudible) because they're the ones who leave, want to educate. They're our future as we all say. Now I think that we all have them in mind as we sit here and speak today and ask for the various you know, uh, resolutions to a lot of the questions and challenges that are here before us. So I really want to thank you all and thank everybody for their comments and being here today because it really helped me learn and gave a lot more insight into this

matter and I hope that we can be able to come together and then do (inaudible) to help each other, support each other and uh, hopefully come out with a very, very workable solution uhm, to this whole matter. So thank you very much.

A: Donald Harvey: I also again, uh, this is uh, Donald Harvey again speaking from Moencopi. Uh, I'd like to thank uh, the Vice-Chairman for those comments and uh, I believe what he said addressing this uh, I realize the Bureau back in 2005 uh, no longer looks out for uh, projection enrollment and I think that you all that are sitting at the table there probably know why. But nonetheless I think that this is strong recommendation. Again, just to give you an idea uh, like I said earlier this morning that uh, Moencopi is growing and I think uh, you all know that Tuba City is growing, quite impressively. I mean uh, on the Hopi side, we now have (inaudible) and uh, a top, a level four uh, motel hotel uh, you know, four stars, you know, and so uh, I think uh, again there's uh, that place has really grown and so again I would strongly recommend that you look into the projection enrollment again. That is serious for us, uh, a serious matter I should say. Thank you.

A: LeRoy Sakiestewa: LeRoy Sakiestewa, Moencopi. Uh, my question is uh, are we uh, gonna still be bound by this uh,

no expansion law where at uh, we want to (inaudible) we're looking at the possibility of expanding our schools from K-6 to K-8. And I know that there's a law that I understand that is out there that uh, says uh, you know, no more expansion. Uh, again this goes back to that we're growing in Tuba City and now that we've gone Grant we (inaudible) students from the Navajo side. And so this is what we were talking about. We want to expand to K-8 uh, and even the boarding school which is just about two years old just above us there about a mile from, that's already full. They have to turn people away, kids away, uh, right now. And so this is what I see you know, five years down the road if we get the uh, on the uh, funding list is that uh, that population there as far as our area is concerned is growing and I just wondered, is there any uh, I guess (inaudible) but uh, we would be able to uh, increase our (inaudible) our grades up to uh, K-8. The other uh, information that I have talking to the historians down there. You know when they built the school fifty years ago, they uh, what they're telling me that they had permission to build a K-8 at that time. But because uh, one of the other schools uh, lacked funding they took half the funding from Moencopi and used it to help this other school out to finish uh, building their school. So we

(inaudible) we only got a half a school that what we had been projecting. That's the information that I'm getting and so I don't know whether that justification could be used as you know, uh, to increase our uh, grades up to K-8 or not. I don't know but uh, I'd like to if possible to get an answer from your Committee. Thank you.

A: (Inaudible) BIA they're the ones that sent out the uh, memo.

A: Unidentified Male Voice: Uhm, unfortunately the, that's true. But what is preventing us from expanding grades is uh, contained in the appropriations language and it's put in there every year. All right, now it's Congressional action and the only people that can undo that is gonna be Congress. So I mean there's work that needs to be done if in fact we want to or you want to undo the uh, (inaudible) expansion so and it's in appropriations language, and you can look at it and it's on the very first few pages and it prohibits grade expansion. Now if in fact you have a director's approval on grade expansion prior to 1995, we have been able to honor some of those. But you've got to provide a document that shows an approval, nothing Bill was involved in some of these decisions uhm, and we probably want to thank Bill for that. Because some of these folks



that had approval prior to 1995 got their grade expansions. So if you can provide that we'll take a hard look at it.

Q: Franklin Hoover: This is Franklin Hoover again from Blackwater School and just in order to fund Blackwater's construction we will have have built the (inaudible) available after this signed document stating (inaudible). Uh, I wanted to make a couple of comments about the process in general and then make a few comments specific to Blackwater.

Uh, the first part about the application process is that nowhere in the process does it appear to address schools that are in hybrid status already for mismanagement of their grants, are in restructuring, or in other serious uh, problems under No Child Left Behind. And at some point it would seem appropriate in the process of screening applicants for new construction to address or at least factor in those schools that have engaged in mismanagement and are in high-risk status or in restructuring phases, uh, or who don't have the ability at the time of application to secure funding because I think we've all seen the things that have happened in the past where funds have been awarded for new construction, at the time of the award, the school doesn't have any land to build or is not able to

proceed with those projects, and that money is tied up for years and no other schools who are available, who have land available and who are ready to proceed can move forward with their projects. So maybe some of those issues can be addressed before the time of the application uh, rather than you know, letting schools be awarded funds for new school construction or replacement, and then tying up those funds for five years and never being able to proceed with the projects. And I'm sure the Committee talked about those types of issues but we would also encourage you to look at those again and try to address some of those.

Uh, secondly, now at the point at which the top five schools are ranked, and the Committee is reviewing the applications uh, to rank them, one thing I don't see in the document is the criteria that the Committee will use, any objective criteria or any pre-established criteria that the Committee will use to order the schools and one of the problems that we're all trying to address in this is you know, getting rid of the good old boy network uh, and it seems like that part is where it still would exist very seriously is when the Committee is reviewing and ranking the applications. Uh, we would encourage you to look at establishing some published criteria that everybody could

know about uh, for ordering those so it just isn't uh, a beauty contest in front of the Committee which it would turn into. Uh, this will never apply to Blackwater Community School because under the current proposal it's impossible for Blackwater uh, to ever get a school replacement project. And I'll kind of explained why. The school was constructed in 1937, originally for ninety students. Uh, there's currently two hundred ten students uh, in the school constructed for ninety students. Uh, the school has an undersized cafeteria so they have to do three lunch shifts beginning at 10:30 in the morning so students are starting to each lunch uh, right after breakfast basically uh, in order to get everybody through the cafeteria. Uh, there's no multi-purpose space, and over half of the students in the school are housed in modular units. Uh, despite this the school is still rated in good condition under the FMIS system even though it has an aging facility, one of the oldest schools around, uh, it's completely undersized and most of the students are uh, in modular classrooms and the school is seriously overcrowded. Because of the academic success of the school, enrollment's increasing and the current process doesn't factor in anything, at least as far as we can tell, about increasing enrollment when you have schools, and I believe it sounds

like Moencopi Day School's in the same situation, the school is performing, people want to send their students there, numbers are going up. Uh, under the current proposal we can't get additional facilities replacement facilities. And so Blackwater Community School is proposing and we will submit the written comments today that we have following and probably other comments. Uh, the reason we can't ever get an application is because the school's in good condition, the school's been maintained by the school. Although we would dispute what good means. Uh, if that's good, I don't wanna see bad. Uh, and so what we would propose is that in order for a school like Blackwater to even get to the table, you should treat seriously overcrowded schools on the same basis as schools in the worst condition or schools in a poor condition and let us at least get to the table uh, to make an application for new school construction. And we would propose defining seriously overcrowded in one of two ways. Uh, either if fifty percent or more of your students are uh, in appropriately housed, meaning that they're in modular, if more than half of your kids are in modulars we would define that as seriously overcrowded.

Uh, secondly, the space determinations have already been made twice for Blackwater. Uh, the amount of FMIS space currently in the inventory, the amount of permanent construction, is less than half of what the Bureau has already recognized as unmet space needs. So if you're in that situation where your existing permanent facilities are less than half of what the Bureau has already recognized as (inaudible) for new construction, uh, we would ask that you consider that to be seriously overcrowded and the proposal would be to let seriously overcrowded schools like Blackwater and potentially other schools, uh, at least get to the table to get the sixty five points that you currently only allocate for schools in the worst condition.

And I want to thank you for taking the time to talk with us today. Uh, I've been to a lot of these meetings. This is one of the first times where I can honestly say it feels like we're having a conversation uh, with the officials from the Bureau and the other folks, while you're listening, taking down our notes, and actually having a dialogue with us. I want to say it's a very refreshing change and I really appreciate the Committee's work.

A: Nada Tuli: Hi, uh, good afternoon. Nada Tuli from Hopi and I have to uh, also uh, go along with what had been said

today regarding the condition of schools. Uh, I'm specifically uh, addressing Hopi Day School uh, there at Kykotsmovi. It is probably about eighty years old and because it has been well maintained it seems like we're penalized for maintaining the school. And even though there's overcrowding same thing as anybody else. And about two three years ago, uh, we were told by BIA, within six months if you can get a land assignment, go through all the villages that this school affects, and have them agree to do one school as the Vice-Chairman had indicated, then we'll seriously look at funding a new school, a one-school concept. So we jumped through all the hoops. We got consensus from both schools, uh, we would replace the worst or first worst school or uh, which is called Hotevilla Community School and the second uh, third worse which is Hopi Day School. We'd combine the two schools, we brought that idea to the BIA they said fine, we met with uh, Jim Hastings(sp?), Jack Rever and they said you need to do this, this, this. So we went to the four villages it affected. Everybody was agreeable. We had both school boards adopt resolutions supporting this. We went to the Tribal council, we've got a resolution doing that. They said okay, not you need a land assignment. We got the land assignment. We did that all within a four month period and

that's not easy at Hopi. We got that done and then we went to BIA and they said, oh, you guys did a good job but now we don't have that money for you. So it's you know, it's very, very frustrating. And uh, so they said, well, go to your Congressional people. We went to our Congressman Trent Franks. He said, okay, I'll post legislation. We went that route, he did that, it went to the Education Subcommittee but because of the condition now in Congress you know, nobody is doing earmarks, it just died. And we did lobbying, we did, I mean we, and they said well wait 'til the new uh, priority listing, the rulemaking Committee makes the recommendations. You know, so we've gone the whole gamut and you know, it's just very, very frustrating. And uh, and as somebody stated earlier, if these conditions existed off the Res(sic), you know, the people would not put up with it. So why are we allowing our children to be educated in facilities that are eighty years old yet Hopi Day has made AYP every single year. Same thing with HBCS so I think you know, and you know, combining the two schools into one would actually save BIA money. So I think points should be awarded for that and also the educational component. And because I think we've jumped backwards, forward, whichever direction we've been told but still nothing. So and you know, the sad thing is the compound

that the school is at, we can't expand anymore. So I mean either we go up or and you know, I think it was thinking outside the box where the two schools came together and said, let's do one school. And you know, it was well received in DC but they said, okay, that's fine, but we don't have any money to give you. So you know, I'm hoping that you know, I would urge the Committee to look at you know, additional points for saving the BIA money and the educational component as well. And I do uh, I've learned a great deal today. I got really uh, familiar with a lot of the uh, you know, the uh, education component of the government and so it's been very educational, thank you.

A: Steve Thompson: Uh, Steve Thompson once again. Uh, I hear a lot of frustration in the room from folks and I truly empathize. Uh, I've been there uh, but I want to encourage you that if you are relying solely on the BIA for funding, you're in tough shape. You really, you have, I'm basing this on experience and Ms. Ojaye spoke to this, uh, and you might want to talk to her a little bit about what the last fourteen or fifteen years have been like. But uh, you really can't rely on one source for funding and key to this is uh, you all have a story, but the story you're telling is about what has happened to you a little bit and not as much about what it should be. And I just want to reinforce



that the notion of creating a vision for your school is probably the most important thing that you can do, if you really hope to secure funds from anyone. Uhm, it all starts with a plan and once you have that vision you're gonna have people at your own institution that are behind that vision and you're gonna have images of that vision and it won't go away. And that's an important tool when you go out and try to get monies for facilities. And so from our experience at Prep, it started with master planning and initially it went to the Navajo Nation for funding and once the Nation came across with funding for the dormitory project then the BIA came in and there was funding for subsequent phases. So I just want to encourage you to keep that in mind that the story you tell needs to be positive and about what can happen. That's really important.

A: Garlyn Navakuku: Good afternoon uh, maybe it doesn't want me to talk. Uh, good afternoon again. This is Garlyn Navakuku with Hopi High School and I was hoping that uh, Vice-Chairman Honanie was still here 'cause I really appreciate his attendance and also the council uh, representatives here, I appreciate your attendance here. Uh, makes me feel like we're not alone there sitting from uh, the Reservation and within the school. (Inaudible) Especially uh, dealing with facilities on a day to day

basis. But uh, the comments I want to make is uhm, back to the Federal Government and uh, something that I think hopefully uh, we all can uh, take a look at. Uh, it seems like we're always trying to find more the same thing uh, within the Reservations and within the schools. Uh, we should be in that position, uh, we should try to find a different way to come up with uh, different resources (inaudible) we don't have to do that. Uh, if it's lobbying, if it's getting this document together and presenting it to Congress or being able to get what is needed or close to the finances needed for uh, basically for (inaudible) day to day operations, operations and maintenance costs and because I think that the reason why we're in the predicament that we're in is because that uh, very basic funding is lacking and then we get into more uh, extreme emergency type situations where our buildings become more dilapidated because of the lack of (inaudible) funds and it's just a continuing snowball. (Inaudible) as you uh, as you go on years through years. You know working in facilities for the past uh, twenty some odd years, uh, I've seen new buildings come into play and go in a different direction and almost come to a place where it's almost (inaudible) unoccupiable(sic) and uh, building it back up to something that you'll be able to use and uh,

it's, a lot of it is mismanagement within the schools. Uh, but I think that can change with education and uh, (inaudible) different direction you know, positive direction. Uh, and talking about the FMIS system, I think that's a big educational component with uh, facilities operations and maintenance. But uh, I think more than anything what needs to be uh, addressed is uh, (inaudible) entail for it's (inaudible). Uh, it was mandated by the Federal Government by uh, by the (inaudible) law which is a Congressional law and uh, it's going to go back there and it has to be emphasized back to the point that the Federal Government has to trust responsibility back to uh, Native Americans for uh, funding schools uh, both from the educational side and the facilities and operations side of the school. But that's something that I think can be uh, worked out and I just had a school board meeting a couple weeks ago and I brought this to the attention of our board and we just got some money for uhm, the (inaudible) project to do some major renovations and we're fortunate for that. And uh, thank the uh, OFMC to looking at us and uh, providing us that opportunity. But uh, in this document it states that the building life expectancies is uh, forty years and we're at twenty five now and I informed the uh, school board that you may want to start looking at the next

fifteen years, fifteen to twenty years and what you're going to be doing with our building. Uh, I hope I'm there within the next twenty years but that's something that they need to consider, where is this building going to be, where is this facility going to be twenty years. Uh, that's a reality and uh, I think that's uh, something that all the schools need to start looking at is uh, for their facilities that are gonna be within the five, ten, fifteen, or twenty years. Uh, are we gonna be still fighting for the same piece of uh, what I call a piece of meat thrown in the middle of the table and we're all gonna try to grab at it. It shouldn't be like that. We should have a large uh, this is wishful thinking, a large sum of money that we can all stick our hands to grab a little bit of it and work with our schools, that we can uh, operate our schools with. Uh, maybe that's wishful thinking but at least it's uh, it's (inaudible) able to uh, move forward and possibly think in that same manner. Uh, I think Native American uh, the country has a strong voice and I think it needs to be emphasized to the Federal Government that the Federal uh, Government has that trust and responsibility to make sure that we do provide safe, healthy, school departments for our children and uh, provide a solid educational uh, opportunity for them. That's all we're asking. It's

nothing much but it's something that's important to us. Uh, and I think that's always gonna be the case and I'm not a politician or anything like that, I don't wanna be a politician, but you know, that's something that I think hopefully uh, you know, we all can work toward is to try to get that (inaudible) back to the people that do hold purse strings and hopefully give us that uh, just give us a chance to show that we can do the job that we're supposed to do. Give us the money that we can do the job with and uh, I think we'll be, all be okay but it's gonna take everybody holding each other's hands basically to try to get to that point and uh, hopefully we'll get to that point someday. And I'm fortunate that three of my children went through the Hopi Junior Senior High School and are pretty successful and uh, you know that's a credit to the uh, system that we do have. (Inaudible) uh faithful that uh, we do, they have opportunity from the Federal Government to have a school, high school there because when I was in high school I didn't have that opportunity and uh, we have to uh, be thankful for that that especially with our Reservation, we only have one high school so uh, we're able to share our cultural component uh, and show our identify as far as being Hopi and uh, living there on Hopi and still to to school there at Hopi so. And (inaudible) I just want

to thank the uh, the Review Committee (inaudible) uh, Emerson, David, and uh, Margie, uh, thanks for everything uh, that you folks have done for uh, for the cause here. Uh, thank you.

A: Larry Schurz: I know we're getting close to the end. This is Larry Schurz again. Uh, I want to thank everyone who has participated on the Committee and I was reflecting back earlier in regards to that letter that Salt River sent. I wrote that letter that our Tribal citizens signed. In allowing and asking for participation from most Tribes that hardly ever get the chance to participate and I'm glad the gentleman from Idaho was able to be on this and as a result. And I look back and I remember talking about this, uh, why it was put into the uh, reauthorization, the elementary and secondary education act. And how we got started in this process and how we wanted to go in regards to education with Indian children. As the gentleman had just previously stated, you know, it's like, it was like a piece of meat being thrown out and everybody had to fight for their little share. And that's what it was but I thank the Committee for at least getting to a fair and almost equitable uh, formula. I'm saying almost because we're not there yet. We still have a lot of work to do. And it's never gonna be fair and equitable but at least it's coming

closer and closer. It's much like, uh, when we first got into this situation and I remember (inaudible) on the uh, (inaudible) and the different school associations from across the country being there and going in and talking about this situation. And what really came out of this was, out of this discussion was uh, everybody agreed to share equitably across the board. As you recall, way back when, the Bureau had their formula of one-third of the school board funds to Navajo and two-thirds to the National (inaudible) School Board Association. And some of us that were kind of like really rural areas really didn't get a fair share of that school board money and this is the same thing that's happening today in regards to facility and I kinda see it but I kinda thought when I heard that two-thirds, one-third, I go, oh my goodness, it's back to square one again. And but in that meeting we all agreed that we wanted a process that was fair and equitable to everyone. And we begin the process of writing and coming together uh, across the country. And we hired Alan Lovsey(sp?) to write this for us because he was instrumental in writing the first uh, education act uh, under uh, Stewart Udall who was under the Department of Interior. He was part of the process and he worked with uh, Udall's office and he worked with uh, I can't recall

it's been back in the 70's (inaudible). And he wrote part of that language and I was really fortunate to be a part of this process and putting this language into law that became the uh, Indian Education Act of 2001, which is now part of the NCLB. And it's really good to see how far we've come in this process and I'm beginning to see at least an equitable process. And I appreciate the Committee for doing this and going this far and I'm kinda sitting back and looking and thinking, oh, this might be my last meeting with the facilities so I'm just thinking oh, good, I'm glad somebody else is carrying on, but we still have a long way to go and our kids are really important, our population is growing and we're gonna increase in the Indian country and I don't know what the Bureau is gonna do in regards to facilities because the children are, need space. They need areas. They, we need to you know, increase schools in the community but who's gonna pay for it? They stopped new school construction. No new grades uh, increase and I know that the Bureau put that in there under the appropriation bill. It wasn't Tribes, it was the Bureau. Such as the use of facilities by charter schools, a pro-rata share, that was put there by the Bureau. Facilities put that in there because they didn't want to have a charter school located on, with uh, BIE facilities. So this is something



that we have to think about and if we're not gonna get any increase and no more funding, we have to do what we have to do (inaudible) our space is increasing, if space in school increases that means that the share of money the Tribes will get or the school will get will get smaller and smaller because some schools will get more, some schools will get less but depending on the space we have in our schools. So that's something to think about because we don't know what's gonna happen down the road unless we begin to advocate uh, as Mr. uh, Wauneka from uh...

A: Edison Wauneka: Navajo Prep.

A: Larry Schurz: Yeah, Navajo Prep, stated this morning, you know, our Tribal Leaders but school board members, school facility people, educators, all need to talk to those who are in charge of the purse strings. And you're absolutely right when they talked about the uh, your plan, your mission plan. You'd better have a good one in place. You better have a good vision. What do you want your schools to be like in five years, in ten years, in fifteen years, and twenty years? Tribes need to be a part of this process because they're the stakeholders in all of this, they're Tribal Leaders, Tribal governments. They are the stakeholders. They act on behalf of our schools to the Tribal government, to the Federal Government. So that's a

process that needs to occur but we still have a process where we can communicate with (inaudible) Leaders. I just wanna thank the Committee for their efforts at this point in time, thank you.

A: Charlie Long: Good afternoon. I learned something out of here. My name is Charlie Long from Navajo Prep, Board of Trustee. I think most of us went to school but my time when I went to walk to school, not and ride bus, (inaudible) two hours a day or anything like that, back in early 1940. We too were discussing all these plans school (inaudible) facility and everything. But now we talk about our children, grandchildren, and great grandchildren. I think what we need is more money. The election is coming up. The people that we're looking to elect, we need to put all these drafts and everything, report it so they can see what our need is. So we can look on the bright side on the next four or eight years, probably that will be the answer. So what I'm saying is let's get down to business. Especially the school board. Us, at Navajo Prep we always sit down with matters before us. We don't debate every little thing and waste our time, we just get down to business. Mr. Wauneka, he's with the election administration. He always tell us, some other school they're just fighting, they're just whining about every

little thing. But we do go beyond that. We want to get our facility, our students, especially the students, one hundred percent we send them to college. Hopefully down the road you will get some professional people in your school, (inaudible) in Navajo Prep. So this will be the answer. Down the road we saw a lot of different points and whatever the draft is before us. (Inaudible) some of this down the road will give us a, how many percent your school go on to college, how many uh, up there, look at the public school, some of them are real way down. I wish they will hear some of these problems but us, the Native people, when I went to school (inaudible) too I was looking at some Mexican people, some Mexicana people, some us Navajo. Then I come home to my parents and I ask them, why are Mexicana in school? I thought they were already born as Mexicana and talking and this and everything. And somebody is smart enough to tell me they have to write, they have to spell, they have to go on the (inaudible) so that gives me an answer. Us the Native people we need to really put our self way up there above the Mexicana so we can teach them how to do (inaudible) things. But I think what I'm saying is, us Native people, you have cultures, you have your prayers, you have your minds, look into the brighter side for the future. So pray for our schools, pray for your

job, pray for your, the money comes in, (inaudible). A lot of responsibility. He will answer. Thank you, (inaudible).

A: Priscilla Antone: Good afternoon, my name is Priscilla Antone. I'm from uh, Gila Crossing Community School. And uh, first of all I want to tell you that I don't know nothing about FMIS. All this is new to me. I'm brand new on the school board and uh, (inaudible) have this young gentleman sitting right here that's trained (inaudible) in FMIS. And uh, I've learned a lot. I've heard uh, I know you know, I guess all schools are going through the same thing and uh, and just sitting here listening to everything it reminds me of uh, Indian Health Service. You know, we have uh, what they call a budget consultation meeting. They usually have it in Las Vegas. I call it a wish list because we come together as Tribes and we put down what we would like to see our budgets look like. How much money we want for Indian Healthcare. But it never happens. We get less, but we always shoot for more, but we get less. But you know, uh, (inaudible) a gentleman said uh, we need to move forward, you know. We have a lot of needs. In our school we have a lot of needs but we're moving forward, we're doing the best that we can to educate our children. I got on this school board because I have grandkids in

school and I want to see all of our children have that quality education that we were promised. I want to see that happen. And so whatever I can do and however I can do it, I'm going to do it and I pray that all of you will do the same thing. You know, as he said, you know, prayer is the key. Prayer is the key to everything. We cannot look at money and say, oh, money, you know, we need money, yes we do. But we have a greater power and that's our Creator. As we pray to Him as we did this morning that He will bless us with many things. We're already blessed with our children. And we're blessed with our land. Even though we have poor schools we're blessed with that too and I know that as we move forward and educate our children, we have a lot of uh, very, very smart kids, young kids in our school and I'm sure you all do too. And so we're just moving forward and uh, we don't have uh, playgrounds for our kids. We have to go to the park, they have to go to the park to play uh, ball. We have to go to the Boys and Girls Club for them to play uh, flag football and we use the Boys and Girls Club a lot because we don't have the facilities to do what we need to do. And our school is very unhealthy. We have a lot of asthma in our school and so we need to clear up or clean up our school and that's what we're doing and yes, we're asking for money also and uh, and that's what we

did. We uh, (inaudible) our clinic. It took many, many, many years but we went back and forth (inaudible) we pounded on the doors of our Congress people, our Senators and we told them what we needed, what we wanted. And I believe that it will be the same thing with our Tribal Leaders to do the same. Right now I'm sorry to say, we have none of our Tribal Leaders here with us (inaudible) sitting here at the table where they need to be. And I did tell them, I'm on the Health and Social Standing Committee, I'm the Community at Large and I told them about this meeting and education is from here and health is up here. Economic development is way up here and so we need to also educate some of our Leaders to make education a priority. And so I have invited our council people to be here. They're having a meeting right now I hear but you know, we have two or three representatives for each district and one could come and be with us. And I'm just you know, really sad to see that we don't have that representation of our Tribal Leaders but you know, maybe someday they will. We have mostly women now, maybe they'll get on the ball. So we have this (inaudible) I'm sure that they'll move forward for us but uh, I just wanted to uh, thank all of you for being here in Gila River even though it's one hundred and ten out and uh, but we have this nice cool place in here,

we're freezing in here but uh, we thank the Committee for everything that you presented to us and uh, I'm gonna take this home and read it some more and uh, like I said you know, our motto at Gila Crossing is, believe you can. And so that will be our motto also then all who are in here, we believe we can do anything. And so I just wanted to share that with you and uh, (inaudible) Blackwater is here. You know, their school is way out there. We're you know, they're the example for our, even though they say they're a little bitty school but they are uh, they are an example for us in our community. Uhm, they have a good FACE program and I'm also on the First Things First and uh, we're talking about using them as a model for our FACE program and maybe they didn't tell you but we talked about it. But uh, you know, even though before our schools are run down and uh, but we do have good teachers. And we do have good uh, principals and Superintendents and all that, that you know, keep the schools running no matter how bad a shape they are in. And so uh, so I'm really thankful to be here uh, today and I will pray that you all have a safe trip home wherever you're from. And uh, put a little more money in our casino. Thank you.

Q: Jimmie Begay: Yes?

A: Monty Roessel: I just want to clarify something real quick because uhm, and this is directed at Blackwater (inaudible) and it's this. The figures we showed in the FCI is what was before. So I'm stating the obvious but when I did the figures, and again I'm just kinda ballparking this, you're one hundred ninety four thousand away from being poor. All right? Which is a roof, the deficiency, it's the building, it's whatever. There's another school on here that's roughly eight thousand. I mean we're talking about really little amounts that can make a big difference and uh, the one thing I don't want to have happen is people feel like, we're good, why bother? And they don't go back and they don't charge their facilities department and say, let's get in the backlog, let's get this done, because it's really close. I mean you're talking about you know, (inaudible) a list of poor but it's gonna come down to very small numbers at the end. And I think that we know that going in when we did this formula is that there's gonna be (inaudible) down to you know, 0.110225, I mean it's gonna go to 0.110243, you know, it's gonna be really down there and I just want to make sure that people aren't frustrated by seeing this and saying, well we don't have a chance because you know, the difference between fair, good, and poor is very small. And



so and in doing this we actually ran pilots of this formula with OFMC and it held up and it made some changes. Schools that were never poor jumped up to number you know, two.

But uh, so I just want to make that point that I don't want people to feel like okay, you know, we're not gonna get our school or (inaudible).

Q: Jimmie Begay: At this time I would like to give other people a chance that have not spoken, if you want to speak, or hold your peace. (Inaudible). Okay, uh, I want to thank all of you, yes, the comments you made it's all recorded. It's gonna be part of all the discussion at our next meeting. (Inaudible) that I heard today and so those are good and all the discussion that's (inaudible) all this came back to (inaudible) discussion for five or six meetings that we had so it was good. What you said will strengthen the Committee's report to the Secretary of Interior as well as to Congress. Okay? Timeline, July 29th is the due date for any written comments and we had it on the (inaudible) catalog. Also uh, one is, we have heard it here, is Tribal uh, presidents, chairmen, council people, board members, to write letters. Once we give it to Congress, ask them to move it ahead and approve right away. 'Cause it's (inaudible) another year before they start looking at it. Okay, so two is, we need a lot of

input and a lot from Tribal councils, chairperson, your Tribal presidents, your Tribal chairmen, school boards, on funding for MI&R, and FI&R construction dollars. And we know that the (inaudible) are here. They (inaudible) lobby. The only people who can lobby are us to Congress. So we have heard uh, all this in this catalog that's written, you have all the copies, you can read it again and make additional comments. The amount (inaudible) construction. So a lot of input that you had, we have those, thank you for that. So again, uh, (inaudible) uh, Tribal lobby is very important uh, to Congress. Like tomorrow when you get back, write some letters. Next week write more letters. Board members (inaudible) and that takes place in February of each year. Again we need (inaudible) and really (inaudible) facilities funding. Especially the gentleman from (inaudible), they haven't had the funds. So a lot of these (inaudible) pushed back into the backlogs on (inaudible). So this all (inaudible) funding is very critical for (inaudible). Uh, the other thing I wanted to mention that uh, the uh, gentleman left mentioned that DOD, the Department of Defense schools, they get a lot of money from the (inaudible) excuse me, for facilities versus the BIE funded schools. You mentioned a lot of stuff this morning, how much Department of Defense

schools in this country as well as overseas. They have what uh, within another ten years they're giving (inaudible) close to eight hundred million dollars to renovate and construct their schools. What about us? Monty mentioned fourteen million. If you look at the uh, wars that are going on in Afghanistan, Iraq, they're spending one billion dollars a week. We need some of it back over to the schools for your education as well as for facilities. So uh, for those schools that are under the Phoenix area I really, you mentioned a lot of stuff you don't have (inaudible). (Inaudible) office, the agency offices, they should have been here today. (Inaudible) probably if you asked they'll tell you, oh, I didn't know that. They were sent letters. To every school board, agencies, everything. I believe they should have been here sitting here, (inaudible) they would have addressed a lot of these concerns. (Inaudible) they don't advocate for you for schools, for funding, (inaudible). So I believe they should have been here as part of this discussion because I don't think (inaudible) you know, go over here, be with us. If you call them (inaudible) I'll do it next month or next week, they never show. So I believe they (inaudible) and I think that's (inaudible) BIA to handle it. Maybe call a meeting with them next month. Bring everybody together.

Start talking about these issues. That's just a recommendation. I can't tell Emerson what to do or Dave over there. So, uh, you know, when this uh, presentation was made today with all the policy and procedures we put together, we tried to get away with this uh, good old boy network, because it's happened in the past. (Inaudible). But with the presentation today we kept telling and saying that, with this policy and procedures plus all the formulas in here (inaudible), if you rub my back, you can rub my back also, (inaudible). We tried to get away from that on this. So we (inaudible) it still won't happen, it still won't happen. So we told Emerson, said no, no more. So let this formula be the criteria to drive the whole thing. Okay, the times (inaudible). So we heard today FMIS, backlogs, uh, and I heard all of this so, I thought about naming my dogs FMIS and Backlog. Uhm, so what we heard today was very critical for every Facility Manager to know the system, to have input into the FMIS all the time 'cause that (inaudible) for your ranking of schools, for your funding of (inaudible) FI&R as well as a sixty six percent threshold. So that's what we heard and be sure that your Facility Manager is doing the facilities input (inaudible) these and then finally, I'd like to thank Ms. Acuna for the prayers and also the two ladies that are sitting there

(inaudible) smiling or the person that came to this casino,  
negotiated the price for this room, for camping outside,  
(inaudible) and got this place for us. So give a good hand  
for this. Thank you. Finally again, thank you for  
(inaudible) sitting here, (inaudible) comments (inaudible).  
We're still waiting for your (inaudible). Thank you very  
much and uh, have uh, good trip back to your homes.