

Tribal Consultation on NCLB School Facilities & Construction
June 15, 2011

Q = COMMITTEE MEMBERS

A = ATTENDEES

(INAUDIBLE) = Areas that could not be heard due to background noise, tape/phone line quality, muffled speaking, etc.

Q. Jimmie Begay: Good morning everybody. Good morning, yes. I do want to thank you for coming today. **(INAUDIBLE)**. Today we have tribal consultations on NCLB No Child Left Behind school facilities and construction negotiating **(INAUDIBLE)**. Um but before we start I'd like to call on uh Ferlin Clark to come up here to do the invocation **(INAUDIBLE)** and welcome. He he worked with with the office of the Vice President of the Navajo Nation of **(INAUDIBLE)**. I think he can introduce himself.

A. Ferlin Clark: **(INAUDIBLE)** Good morning **(INAUDIBLE)** and also uh all our relatives here. Good morning this fine beautiful day there's no wind. Maybe there's some rain coming not too far away **(INAUDIBLE)**. Navajo Nation President Vice President uh Executive Staff as- Assistants **(INAUDIBLE)** this important um event here that's hosted by the Navajo Nation and the seven committee members here that are um engaged. The seven members um the Superintendent Tom(sp?) my brother here Jimmie Begay my sister my **(INAUDIBLE)** and um Betty Ojaye and some of the members of the Navajo committee. So I wanted to welcome you like that in a good

way that the Hopi Nation the office of the Chairman Vice Chairman and then the Deputy Director for the BIA um I understand is here and of course um Monty and your leadership here and all of the relatives from the different schools, contract schools, grant schools, public schools, and Board Members and Administrators. I want to welcome you to the Navajo Nation and um I would like to say a few welcome words and then I'm going to um offer the the the prayer when I'm done. In um in 1868 Article six of that treaty different 29 Navajo head men signed this treaty and different tribes and some of these pueblos don't have the treaty but in our treaty these head men these **(INAUDIBLE)**. In that treaty is this for every 30 students a competent teacher to teach the elementary branches of an English education shall be provided and a school shall be furnished. That part right there of a school a facility a safe a safe structure a healthy structure for our children shall be provided. **(INAUDIBLE)** right here that's what this uh meeting is all about this rule made concessions so from that on that that time onward the different tribes and then the different um legislations that have been involved in the **(INAUDIBLE)** report all the way to the No Child Left Behind um Act up to now so this consultation is that um good it's a good time to talk about it and to convene and then to um send this document further back to Congress for for approval but this consultation is a very important aspect of it so all of our schools I know we need infrastructure we need um facilities a health place for our faculty our staff our administrators to work and also for our

school board to to govern and so and our students to have a safe ride from their home. And a lot of our roads are all dilapidated full of potholes and and muddy and so our busses our cafeteria our maintenance and to our staff, student our um classroom environment instructional environment. So that part right there and how our students understand and how they come to school and and and and and learn and that assessment that instruction and that curriculum. So I know you guys are way far over the away over here from this from this meeting. It seems like there's a disconnect right here and there really needs to be um bridge **(INAUDIBLE)** place to sit for on behalf of the Vice President who's overseeing education wanted me to relay that that treaty that history that purpose and that our children **(INAUDIBLE)** our children should be up first and foremost at the heart and spirit of this work here. So let's use those students and their future and their en- endeavor to get an education a- as as the focus and not necessarily the personal or political interests but the student interests putting that up front and so on behalf of the Navajo Nation I want to welcome any Federal Officials the members of the Navajo uh from the Hopi Nation and the different pueblos the different places you represent your fireplace your home and all of our relatives from the different communities of Navajo and the schools you represent. Okay I'll offer a short prayer and then I'm I'm going to have to go to another meeting and so um if you can all um bear with me. **(INAUDIBLE)**. That prayer that song that peace and the understanding between the United States

government and these different Indian people indigenous nations of this United States through that understanding and this education came this western English education came to us as Indian people. In a way it has um it has um given us very um different uh social cultural political um maladies some kind of issues with our health like diabetes and it has kind of taken away our language our culture affected the sense of identity of our children our our grandparents our parents and then our children that are yet to come. That part right here at how our Navajo people and our Indian people and today the Hopi Nation here if you can bless this this day and our and our children this day some of them have no parents some of them have a um difficult home that they come from. Bless our teachers, bless our staff, bless our administrators, and bless our board members. Bless this Navajo Nation the Hopi Nation and this dialogue this communication that these words these thoughts that they can be uttered and and be thought about in a good way and so that way um our leaders here and the committee and the uh designees on behalf of the Navajo Nation and these different tribes can take this document and that document can be funded by the by the Congress and with the President's signature on behalf of our children and grandchildren **(INAUDIBLE)** that footprint that they learn from language culture history with the western education will be something good for their career their personal their professional livelihood and and all of the sacred directions and all of the ways that we believe and the Holy Spirit Creator God Heavenly

Father protect us from any and harm evil danger and lead us in a good way today and into the future. **(INAUDIBLE)**.

Q. Jimmie Begay: Okay yeah Mr. Clark thank you for the invocation uh **(INAUDIBLE)**. I wanted to welcome everybody here **(INAUDIBLE)** all of the committee that's sitting here I'll introduce you later. Now so um from the Federal Officials also Regina uh Gilbert works with the uh um with the uh...

A. Unidentified Female Voice: Office of Regulatory Affairs.

Q. Jimmie Begay: Office of Regulatory Affairs Division BIA, also we have uh, Louella Nahsonhoja. Okay she works with the uh Staff Assistant Office of the Chairman the Hopi Nation. Welcome to also David Talayumptewa who works with the BIE Bureau of Indian Education in Albuquerque also and we have Margie Morin with the uh Office of Facility uh Management over in Albuquerque and...

A. Unidentified Female Voice: Katie(sp?) **(INAUDIBLE)**.

A. Unidentified Female Voice: Shea(sp?).

Q. Jimmie Begay: Shea.

A. Unidentified Female Voice: Consensus Building Institute.

A. Katie Shea: Consensus Building Institute.

Q. Jimmy Begay: She works with the Consensus Building Institute uh they've been a consultant with this group here. Um so the committee from the Navajo Nation that were nominated selected by

the Secretary of Interior back uh almost uh two years back we submitted our application in then these are the people that s- were selected. Mr. Andrew Tah a Superintendent of the Department of Education he's like uh probably busy someplace he'll probably come in later. We have L- Lorena Zah-Bahe Director of Office Manager **(INAUDIBLE)** Technical Assistant you know know her. We have myself also President of the Navajo Nation Board of Education, uh Miss Betty Ojaye the Executive Director Navajo Preparatory School, she's not here yet.

A. Unidentified Male Voice: She's not coming.

Q. She's not coming okay. We have Mr. Alfred(sp?)Yazzie Education Consultant. Monty Roessel Executive Director of Rough Rock Community School and then uh Mr. Lester Hudson is also a CEO with the uh True Sky(sp?) Community School. Uh let's see we have I think I introduced everybody here.

A. Unknown Female Voice: Cathy(sp?).

Q. Jimmie Begay: And...

A. Unknown Female Voice: Cathy **(INAUDIBLE)**.

Q. Jimmie Begay: Catherine Wright she is with the Education Department.

A. Unidentified Male Voice: Board of Education.

Q. Jimmie Begay: Board of Education with the Nav- uh Hopi Nation okay okay. She tells me she has her census or Hopi number so she's eligible. Okay um if you look at the uh agenda this um, committee the consultations are taking place all over the country. Let me allude to that. Today's uh Window Rock is the first uh first place to have this consultation and also there's one taking place in Seattle, Washington, which will be tomorrow, Phoenix, Arizona, that will be June 30th of this month. Rapid City, South Dakota June July 13th and Miami, Florida on July 19th. There are 22 representative tribal members to this committee or National uh No Child Left Behind negotiated rule making for facilities renovation and also school replacement construction. Okay so each of the members are designated to go to these places so we have our people here and some of us are are going down to Phoenix also for the uh June 30th uh consultation session down there. So, **(INAUDIBLE)** as we go through uh committee members will explain why this NCLB negotiated rule making uh was given to the tribes and also to come up with some policies and procedures for future school construction for future school a a Fine Art Col- a facility improvement repairs MI&R which is the Minor Improvement and Repairs for school-related facilities. So the committee has spent at least five or six meetings across the country uh starting in uh January 2009.

A. Unidentified Female Voice: '10.

Q. Jimmy Begay: '10 excuse me 2010 so we had like over a year and we met like uh in Albuquerque and uh Seattle, South Dakota, um...

A. Unidentified Female Voice: Nashville.

Q. Jimmie Begay: Nashville, Tennessee and back to Albuquerque so.

A. Unidentified Male Voice: Minnesota **(INAUDIBLE)**.

Q. Jimmie Begay: And Minnesota also so we had places here and then we try and invite other tribes if there's any tribes within the area to be uh participants in those meetings. So, um if you look at the agenda uh, I did my introduction here as we go along like 9:30 we'll have presentation Part One of the In- Introduction Catalogue okay that Lorena and Catherine will do that section after they do the presentation here and I think they have a hand-out there out there also, so if you go along with it if there's anything that you have a question on any comments you want to make in those uh presentation after they're through with the presentation then you can speak up uh here's another mike here that there's one there also that you duce- introduce yourself if you work at the school then say my name is so and so I work with the school as a Board member as a s- uh as a staff member or as a parent then you can make those comments. All those comments you are makin' will be uh recorded over here and they'll become a part of this consultation process along with the other four or five sites around the country and then the committee will come back together I believe it was September and review all the

comments that that came in and try to make a final product out of this. So, so without further adieu I'd like to introduce uh the presentation part one for review Introduction Cataloguing Lorena and Catherine.

A. Unidentified Male Voice: Lorena you need **(INAUDIBLE)**?

Q. Lorena Zah-Bahe: Yeah.

A. Unidentified Male Voice: **(INAUDIBLE)**.

Q. Lorena Zah-Bahe: Yeah, you want me to just to jump to that part?

A. Unidentified Male Voice: Yeah the overview.

Q. Lorena Zah-Bahe: Okay. Um **(INAUDIBLE)** um School Board Members, I see some construction uh Project Managers out there, uh teachers, school staff, parents, and school board members um **(INAUDIBLE)** and welcome to this Tribal Consultation Hearing. We are the first one the first tribe to sponsor the first Tribal Consultation Hearing so we need your input all of you because I know that you're here for that real reason to provide input. **(INAUDIBLE)** uh some of you uh would probably want to sit at the table. This is available uh we only have a few members of the committee here so if you want to sit at the table come and join us with you can have a table to write, write your notes on. I'm gonna be doin' the overview um oh this is on...

A. Unidentified Female Voice: Oh the overview? Okay.

Q. Lorena Zah-Bahe: **(INAUDIBLE)** gave me this one. The overview of the task and the process uh where we spent almost two years. Uh the Committee the Negotiator group uh Rule Making Committee we have tribal representatives on the committee and uh we also have federal representatives on the committee. It was a real big tremendous task that we had to look at. We had to look at a lot of data from OFMC uh on the current school facilities and we had to review that and I hope uh you understand what's gonna be presented here because there's some formulas that we developed to make our school facilities a lot better to improve the school facilities and there's a formula that will be explained to you for a new school construction uh process. Catalogue **(INAUDIBLE)** uh we worked on the catalogue and Catherine will be presenting the catalogue portion and that's the con- to look at and to review the condition of our current school facilities. So um we'll be talkin' about the list of the uh schools that were uh determined to be in a very poor condition so **(INAUDIBLE)** we worked a lot and uh we'll be listening to your input to your questions to your recommendations and um we had to uh the reason why the negotiated rule makin' that was um uh mentioned in the No Child Left Behind Act there was a lot of problems with school facilities in Indian country uh BIE funded school facilities and uh the secretary finally established a Negotiated Rule Commit- Rule-Making Committee and we had to look at three things: A catalogue of the facilities and the conditions of BIE funded schools, the second thing that we were charged with is a school

replacement and new school construction report and a formula so we've we've done that and we'll share that with you, and then the other one is FI&R and MI&R Facilities Improvement and Repair, Minor Improvement and Repair. So those are the two categories that we were charged with and we developed uh some changes in in how we renovate school facilities or how we do the repair work of the school facilities. So we'll share that with you. It's a lot of uh information to give to you and I'm I'm sure that you're all familiar with FI&R MI&R QI&R uh we didn't discuss much of QI&R. I know that there's uh that area needs a lot of work. So the reports that we gave you the draft report we gave you uh is is just talkin' about a need for replacement and a need for renovation and the formulas are in in that report so we'll go through that. **(INAUDIBLE)** um you have uh some time to provide your comment your per- your recommendation um I know that Regina and the Institute did a real good job getting all of the report online so every one of you uh BIE funded schools were emailed the full draft report and they were emailed uh where uh the meetings and the location of the tribal consultation. So **(INAUDIBLE)** so you have all that information. We the reason why we put it on- online is that you can be ready to respond to that and you can be ready to provide uh recommendations today. So this is Navajo area and Hopi Nation's Tribal Consultation Hearing. So I'll go ahead and turn it over to Catherine. She'll go through the uh the catalogue uh and what was recommended there. So this is a

draft report you still have a lot of time to provide comments, Catherine.

Q. Catherine Wright: Good morning um before we get to the catalogue there's actually an introduction and just generally speaking it it talks about the tasking process like Lorena was just talking um and it outlines and highlights the Federal Government's duty to educate Native children, and it points out the Federal failure to provide quality school facilities, and it also addresses the lack of transparency in the allocation of funds for schools in the process. The Chapter Two is the the catalogue chapter and I sat on the ch- Catalogue Committee. We broke into groups when we met and there was the formula group and a education group and a catalogue committee and what the catalogue committee was supposed to do is up on this slide, and basically we were supposed to come up with a catalogue that incorporates the findings from a Government Accountability Office study uh that was never done. It was also supposed to rate the facilities, school facilities with respect to the rate of deterioration and the useful life of structures 'cause as we all know a lot of the schools are very very old. Um we were supposed to establish a routine maintenance schedule f- the catalogue was supposed to establish a routine maintenance schedule for each facility, identify the complimentary educational facilities that don't exist but that are needed in the schools, and also make projections on the

amount of funds that would be needed to keep each school uh viable. And so this is what the catalogue committee...

A. Unknown Female Voice: Page 13.

Q. Catherine Wright: And that's on page 13 in the draft report. All right we looked at the conditions of school facilities we've got a lot of information like Lorena was sayin' so we've sifted through it and what we found was that there are 183 um schools on the Bureau's list um and of those in 2011, 34 percent were rated in poor condition which is really really unacceptable. Uh we also found out that it was estimated that it would cost \$1.3 billion to bring the 63 schools that are in poor condition uh up t- up to an acceptable condition. That doesn't even mean a great condition but just up to acceptable, and this includes new school construction, so that's 1.3 billion dollars which it's a it's that that's the goal. Um what we did find is that the Office of Facility Management Construction, OFMC, did request 112 million dollars for school facilities and construction w- I mean that compared to 1.3 billion is is is sad um and for 2011 OFMC actually received 46 million dollars, so they got less than half of what they requested. So it's gonna take a lot of time and a lot of money to get these schools into acceptable condition. The the catalogue the the committee agreed on that would be the Catalogue as requi- required by the statute is uh FMIS, which is the un Facility Management Information System, and that's the computer system that you've got to put in all the conditions of

all the schools, what exists at the school, et cetera um and this slide shows the flow chart of how things are put into FMIS. First the local Facility Manager will enter whatever the deficiency is into the computer system and they can enter everything except for safety violations which are S codes, and after that then a regional facility person approves or disapproves or changes what the local person puts in. Then the next level is this is a complicated level of of people touching the system there's a gatekeeper which is what they call the contractor who is in Albuquerque actually, and they either approve, disapprove, or change what the local facility person has put in the regional person has changed perhaps. The gatekeeper also ranks the levels of deficiencies like which ones are uh you know best to worst um and then at the, simultaneously there is each year a Safety Inspector is supposed to come to each of the schools and do a safety report and also the Safety Inspector can enter S codes which are safety deficiencies and also risk assessment categories. Once every three years a a Contractor Data person is supposed to come to each of the schools and that person will look at what's in the backlog what deficiencies are in there and basically validate that and also for the schools that aren't really keeping FMIS up to date will input the deficiencies that person observes. But at the very end it's the Office of Facility Management Construction, OFMC, that actually approves whatever this deficiency is like a broken door that was put in by the local facility manager so there are lots of levels

of people looking at these reports before it actually gets to be an approved backlog. The approved backlog is what gets funded or should get funded, but these are the things that are taken into account when budgets are made. The the ca- the Catalogue committee was very concerned about different aspects of FMIS and so we identified the places that we thought there were issues that weren't good for the schools and then we made recommendations as to how it could be made better. Um the five areas of concern were the accuracy of what's in FMIS, um it's the unclear roles and responsibilities for example who's supposed to do what kind of like that last chart we just had up there. You know it took a it took a long time at least for me to understand who's doing what within the system. It's it needs to be spelled out better. Um there's also uh a real need for training and support for people that are putting these deficiencies into the system and we found out that there are quite a few schools that can't even use FMIS because it's not accessible to them because of maybe they can't get the internet or there a lot of other um technical issues. And then the last one is the transparency of Condition Assessments and that's the those are the assessments that those contractors come around once every three years and do. They're uh I've heard stories about um how one person one facility person ran a contractor off the premises because they didn't know who they were. I mean that's the ki- and you know we want the contractors to come and do these assessments but it needs to be made really clear to the school people who these

people are and what they're doing. As to the accuracy of the data that's in FMIS um we found that there's you know incomplete and inaccurate data that's being put in so what we recommended is that we should prioritize uh help for the schools that need help you know regardless if they're grant schools or BIE operated schools that the schools that need the most help should get the help, because it's it's all the same to the students. Um we should be sure that all schools have equal access to FMIS and that the school administrators understand how important FMIS is and that's something that um can't be stressed enough is if it's not in FMIS it's not gonna get funded and then it's not gonna get fixed. So the da- ev- everything needs to be put into FMIS. Um and also we suggested that there should be a 40 hour that the 40, there's a 40 hour um training for learning to use FMIS and so the facility managers should be required to go and take those trainings and con- and also be updated you know I guess these refresher courses should be offered so they they keep up to date on this stuff. There the issue with you know we're not sure who's supposed to do what in FMIS was was talked about quite a bit and so what we recommended is that there should be um some kind of a structure to improve the communications between the Office of Facility Management Construction and the Bureau of Indian Education who's the BIE. The OFMC owns FMIS that's their software they're the ones that run it, keep track of it, but it's BIE people who are putting in the information and so what we strongly suggest and we actually wrote a letter to the Secretary

of Interior, encouraging uh cooperation between OFMC and BIE which are different parts of Department of Interior. Um we also suggested that there be a you know it should be cleared up what are the roles and responsibilities for everybody, from the people, the facilities guys, all the way up to um DC, like who's doing what in the system, because we were confused and we were people that were selected to be on this committee and so this is something that really needs to be straightened out. We encouraged um that there be um assistance in monitoring by um OFMC and BIE have all the schools BIE run and grant contract schools which means that they would be looking into FMIS and noticing like oh gosh this school hasn't put anything in in six months I mean there there there has to be something put in regularly, and so that's something that we want OFMC and BIE both to be looking into with the schools. Um and we also again emphasize how important it is for the school administrators to ensure that FMIS is being updated. I mean there were people that were saying FMIS should you should go into FMIS every day. I don't know if that's possible in a lot of schools because you don't have the personnel to do that, but you've got to get in there and put in anything that's any deficiency needs to be put in there. And we talked about having schools be required to use FMIS. Um we asked what happens if a school doesn't ever put anything into FMIS do they get do they get money for repairs and the answer is yes because there's already information in there and every three years a contractor comes around and puts in

whatever needs to be put in, but that's just not an efficient way to do things. We need these schools to be in good condition, so one of our suggestions is to require the schools to use FMIS. The problems with um being able to get FMIS training basically comes back to um the 40 hour FMIS trainings are being offered regularly in Albuquerque which is great, but for the schools or the school people that live further away from Albuquerque than we do it's a real problem like up in South Dakota et cetera, so um we wanted to be sure that there's training and that the schools are using FMIS. So we suggested that there be a national FMIS users group and also a regional FMIS support group, so basically if if you have issues or questions you can you you will have the list of people and you will know exactly who to call to say hey how do I do this, how do I do that, how do I enter this information, um and we also suggested that the 40 hour training and the refresher courses be offered regionally which wouldn't be that difficult but it's and it's been offered occasionally regionally, but be offered regularly regionally because a lot of schools they can't afford to ship their staff down to Albuquerque I mean it's not just the money it's the time. So um and also if there's any kind of um new things that come out in FMIS that the people that are using FMIS get advance notice and training before anything happens because we heard a lot of people talking about they had no idea how to do certain things because they didn't know about this, and i- i- that FMIS had been updated in such a way that they couldn't access it some people. So you know to let

people that are using FMIS know before anything changes in FMIS. We found that a lot of schools had problems accessing FMIS um and people were concerned about you know where do you turn to for assistance, it takes a long time before the help people get back to us, et cetera so our recommendation is that um FMIS be made available just on the internet. Right now you have to be at a dedicated terminal to use FMIS so you have to actually be at a school where there's a dedicated terminal rather than just on the internet and so we had a lot of questions about why can't it just be done like that because there's nothing that's top secret or confidential about the light bulbs being burned out in a school, I mean why why does it have to be in this secured um setting, and so we encouraged um OFMC and CIO which is the Central uh Information Office, they're the people that are kind of the bosses of the internet and computers within the bureaus. Um but we want them to be sure to respond to quick problems and also see if we could get FMIS onto just the internet. Uh we wanted to be sure that all users get an email letting them know you know if FMIS is gonna be down for an upgrade or whatever, let them know when it's gonna be down, about how long, et cetera, because people say they just get cut off and they have no idea when it's gonna be back on. Um and then again to provide a regional agency support or assistance team to ensure that backlogs are bein' put in. You know if a school isn't doing it for, because they don't have the staff or whatever, we need extra staff to help them get these backlogs in because these have to be put in, and it doesn't

it shouldn't matter if it's a BIE school or contract and grant school whatever it is but if it's if it's a BIE school not BIE operated but i- all the schools should be treated the same. There should not be a difference between grant, contract, and BIE run schools. Though I think this is almost the last one but the the contractors that I mentioned that come out um every three years, um the schools aren't real sure, a lot of personnel aren't real sure what, what are these people doing they don't know when they're gonna show up um and what is their accountability I mean what are these guys doing for the schools? And so what we recommended that there be better communication between the contractor and the schools um such as notice being given before they come out, and to require um entry and exit interviews between the school and the contractor. That way the contractor will sit down with the Head of Facilities or the school Administrator and the contract- contractor will say this is what I'm here to do, and then they'll say okay good, and then when before they leave they'll say th- this is what I did here these are the things I found, these are the things that you should be aware of. Um and we want for communication too we wanted the school uh to get a copy of the contractor's Facility Assessments Report because we heard that that wasn't happening, and we wanted to suggest that the contractor be accompanied by the school staff during the visit. Not to be sure that the contractor doesn't steal something but so that the staff can point out the different things that are that are deficiencies or issues to the contractor

because the school knows best what the problems are within the school, the school staff. So to have somebody go along with the contractor so he's not just walking around you know missing things that he should be noting to put into FMIS for the school. Um and the also that the school Administrator be provided with the contractor's scope of work and also a printout of the school's list of backlogs before, 30 days before the contractor gets there, and that way the school Administrator will be looking at these things going okay we wanna be sure that we point these things out, there may be things that are in FMIS that actually have been corrected that need to be taken out, but that way everybody's on the same page and they have the same information. Um and we also suggested that anybody that um is accessing fe- you know FMIS on behalf of the school be given notification if a backlog entry is changed by a gatekeeper because that does happen sometimes. I do under- I what I've been told is that notification does go to the school if a backlog entry has changed, but sounds like it wasn't consistent so this is something we're suggesting so um the people at the school the facilities people would know if the gatekeeper, or the people in Albuquerque, change anything within the system on the deficiencies.

A. Unknown Female Voice: Okay that was the last one.

Q. Catherine Wright: And that's it for the catalogue. S- so we're go- yeah so what at this point what we'd like to know and I maybe

turn this back over to Jimmie, is if there are any comments or questions or if anybody would like to make a statement. There's a microphone right up here or we can bring it to you.

- A. Alberto Castrieta: Good morning. Uh my name is Alberto Castrieta, I am the Principal at Crystal Boarding School, it's about 30 miles north of here. Uh we have a facility that's very old it was built in the 1930's, and it's an historical building or a lot of the buildings are historical, and so when I came here as Principal I'm brand new, I started in September, and uh I came after a 25-year career in public schools, so getting to know the BIE system was a challenge to me, and as far as FMIS is concerned I am very ignorant about FMIS because I tried to get into the training and I saw that you have some recommendations for training for Administrators. The issue with me is that some of these trainings are not available when it is convenient for an Administrator to go to this training. I believe that there were three trainings for the 40-day FMIS that were available this last year. Of course I missed one because I came in late to the school, and then the others were scheduled when I had some other issues uh a big priority is the academic part. We need to make **(INAUDIBLE)** I need to be in the school, I have to deal with the teachers, I need to be making observations and so forth, and it's difficult to get away to Albuquerque at uh some very inconvenient times. Uh maybe the Committee uh might recommend that uh FMIS uh trainers whoever uh comes up and conducts the training, get some

input from Administrators at the schools to see when it's more convenient to have these trainings. Right now we've got summer, we don't have the students in the schools, it's good time to have trainings, however uh maybe you have one in the summer and that's it. Uh there should be several opportunities made at these times when the Administrators have time to go in there and get this training and uh that is one comment. The other comment is that uh as far as backlog is concerned, uh when I talked to my uh maintenance worker that inputs into FMIS, uh he didn't have history on what was going on in the school. Uh we were due to have new school construction five years ago or so and the funds were diverted to some other schools and we never did have the new construction. I have a big book about this thick that has all the plans architectural plans and everything for the school. It never got built. I guess it just wasn't built because we have **(INAUDIBLE)** facility we have a lot of different types of additional repair in the school that need attention. A lot of safety issues too. We live in the we have the school up here in the mountains where we get a lot of snow in the winter time and so it causes a lot of deterioration of the facility. Uh when I asked about backlog uh I said twice my dorm **(INAUDIBLE)** you know had been repaired has it's that's those issues and so forth, it's five years that that's been backlogged, so why has it taken so long? Five years to do some repairs in a dormitory that really is needed in this school and uh so I tried to understand this backlog issue but uh a lot of different uh items that we have

entered into FMIS have been backlogged and we have had no information of conditions, uh of when I'm gonna get the money to make these repairs. Uh five years, even a year is a long time, so I would recommend that we have some transparency like you say, that we get maybe a report quarterly on you know what is the status of some of our backlog. I was uh what is the status uh this gatekeeper maybe should be giving us a status report on a regular basis and that's my comments. Thank you.

Q. Jimmie Begay: All those are good recommendations. Anybody else want their to make a comment or pertaining to the presentation that was made **(INAUDIBLE)** anywhere the committee sort of overlooked or can make any comment or recommendations in here.

A. Raphael Martin: **(INAUDIBLE)** Welcome to Navajo. My Hopi **(INAUDIBLE)** is sittin' here and I feel good I get to see you today. I'm Raphael Martin I am a representative of Wingate High School and Wingate School **(INAUDIBLE)** I also served as a **(INAUDIBLE)** Festival Association as the um Vice President so I'd like to make some comments regarding uh the issues that I don't believe we will see here that is beyond what we will be doing today, because Wingate Elementary School uh received a total replacement **(INAUDIBLE)** replacement some times back and the building that we moved away from are still exists and exists so the process there is questionable as we're uh going into what can happen, but certain groups have been asking for it even though uh board w- when when I was on that board we never did received any

definite plans on what to do and how to uh proceed there thereafter. All we heard, all we saw, all we were told, was first refusal, whatever that meant so, we thought that well the Navajo Nation wi- will be giving those old old old old buildings that that some of you and I ran around in **(INAUDIBLE)**. So th- that that's still in existence but there's no **(INAUDIBLE)** clear process in the demolition. Now I serve on the high school, there's a lot of difference, so getting back to the Wingate Elementary School **(INAUDIBLE)** that you're talkin' about and in terms of education we thought was there. The main thing was safety but the safety had to w- the building was away from the new uh the new structure was away from the old one okay now the funding documentation the funding information was there. It was there. Now uh turning to Wingate High School it's it's a school built rebuilt within a school, so we have old buildings sitting around the new structures that we're **(INAUDIBLE)** here and the demolition is going to take place supposedly this summer, and and during the process the difference between elementary and Wingate High School construction was the difference was the communication. We've asked how much even though the original documentation coming from OFMC is \$67 million. We've never seen the break-down of the whole funding picture, and we've been asking, we've asked we've asked but then we were we were always told that okay we'll get it and we never received it. This is what I'm talking about beyond what the book that you've all worked on which is in appreciated, so I've told you the two

things that uh we'd like to see somewhere even though they may be in another shop or another law office, or across town or from one chapter to the other the **(INAUDIBLE)**. That that concludes my my issues with Wingate Schools. The other one is the question is uh I know uh school replacement and new constructions process are going on on Navajo and maybe as well as other Indian country. I I I know **(INAUDIBLE)** small school 15 20 miles west of Crownpoint is a very active **(INAUDIBLE)** school replacement. The question I have is what is gonna happen? I know this this process is now maybe clarifying or speeding up the whole process of what we're going through and the experience we had with elementary school and high school and **(INAUDIBLE)** co- co- combined school it is **(INAUDIBLE)**. When will this negotiating rule make it when it's ready when it's all said and done proceed very smoothly. Hopefully it does but in the past it hasn't. The question I have is what is gonna happen with the where where these schools are at in the new school process. I guess we we will at that point we'll we'll label it the old process okay the old process. With this new process what's gonna happen here? We the the the thing we don't want it to happen is okay get back in the back of the line. See that's one thing we're we're lookin' at. We don't need to have these school boards being told to get back in the back of the line and start over again. That's why I say **(INAUDIBLE)** seems to be one of the uh uh clar- clarification that needs to happen that needs to be made that is being in- input somewhere where we don't begin again. Thank you.

Q. Jimmie Begay: Thank you Mr. Martin for your comments. When he was talking about old he kept lookin' at me. So **(INAUDIBLE)** just a little bit here um 2004 there were some rankings done by BIE for it was about 15 schools that were ranked one through 15. At that time there was no procedures and policies **(INAUDIBLE)**. I believe whoever what school had the best **(INAUDIBLE)** put all these needs together and the best uh proposal that came in with all of these **(INAUDIBLE)** ranked, some of these schools your talking about that we have some schools today that are in bad shape really need school replacement facilities but they were not ranked, so in lieu of all the positive on this and the procedures that were not there back in 2004 or 2002 when they started, and this is what the committee came up with. Think of it as **(INAUDIBLE)**. The school is ranked on that **(INAUDIBLE)** that is gonna be the driver for your school ranking **(INAUDIBLE)**. I will get back to you later.

A. Leo Johnson: **(INAUDIBLE)** uh my name is Leo Johnson I'm the Executive Director of **(INAUDIBLE)** Associated Schools, a grant school, uh we have a it was a a brand new a brand new school built back in 2002 and uh it's a pre-K through 12, beautiful buildings, three or four brand new buildings, but these the uh the problem that we have is that we also have a residential program. We have we have about maybe if it fills to full to capacity uh about 200, 100 students, 50 girls and 50 boys are high school, high school dorm. And these buildings we have three

buildings they are in old uh from the Shiprock 40 school days that was built in 1950, and uh we have three buildings and now that um we're talkin' about uh FMIS is steppin' in. What we're tryin' to do is that I'm not sure why the dorms were not considered as part of the construction of the new school and and I had to look into it and uh work with my staff the facility staff. We go back to uh there was some recommendations made as far as looking back into your FMIS system, and for those three buildings I guess they were built in 1950, and since then there was a a backlog **(INAUDIBLE)** at that time, and all these backlogs all these years and went up to uh up to now. Uh when we went back all those backlo- backlogs maybe 20 years back they had been deleted in the system, and we only have the updated backlog but what happens is that the way I was um, correct me if I'm I'm wrong, when I spoke with uh OFMC that um usually how you know it all just like uh Mr. Begay said everything is based on FMIS. Okay let's say in our school our staff members they had put in all the information in the FMIS system, let's say it goes up to about maybe five or six million, but then it goes through a process through the **(INAUDIBLE)** office then they do their um their evaluation then it goes back to one million, so when it gets to OFMC then it's not a priority. See that's that's where the uh I'm not sure what the criteria criteria is used for eligibility for you know to to construct that FMIS system to when it when it's delivered over to the OFMC. So that's where we are trying to uh figure out things and what we can do, um so right

now we are in the process of trying to get some answers as far as how do we what what can we do to get this um these three buildings uh because they are when you know we had uh **(INAUDIBLE)** went through the building with **(INAUDIBLE)** from OMFC. They made some recommendations and I think one recommendation was made was to have uh an emergency grant fix the roof. There's a l- a a leak uh in the roof uh so that part of it then we're trying to seek a new building a new residential building uh because that's used uh every year, 100 students every year, and it's always full to capacity. So that part of it you know as far as the process from the FMIS system to the **(INAUDIBLE)** all the way over to OMFC I'm not sure how that works. So that's basically where you know some of uh questions the recommendations we had.

Q. Jimmie Begay: Thank you. **(INAUDIBLE)** all your comments are bein' uh written here.

A. Unidentified Female Voice: Recorded.

Q. Jimmie Begay: Being recorded. Anybody else?

A. Alberto Castrieta: Alberto Castrieta Crystal Boarding School again uh Principal at the school. I did forget to say something uh earlier and uh uh my question is uh what is the accountability uh that this FMIS uh organizational charter has to the schools? There's got to be a way that there's some accountability on what's happening with those offices. Uh who are they accountable to uh because as I hear this other uh schools they also have a

lot of backlogs and it seems like it's backlogged for years and why? Why isn't there some progress being made? And so who is this FMIS uh organizational uh chart uh whoever's done at the top or who are they accountable to? How can we ac- how can we as a school get an assurance that we are gonna have some quality service from these people? And that's my comment, thank you.

Q. Jimmie Begay: I'll have uh Margie Morin to brief I mean briefly answer uh the gentleman's question also Mr. Johnson's question on the Shiprock **(INAUDIBLE)** school.

Q. Margie Morin: Good morning. Uh my name is Margie Morin I'm the uh Assistant Deputy Director at OFMC. I was um previously Construction Planner for our office. The way the FEMS system works is solely a management in- information system you know. It's it's a system that is used in all levels of the organization meaning all the way down at the school level. Uh everybody in the organization is responsible to put the information into FMIS. What are your needs out there of the school? Uh we've got a multilevel process and I as uh Catherine went through it earlier, the user needs to put some of the information in uh what are the conditions of the school and sometimes our users may not have the estimated capabilities on major construction, and that's okay. I mean they're there to work with the regional office and our office at OMFC. We're there to help you identify this information along with the user and region the Safety Inspector goes out. They're also responsible to put in health and safety

issues. Uh we have a contractor that goes out to the schools on a three year cycle. Every three years they should be touching your school. They are the contracting that's supposed to get the major issues, do the major estimating. All of this information as it's loaded goes through what we call a gatekeeper. That gatekeeper makes sure that the estimates are accurate, that there is not duplication of information being put in the system. It's basically the quality assurance type thing, and so they work with our office. Once they do the final estimates and touch back uh backlog and say yes I agree that **(INAUDIBLE)** needs to go in the system. Then it's finally approved by our office so there's always a lot of people touching that information, and sir when you're talking about why are these things sitting out there for so many years, that's because the need is so much greater than the funding coming in. We have a need of \$1.3 billion, and we're getting this year \$46 million, so you're always competing with all of the other schools nationwide for these project funds. You know not s- you all have great needs at your school but you're always competing with with each other on projects and it's all based on the information we get through FMIS. Okay?

Q. Jimmie Begay: Thank you Margie. There was a gentleman that that kept standing up all through the hearing **(INAUDIBLE)** back now it's his turn.

A. Wayne Nez: Uh good morning. Uh good morning. Um **(INAUDIBLE)**. My name is uh Wayne Nez, Senior, I am a FMIS uh user representing

uh here uh Pinon Community School. Uh what I see is a very talented field. In the real world it would maintain the school. There is inconsistencies as far as the information that is regarding FMIS. Uh my uh experience is that uh it's a little bit complicated to get information in and then lack of uh assistance out in the field. Rather all the information is at the upper hand um, I do recommend however, uh some sort of uh extended training which should be readily available to the users. For instance a CD-ROM perhaps that we can um have uh use in the office showing step by step as of how information should be input, and we hear that there's a lot of information that needs to be accessed to our executive directors, superintendents, principals, and I do also notice that the BIA BIE regional uh agencies are a little bit possessive of the training and 'cause I've encountered uh after several calls of how to get your information out of FMIS and uh one gentleman was a little bit authoritative saying that this is my job it's not your job. Uh of course there's glitches in the system as uh we try to you know get information or get work done that you know uh it is very important that some other way we can have uh information at our desk. I had to um with um the BIE BIA on Navajo country for three years, and um it's a system that that you have to um adapt to and there's tons of information very important information with the FMIS system. Um as um I was um listening on the uh presentation, regionals should be training that's somewhat acceptable but I do I recommend a CD-ROM out to our uh schools so

we can um learn firsthand on our own to uh work with FMIS and then doing give uh tons of credits to all of the upper ladder in the system uh as far as um the agencies uh regional BIA. So uh there's new facility managers here and I think they uh did **(INAUDIBLE)** out loud **(INAUDIBLE)** along my lines here in the field working with uh FMIS. Uh thank you.

Q. Jimmie Begay: Thank you your comments will **(INAUDIBLE)** another uh speaker.

A. Unidentified Female Voice: **(INAUDIBLE)**.

A. Unidentified Female Voice: (INAUDIBLE) Laguna Elementary I'm a School Board Member. My question is uh concerning the list, the ranking list, how can we get our hands on this list so that we can find out exactly how we rank? Our school was built in 1963. Our school was condemned twice, and uh we really would like to find out w- exactly where do we rank right now. Previous years we have been told that we're at the top. The following year we were told at the bottom, another year we are told we're in the middle somewhere but we have never actually seen a list of rankings. And so what we'd like to know is how do we get i- ha- our hands on a a listing of these rankings that you currently have? Uh the latest or the last time that our school was condemned was in '07 and previous to that it was condemned I think it was in the early 80's, and right now we're on the uh FMIS backlog and we currently stand at 12,868,059 and so we

that's part of our concern. Our question is that we'd like to get our hands on this listing.

Q. Jimmie Begay: Thank you for your comment and also on the ranking of your school. I'll defer that over to Marge on this side. Marge? And uh she would have the uh it's called the FCI index **(INAUDIBLE)** she'll make a brief comment on that.

Q. Margie Morin: I think what we're talkin' about are two different lists. One is a published list that was done in the Federal Register of what schools are on the replacement school. That was published in March of 2004. What I can do is before you leave today I will get a copy of that published list and we will hand that out. There were 15 schools added to the list. Of the 15 schools there's four schools that have not been funded. Those four schools are **(INAUDIBLE)** in Montana **(INAUDIBLE)** Beatrice Roundy(sp?) **(INAUDIBLE)** Little Singer(sp?) **(INAUDIBLE)** that are both in that. The other list that you may be talking about is the list of the 63 schools that we consider in poor condition right now, that's based on what we call facility condition index the FCI. How that is arrived is it takes all of your **(INAUDIBLE)** maintenance which is basically your backlog items, and then it's divided by the com- uh current replacement value of that building, and we come up with an FCI. An FCI that is greater than a .10 is considered poor. That is published on the Bureau's website and it lists the 63 schools, I think in alphabetical order. That is also you know that's available on the website.

I'm not sure if I can get that before you leave today but um I can give you the Federal Register. Okay?

Q. Regina Gilbert: Margie? Margie? Those two reports are on that website where we have all the NCLB material on so all that is there.

Q. Margie Morin: What Regina, what Regina is saying is that website link that you had on your report your draft report both of those are on that report on that web link, so I'll just let you go ahead and get it on that web link.

Q. Jimmie Begay: Yeah I think uh page uh five has has that website on there to go there and it has all the reports.

A. Unidentified Female Voice: They don't have a copy of the PowerPoint.

Q. Jimmie Begay: Yeah the PowerPoint that we're goin' through doesn't have in this uh website so we said all the information that that you want would have it in there. Go ahead.

A. Unidentified Female Voice: It's on it's on that it's on this...

A. Florinda Jackson: Good morning I'm I'm Dr. Florinda Jackson **(INAUDIBLE)** and um I'd like to also welcome other um fellow educators in the audience, and um I'd like to acknowledge that we're all here for one reason and it's for the sake of the children here in our Navajo Nation country and also in the Hopi country. And um um I'd like to address the fact that maybe the

perceptions of our our um this group here is representing a um a connection between all entities that's maybe not um been the the fashion in the in the past which is BIE, the BIE, the Navajo Nation, and and the governments working together, and that at a higher level of taking leadership would be that uh the rankings and the priority of education is not right up is not even up there in the Navajo Nation Council and the government um you know Obama's you know trying to make this a drawing for the NCOP but those types of uh talkings and discussions need to happen also here in the Navajo Nation and it is that help might be a like part of the senate or denied on the listing so you know with that clearance from the top and here we are at the receiving end with you know in the competition level of a- among each other is not really a fair and equitable way to approach things, and um I know there's got to be a screening mechanism for that money to be part of funding for the facilities but it you know we're all very much uh trying to compete among each other when it shouldn't be that way. We should all be receiving instead of competing and we're just going through these loopholes trying to see that pot of money. So I would like us to acknowledge the leadership discussions at the higher levels to acknowledge this issue. Thank you.

A. Unidentified Female Voice: Good morning.

Q. Jimmie Begay: Thank you again for the comment. Any other?
There's one there. Go ahead.

A. Noreen Sakiestewa: Good morning **(INAUDIBLE)** and welcome **(INAUDIBLE)**. Uh I have a comment in regards to uh my first of all my name is Noreen Sakiestewa and I'm the Director for the Department of Education for the Hopi tribe. In uh this presentation uh I think one thing was lacking, and that is that the Tribal Department of Education including the tribes are not included. For example we don't see the FMIS system. I know that that's the responsibility of the schools to input all of their data, but I think it would be great if the tribes could see what their schools are inputting, so that we can be in a position to better assist them in um looking for resources, looking for funding for our schools. So I would appreciate it if um there would be also um that link there to the charts that we also be included. Thank you.

Q. Jimmie Begay: Yes that's good uh give it a try for I guess authority to overlook the school and see what conditions and needs schools have. Go ahead.

A. Marie Rose: Hello my name's Marie Rose from Black Mesa Community School Principal there. Um I'm concerned about the FMIS system, an okay system that I went to the training before and it's an excellent system that's um that has a lot of value and I think but um the problem we have when we get back to the school at Black Mesa um our satellite, we only use a satellite to run our internet system, and when it's windy, when it's raining, when it's um the weather is **(INAUDIBLE)** you know we lose signal, um we

lose we lose power or we maybe we lose the whole program and um and I've sent some people to trainings before and the problem we run into all the time is that um it has to be downloaded onto your computer system, and I when the **(INAUDIBLE)** download onto the computer system then we have to run to the agency to to input data and it's very difficult to do that 'cause they also have people in line at the agency trying to use the same computer system that all the schools are using and um we have and and having access to user n- after you go to training you're supposed to get a user name and password. We I for two years ago I sent a person to training and to this date she still does not have a user name or password. And I recently sent another person to train again. We finally received it right before school was over like the end of April, uh we finally received his user name and password, but now the problem we run into is we need to download that um FMIS system into one of the computers again and we've been asking for CD's and we were told no no you we we have to do it ourselves we have to do it ourselves and we've been trying to wait and wait and wait. When is this when is this program gonna gonna be downloaded into the computers, and and the recommendation for web basing to be a better idea to be it will be a lot more feasible I think and a lot more um accessible for our schools and also people who go to training 'cause training should immediately, uh immed- immediately, immediately following the training we should get back on our computers begin using it because if we don't, then we forget, and that's one of the

problems we we've been having with the FMIS system. I mean it's **(INAUDIBLE)** it's an excellent program there's no doubt about it but you know the problem is we'll get back to the schools and what do we do? We run around in circles just like the gentleman said over there he's been trying to ask for technical assistance and asking for all kinds of helps and that's where it stopped. So um the recommendation to have um web based is my also my recommendation.

Q. Jimmie Begay: All the comments are good points uh especially the one on FMIS. We had a lengthy discussion by the committee and uh same thing we came up with okay, we'll then speak up.

A. Brenda Whitehorse: Good morning **(INAUDIBLE)**. My name is Brenda Whitehorse and I'm the Principal at **(INAUDIBLE)** Community School. Um some of the issues that we have at our school, is our school has been renovated um eight years ago. I'd been at the school for five years but the stucco on our building has on all three of our residential buildings, our main building, and our cafeteria building is coming right off our buildings. So my concern is who's doing inspections on construction and why it's happening, so we had to put um the repairs into the backlog system. Fortunately we got funded, but it brings up a whole list of concerns being a new- newly renovated school, this shouldn't be happening at our site, and that yes I do agree that it's the facility workers that need more training with technology um because facility management has really changed and I think the

that the BIE system within the last, from what I have been told, the last 10 years, and so our facility workers are now expected to enter um into the they they're expected to enter the web mailing, the ESSX system for the Emac audit, and then also the FMIS so the expectations for facility workers are a lot higher and I I do agree that they do need more training with technology. Okay that that's all. Thank you.

Q. Jimmie Begay: Thank you. Mr. Kedelty.

A. Stanley Kedelty: Good morning. My name's Stanley Kedelty Principal of Lukachukai(sp?) Community School. Um my issue is uh cost of uh maintenance backlog. One of the uh uh things that happen is the thing that's backlogged the cost is not updated annually and uh that's a great concern to me because uh with the new uh application that will be coming up uh I believe uh a large percentage of the uh points is gonna be from the uh FMIS backlog. I know that a couple of years ago BIE hired a firm to validate the costs associated with the backlog, and when that came out, I believe uh the costs at our school was lower than what we had in the FMIS backlog. So I would like to make sure that somewhere somehow that we are assured that the costs associated with the backlog is accurate, and due to the uh costs of material that goes up every year so **(INAUDIBLE)** that's an issue uh uh with the uh backlog in the uh in the FMIS system. Thank you.

Q. Jimmie Begay: Thank you uh we'll have one more speaker then we'll take a break for 10 minutes. Okay.

A. Katherine Benally: **(INAUDIBLE)** and good morning everyone. My name is Katherine Benally I represent Dennehotso **(INAUDIBLE)** Communities so I serve as a Council Delegate from those communities, and um today I'm here to voice my um comments regarding the proposed, I wasn't here for the presentation however I did get a quick read on what is proposed. I rather like the procedures and the processes that are recommended and um I would like to re- make one recommendation however. I don't know if it is um, if it can be done but I'd like to propose that you make it a criteria that um the **(INAUDIBLE)** take no more than 10 percent or less for administrative costs. I believe a huge percent 30 40 percent of the **(INAUDIBLE)** for example this fiscal year \$47 million allocated, about almost 50 percent of that is taken for administrative costs. That is why we never break down the backlog, it just keeps adding on and adding on, so if at all possible can that be written into the policy here? **(INAUDIBLE)**. Is there is there a prohibition in such a recommendation, and then um I'm here to also speak on behalf of Dennehotso Boarding School. Dennehotso Boarding School was on a priority list of sorts in 2004. 2004 we were number two for a a replacement school. For whatever reason the Nation the Navajo Nation and BIA or BIE had determined that they're gonna reallocate those funds to help finish Tuba City Boarding School.

Well being good neighbors we didn't object vigorously with all the **(INAUDIBLE)** they do need to finish that school. So we sat back thinking okay they're gonna be fair to us they're gonna put us back on the list. They have not. They have not put us back on the priority list since. They propose but I don't know maybe because of the one so-called selection process that is currently existing where I'm not making the cut. So I'd like to ask that we be a part of the previous listing the 2004 listing for priority, because I think you're proposing to grandfather those in. I would plead with anyone everyone that we be a part of that list again. We were there before we just got shoved back. And also that they respect the community of the parent's choice of site in our community. That is totally being disregarded that's expected at this point by OFMC. Based on the fact that it would like to be able to replace our school at the existing site because all of the infrastructure is there. But we agreed that would be cost savings in the long run. The existing site is not a favorable site to our parents. They have their objections and reasons for for not sending their children to this existing site. Thus we have a decline in enrollment, but they're asking if we rep- if we rep- replace our campus replace our school at the site of their choice it would bring their students back to our school. So that is the dilemma we are in we hope you can help us address this. Please put us back on the 2004 priority list and respect the selection site as it's only half a mile from the existing campus due south. That maybe that should be in here in your

rules that the community and the parents select a site for replacement schools be honored. **(INAUDIBLE)** thank you.

Q. Jimmie Begay: Thank you for your comment.

A. Unknown female voice: Let's take a break **(INAUDIBLE)**.

Q. Jimmie Begay: **(INAUDIBLE)** go ahead this will be our last **(INAUDIBLE)** go take a break quick.

A. Unknown Female Voice: Hello. Oh good morning everyone. Wow come on good morning.

A. All Present: Good morning.

A. Unknown Female Voice: Wow there is life. **(INAUDIBLE)**. Let me start all over again. **(INAUDIBLE)**. Thank you for that. Um I represent the Kayenta Community School and my I have several issues and I'm just lookin' at the audience. I I think I spilled my guts out several times and I'm just wondering if it's gonna be the same thing again. Who's gonna enforce all this?

(INAUDIBLE). It's getting' old. The record's old. **(INAUDIBLE)**. Who really is gonna help us. We keep spilling our guts out and telling us how many people what is needed for our children. Our children are not making **(INAUDIBLE)**. Why? We have kids that go on the roads that shouldn't be my gosh shouldn't even be on the ro- um on those roads. We have buildings that are are not adequate. There's so many other things and I think you guys all know by heart what needs to happen. What is it that's gonna make

this any different I'm just wondering. I don't want to put anybody down but I'm getting old. **(INAUDIBLE)**. I'm getting old now I'm just and it's the same thing. I'd like for somebody to tell me, so I can go back to my people and tell them why we're getting cuts, when in the first place Congress has never ever totally funded us to begin with. We have not **(INAUDIBLE)** the full funding so how do you go back to your people and tell them they're cuttin' something that they weren't doing to begin with? It's getting frustrating it really is. I we have a brand new school which is a beautiful school but the rooms are small, and I can't mention about the fact that we didn't get a a a stage. Little things like that really count when you're in a remote area. You got children that don't we don't back in the cities you have ballet you have piano the **(INAUDIBLE)** that our kids can have and and I I notice our children really blossom and they don't realize what they're capable of doing 'til they get on stage. Now they don't even have that. You build a school for us and take away. I from the beginning of the con- uh construction I kept talkin' about that and talkin' about that and nothing happened. And so I just wanted to question whether this is gonna do us any good or not. We are paid at the school's expense paid mileage I wonder how whether we're even wasting that money to do that. I think when you get to come and talk about the same thing over and over and over it gets frustrating. You're wondering who's gonna be the super per- man to listen to our problems and actually get it done. We have backlogs, we have buildings that

should have been renovated a long time ago at Kayenta. We're really really **(INAUDIBLE)** for whole area along the **(INAUDIBLE)**. I want each and every one of you to come and visit us. We have no electricity no no running water within 10 15 miles out of Kayenta. We're still and our p- and our people are still very traditional. **(INAUDIBLE)**. I'm just wondering is **(INAUDIBLE)** Mr. Roessel it's good to see you **(INAUDIBLE)** and Loraine and Mr. Begay. Thank you for listening to me. **(INAUDIBLE)**.

Q. Jimmie Begay: Thank you uh before we take a break I'd like to introduce Glen Allison(sp?) also with the Bureau of Indian Education **(INAUDIBLE)**. Anyway let's take a 10 minute break and then we need to get to get to the next uh...

A. Unidentified Female Voice: New School Construction.

Q. Jimmie Begay: New cons- school construction with Monty and Marjorie Morin. They'll lead the second session **(INAUDIBLE)**. So take a 10 minute break. There's some eatin' there also. Stay around for noontime uh lunch will be provided here. It's roast beef and mashed potatoes and vegetables, dessert, juice, water, and coffee.

Morning Break

A. Stanley Yazzie: **(INAUDIBLE)** very much Jimmie Begay. Others in attendance. I come before you with humility and with uh uh good

faith. I appreciate all that you're doing for the school for the kids **(INAUDIBLE)**. Good to see you again Marge and others uh Lorena. It's always good to see all of you. Uh my name is Stanley Yazzie the Board President for Richfield Residential Hall uh Program Dormitory. I uh come before you this morning uh to express uh two two uh issues. One in particular is a severe uh safety issue having to do with the uh dormitory at Richfield and just as a little information, it's about over a little bit eight hours drive from here. The furthest from Window Rock. I don't know some of you have been there, but nonetheless uh we have the Director uh Acting Director here with us this morning. He had to travel that far. Now the severe issue is very familiar uh the Tuba City Facility Management. Uh they are certainly aware of what uh the issues are there and it's our hope that that uh the critical issue safety issue will be addressed uh before the start of the uh next school year and as you know it it the school year is just right around the corner and since the students are not in the dormitory that we hope that that uh will be addressed as soon as possible. The other one has to do with the uh dormitory replacement and I hope I'm not echoing some of the concerns that were expressed earlier. Uh we were taught uh told uh this about a year almost a year ago that uh the replacement for the dormitory was uh gonna happen and we were promised almost and so we got ourself uh ready we had uh fit all the prerequisites uh but late uh but later on we found out that that wasn't gonna be the case and we were very obviously we were very disappointed,

and then at the same time we were also told that we would be on the list for other projects, but that didn't happen and I think before OFMC uh notifies the school boards and schools about uh the probability of replacement, they should be sure of what they're talking about because we were promised that will be a priority that it was gonna happen the replacement but it didn't happen so we went up to Albuquerque and me- met with the officials there and yet still we were told that we were not on the list and there was no funding, so we were very disappointed in that. So the concern is that we want to be uh placed back on the uh priority list. This uh dormitory is uh was built in the early 1950's and it served a lot of families, a lot of kids, and it was built there at this uh school, and the dormitory was uh built at Richfield for migrant families that were workers and it is still going on. It's over 50 years old. We've been trying to renovate that and of course wonder when the when the facility gets old you can only renovate so many times we're running out of cosmetics to do that. So **(INAUDIBLE)**. I just wanted to uh make that known to uh the s- uh all of you here and I think you're doin' a great job and thank you for bringing the consultation here uh to Navajo. **(INAUDIBLE)**. Thank you very much.

- A. Bernadette Todacheene: Uh thank you very much for this short time. I just would like to make a very short uh a very brief statement. Uh I am uh Dr. Bernadette Todacheene from the Northern Agency uh Area on the Navajo Nation Board but I do speak

as a um a public member, a grandmother, and a concerned citizen. They're very uh I was **(INAUDIBLE)** and noticing our schools are still on your list. I did have the opportunity to work at **(INAUDIBLE)** and um the uranium issues that are uh hurting the students there it's a big concern. They're still in the buildings there. Many of your great-grandparents that attended that school are still going into that school that's **(INAUDIBLE)** now in their great-grandchildren. So the necessity for have that having that change is dire, and I, I really uh want them to maybe to consider all of these big biggest issues. I had a chance some time ago uh as a grant writer uh uh consultant to go to uh Mississippi schools and to see how the Mississippi schools in Macon uh Mississippi are deteriorating and falling apart. I think if our schools are gonna be in such a fashion we uh I thank God for for the dry climate and weather because that's why we have a **(INAUDIBLE)** buildings that are here. They're still persevered that way but I don't think it's fair to us to be also on that competitive system. I was appalled here at a Chapter Meeting that \$49 million is going back to **(INAUDIBLE)** because the Navajo Nation is not gonna use it. I suggest that the money that is going to be used uh building homes be given to building schools. Either that or give us the stealth bomber funding and we'll be happy to put that kind of funding worth billions of dollars. Maybe we'll get caught up somehow. So those are uh two of the major issues that I'd like to uh say and I sincerely appreciate your **(INAUDIBLE)** time here. Thank you.

Q. Jimmie Begay: Thank you we will still need your comments written comments through July 27th.

A. Unknown Female Voice: 29th.

Q. Jimmie Begay: 29th excuse me July 29th, so you're about the issues that at your school you still have that comment to make. It's on the website right?

A. Unknown Female Voice: Yes.

Q. Jimmie Begay: So we're set it everything's on the on the website. Now we go with uh Monty Roessel and Marge Margie presentation part two Process and **(INADIBLE)** Replacement School Construction. I know you're all gonna have comments on this one.

Q. Monty Roessel: Good morning everybody. Um I'm gonna try to go through this fairly quickly and we're thinkin' that it might be best that if we just go from one to the next and wait for the questions until the end because these kind of build on each other, uh the MI&R the FI&R and the school replacement, and so you may you know your answer may come in the f- in the MI&R section or the FI&R or the school replacement, but they do build on each other and it may help clarify some things. The first thing that I want to bring up and it was brought up in the in the last section and that is the reliance on FMIS. Um there is a heavy heavy reliance on FMIS in all formulas and in the catalogue. There isn't another system available. That is the system we have. To try to create a new one would be a real waste

of money that could go to building schools. There a lot of good things in FMIS. I'm the Superintendent of Rough Rock Community School and as a School Administrator, when we looked at this committee we said it's the responsibility, it's in the job description that you are to take care of your facility, and so to the extent, and I don't mean to offend anybody, but to the extent that FMIS is not updated because of something that we don't do at the school level, that's our fault, and my school board should hold me accountable. And if I'm not updating that backlog they should fire me, because it's hurting kids. Just like if we're not getting the proper instruction in the classroom. But there is another section with FMIS and that is like Marie mentioned about Black Mesa. We looked at all of the different, uh we surveyed uh all of the schools, and what percentage of time and they can look at, OFMC can look at, and see how much time is spent by a school, and those schools that aren't updating we then ask why. Was it because of connectivity, was it because they didn't have training? All those things. And then when we started with this formula, we said there has to be a baseline, there has to be one level point some time in the future certainly not today, but one point in the future that says okay everybody has had the opportunity to input what they needed into FMIS. So the issue with Black Mesa, that's fixed or everything that they have is connected, so they have now put put everything into FMIS. All these all the schools at some point, whether they hire consultants to come out and do it for you and assist, that wasn't

the responsibility of the committee, but we said there's no way that a formula can be fair unless, unless we have some uniformity and some baseline of information in FMIS. So that's the highest priority. This formula and everything will e- everything else this committee is done is useless unless OFMC gives us that baseline, so that's what we need to as schools ensure, and they know it too, they know it too. So I wanted to say that because everything kind of builds on it, so we want to make sure that we can find the connections for the solution to Black Mesa that all of these kinds of questions and concerns and problems are fixed before this formula is enacted, and they're already working on it, and we're already moving ahead. And there has also been an awful lot of stuff that has been by OFMC from the time we started this process. So I wanted to bring that up first. The other is in 2004, they had a a procedure. We got a copy of that, we looked at it. It wasn't that bad. So why reinvent the wheel? What were the problems that we saw in the last one? The biggest problem we saw was a lack of transparency, and then there were certain things that we were given as our charge and one was educational space, that it wasn't identified as strongly as we thought, but this was the last um guidelines for 2004's list. Okay you'll see a lot of similarities to what we have, but then what we tried to do is we then tried to quantify, because one of the issues that we felt came up here and that lack of transparency, it was like people were behind those blinds right there making decisions and they, nobody knew why and how that

ranking came up. It wasn't articulated the way we wanted, so we tried to address that rather than reinvent the whole wheel. But these were the for- these were the the the principles that we made the new formula. First of all that the funding should be prioritized. The worst buildings should be funded first. Now that sounds real simple but in reality we know what how do you choose between Crystal and you know I'm tryin' to think 'cause I know that some of the problems you have in in Cove or you know schools that roofs are falling in and leaking. How do you choose between them? You're gonna say my school's worse, and your gonna say my school's worse, and rather than duke it out here and whoever's left standing, we had to come up with some kind of quantifiable way, and so what we wanted to do was say two things. One, worst first is important. Like I said I'm at Rough Rock. Rough Rock is is the last right now 'cause we're just finishing building a brand new school, so if you see Rough Rock on the list that comes up you, know something's wrong, but we won't be there so don't worry. But the formula must have these items addressed. The health and safety, and the other is that they must account for educational needs, and this is growing and this is something that we talked about with OFMC. The space guidelines that you talked about, I can't remember what school it was, that the classrooms are too small, you know and they don't account for certain new things. Technology and different, different things that come up. That has to be addressed more timely, because it does have an impact, but also the educational needs. What is

required? And we'll get into this in detail later. Um and a comment about FMIS it's only as good as the FMIS data—that's obvious. It must be uniformly applied. It must be you know that whatever happens at any school here, whether it's **(INAUDIBLE)** or Chinle Boarding School, that it comes out with a um a figure that's reliable, and I'm gonna have Margie uh not right now, but one of the things that we want to do is see this whether this formula, if we actually implement it, and OFMC with Margie she ran tests. Okay here I'm gonna take some schools, we're gonna plug into our formula, how is the ranking? So we didn't just make a formula and then we're gonna wait to see how it works out, we did pilot tests also, okay. Let's not be susceptible to manipulation, you know and that's obvious. You want it to be valid, you want it to you want to be able to to look at that ranking list and trust it. Must be practical. One of the things that we were looking at is doing a formula creating a formula that if you have that information, you have your FMIS backlog, you have the space guidelines, you can run this yourself and see where you come out beforehand. You can **(INAUDIBLE)** and you can go over it yourself and and get an idea of where you would rank. Should be defensible legally and technically. Again obviously okay. While we try to make it as objective as possible, there are some things that have to be s- um subjective, and we'll go over that later but then we try to separate that. Those areas that are more susceptible to the subjectivity, that was, and as you'll see in the process, in an open meeting. So I'm not gonna

sit behind somewhere and decide against the fate of somebody. You have to have the courage of your convictions, this committee that we're recommending. And this is the process that we're talkin' about. We're gonna talk process first, and then formula so you kind of have an idea on how this would work. Every five years, depending on funding, this process would start, okay so you'd have a an invitation to apply. Uh the list um, all the list and what we're looking at doing, is to say one of the things is we understand that some of the schools may not need total replacement they may need renovation. You're able to make that determination at your level, okay. So in other words it's not done for you. I know in 2004 it was kinda done for you. You submitted an application and then they told you whether they were gonna give you total replacement, or renovation and other stuff, so this is again we're putting that power into your hands to decide how you're going to apply for this. And of course one of the questions that came up a few times it's the recommendation of this committee that the 2004 list be honored, okay. And that causes concerns I mean there's some real concerns. What if other schools have had some issues that they're no longer the the you know they jumped up because of bad weather. Think of Shonto(sp?) and the the the roof of a building caving in, okay. And you have some schools they had a really harsh winter in the plains okay. And so but it was still the recommendation because one of the things that we thought was that if you're gonna be in the Federal Register and those rankings that should mean something. That's

the Federal Government saying we're gonna give you this, and who is it to this committee to say okay we're gonna throw that away and we're gonna start all over. In order to be eligible to apply one of the areas that we focused on is saying the 64 schools that are listed as poor in the FCI the Facility...

A. Unknown Female Voice: Condition Index.

Q. Monty Roessel: Condition Index that those are the schools that are eligible to apply to this process. That goes back to the worst first. Um others, you can still apply 'cause we can't keep you from it, but it won't be ranked and based on the formula as you can see, you'll be knocked down so far that it won't, it won't really matter. Um all schools in the poor condition will be ranked, um if schools do not apply, they will not be considered. In other words this is not going to be done for you. If you're the worst on that FCI list and you don't apply for a new school, no one's gonna do it for you. This goes back to that accountability factor uh school boards, administrators, community, holding everybody accountable in that line. OFMC will heavily publicize, not saying it's gonna happen in two weeks, but saying there's gonna be a window of applications, for say a two month period, that will be occurring five months from now. It won't be a single date, but it will be a window, so between June 15th through August 15th they will be accepting applications so it gives you time to start working on it. Now I just made those dates up so don't everybody start thinkin' it's due today. It

will be in the Federal Register but also just like the way we got this word out it'll be done by every means possible. During the five year cycle schools on the r- on the list will be eligible for MI&R and FI&R. This was something that was really, you know you if you think about it, it makes sense to go the other way okay and you know I'll use Rough Rock as an example. Once we got on the list it started our MI&R, well we still got some MI&R, but not really, but was cut, and rightly so. If they're gonna put in all this money for a new school what about this but there are some things that came up in that process that you can't foresee, so you still would qualify for some of this, but it will be on a case by case basis.

A. Unidentified Female Voice: Remember the page number too so they can...

Q. Monty Roessel: Yeah and if you, the bottom right-hand corner has the page number that these slides, I know you don't have the PowerPoint, but these slides um referred to where you can find this information in greater detail, so in this case page 37. The review of applications, 65 percent of the points which is primarily all of FMIS, will be done by OFMC because they're the ones that'll run and generate that. They'll say you know this is, this is the number the FCI all right. The review committee, and we'll kind of talk about that and we really need some input there, they'll award up to 35 points, and they'll do the other parts of the more subjective uh aspects of the application

process, okay. Um at that point a ranking of 10 will be unlisted, and those 10 will be invited to present in an open meeting, and this is the you know the the the the transparency issue being addressed. In an open meeting, they will present their case, be asked questions by the review committee, be able to ask questions themselves, but you'll know exactly who those schools are, and then from that, that committee will recommend to the Secretary of Interior, five schools to be funded. Now of those five schools if we get a really great year, the economy kicks in, and we have a lot of money, and we in four years it's all gone, we'll start the process earlier. The planning with OFMC as you know, is three to four to five years in advance so they'll know, if you know what we're gonna get through this money early, we can start that process earlier. So it's not like they'll find out in June that wow we're we're done, lets get a process going in a month. They can plan that far ahead based on what funding they receive and proposed funding. The committee, and this is what we're, we're discussing and would like to have your input also with this, is you know, who would be on this committee? Education experts, uh construction experts, you know whatever that might be. That's somethin' that I think you know we haven't been able to come up with a decision on that, but also you know, how to get nominated, and these are just some things that we're looking at right now, and so if you have any ideas on this, we really could use your help and guidance in that manner.

Let me stop for a second to see if Margie has anything she wants to...

A. Margie Morin: **(INAUDIBLE)**.

Q. Monty Roessel: Okay yeah the, the 63 schools of those poor are being evaluated right now with the educational programs as well as the facilities, and that's something that is new because in the past it was just primarily the facilities, so they're looking at the the the educational programs that you offer and the conditions of those, those facilities that you're offering those programs in. So in other words if you're using a a a a corner hallway to teach a class in, you know, Algebra, that's been assessed that they're they're having that updated right now, and that's one of the things that I alluded to earlier the idea that there's already some of this stuff happening, so you know some of you brought up earlier is this, is this just gonna be another report. We hope not and so we hope that when this is enacted it's actually we can hit the road running. Um one of the things that came up acro- uh with the transparency issue was that the full ranking will be published so in other words all 64 schools will be ranked and if you, if all 64 apply, and that will be published. It does not mean you're guaranteed, like if you're number 11, to come up next, but one of the things that was brought up and has been brought up, is that schools would like to know where they fall in that ranking. So if you're not one of the f- the 10 and then ultimately the five, that full list will

be published still, but we made sure that it's bo- that the notice would clearly state that there is no uh uh commitment to fund any other than just the top five, but it gives you an idea of where you stand. One of the things I think to to remember is that this is a formula for before, this is not the funding of the program. Once that's done, one of the things that as we we hear a lot about is that schools take too long to get ready, and they they have problems with land or water or whatever it might be, and to expedite that, what we looked at is that schools will be funded for construction based on their ranking, their readiness, and the budget. In other words right now what you have is you have a list of the 14 and we went, you know, number one, number two, number three, number four, number five. We're saying no. The top five will be listed in alphabetical order and then based on who's ready, on the budget, and on the ranking. The school in other words if the school can get through that process faster, they can get started faster. We wanted to build in an incentive to get people moving, so the sooner we can get schools started and constructed, the better off we can to try to get to the other schools. So trying to cut that lag time so that's something in the post-application process. And then those if if you, just like we did with the 2004 list, we're recommending that we also grandfather in any of those schools that are not, may not have reached within that five year period. And this is the process which I think is, I just went over, but it on page 39 and 40 you can see that.

A. Unidentified Female Voice: I don't know if you want hit on number eight, the 18 months.

Q. Monty Roessel: Yeah and the other is of course not because of the committee but it's part of law, and that is you have from the time you're awarded, you have 18 months to move forward, or you must reapply, but that's already in the process or already enacted.

A. Unidentified Female Voice: **(INAUDIBLE)**.

Q. Monty Roessel: Let's go through the formula so you, this is, this is the formula, and when I go through this what I'd like to do is give Margie a chance to kind of give you and id- a background on the pilot that we just, or that we did. 65 points will be on the condition of facilities and educational deficiencies. So that's FMIS, because FMIS now is gonna have your educational deficiencies, as well as your safety and and and health issues in there. So we've improved and it they've added the ed- the educational deficiencies, and we're not makin' this subjective so it's not like you're able to write in a, your consultant will write in, a grant writer or somebody will say you know these are all the problems I have. It's now quantifiable in FMIS. That's 65 points, five points for crowding, and is a is yeah if you look at this you'll see if your the crowding factor is 140 and above, you get five points. And again part of your s- if you tie in your educational space guidelines, they give you a

square footage for each student, and through and we tell you how to make it up based on a three year average enrollment per **(INAUDIBLE)** divided by the total square feet of core educational space, compare this ratio against the standard. So y- if you have students that, like you only have enrollment of 10 students in in a 10,000 square foot facility, that's pretty simple 1000 to 1. Okay, so you're awarded points and again it's quantifiable. It's not just saying if you're overcrowded you get a whole lot. It's based on how overcrowded you are. If it's 140 and above you get the full five points, 130 139 four, and so forth. Low enrollment due to poor facilities. It's ei- some of us some schools have say a dorm that's been condemned. Well right off the bat you have lower enrollment because you can't have students live there, and so you get five points. Um the three points if you can demonstrate students transferring from school because of poor facilities. For example at Rough Rock when we were in the process of building a new school we had a lot of students leave because we only had three showerheads that worked. Students in order to get in to take showers had to get up a 4:30 okay. So but being able to, you know you have to have it verified, you just can't make up some of these stories, okay and that's what we come back to. All of this will be verified by the selection committee. If I say we have three showerheads we're gonna somebody's gonna come out there turn on the showerheads and if they count four, you're not gonna get those points. Inappropriate educational space. This is if if you have

portables, uh some I think schools have come to us and said they renovated dorms, and those to to the classrooms so the same thing. 95 percent and you compare the amount of square footage you have in that space. So if your classroom, in a renovated classroom, is 1000 square feet, okay compared to your total classroom again and I'll use 10,000, that means that's about 90 percent, I mean 10 percent of your total space. Okay there's 90 percent of other space, so it's banked it's based on those points are awarded based on the percentage of inappropriate educational space you compare to the rest of your educational space.

Accreditation. If you have high risk of accreditation for example, you're a high school and you don't have a science lab, and that can cau- maybe it uh it have an impact a negative impact on your um accreditation for high school, you're awarded points based on this. Severe citations like that. At Rough Rock we had that, what is we didn't have a high school library, we didn't have a chemistry lab, well the state of Arizona says you must take the uh uh uh chemistry or a lab science. If you don't have a lab science how do you do that? So that's what we're talking about here. So incorporating also the educational needs. School age. It's pretty self-explanatory if it's over 60, 10 points and on down. Cultural space. This is something that was not a part of the old formula and it is something that was actually addressed in the charge that we had, is taking certain things into account, and in this case if you answer yes to question number one, which is is there a requirement for Native language,

culture, cultural education, that's one question is that is there a lack of adequate or sufficient space to support this program or and or requirement. If you answer yes to both you get four points. You get uh one additional point if you, despite that you still have a program anyway, all right. So in Navajo there is a requirement, so we all get to answer, one. Some of the stuff that was in the charge that we had, we didn't consider, and this is some of them school isolation, okay cost sharing, that was in the previous um process where if a tribe get puts some money in it could help them get construction going, um and then the isolation factor. So what I'd like to do now is give Margie a a chance to kind of just briefly go over the pilot that you ran when you ran this formula.

Q. Margie Morin: What my charge was, what the committee was to provide uh technical assistance to see, on these processes if they will work. Does this work uh what they're basing their recommendation on the new uh process. So what I did was I took the information um that they provided for how to write **(INAUDIBLE)** and I I I identified a number of the schools that are in poor condition, and I took the information, and I did enrollment projections. I think it was on s- five or six schools. I projected what their enrollment would be, I took and I built a a what we call a POR Program of Requirements, and that looks what does this space need for that amount of students. I looked at different types of schools, K-5 K-12, dorm only, uh

different types of schools in different regions, and from that information I went and did a cost estimate. What would it cost to improve that school for that size or whatever we're gonna be build, and then I loaded the backlog for that school, and I did the actual ranking in FMIS, and what we wanted to see was does the formula work based on the information we were provided, and it really did. It it these schools that I built the information on, and I ranked it against all of the 63 schools in poor condition, did those schools change their ranking. Uh before I went and ranked though I ranked the schools, the 63 schools in poor condition, without even touching the backlog, so that gives me the baseline. Then I noted the information, and I went in and ranked it, and to see if it there was a difference in those schools that I went in and manipulated the backlog based on the new information, and again they those schools went to the top. Um the only interesting thing that I did find on the ranking was there was one particular school where it had already had a replacement backlog in it, and it was listed as an S2 backlog, and an S2 backlog and I'm sorry to get technical here, an S2 backlog only gets a certain amount of points versus a new capital improvement backlog—that got 10 points. So if I got, if you got 10 points for that against a \$40 million backlog, it ranks higher than an S2 which only gets, I think it was six points against that 40 million so categorizing the backlogs in the right format made a difference, meaning if you didn't put it in the right line item, it didn't get the points that it it should have. So uh I

guess the results were, yes it did make a difference. After that what I did was, I didn't have the information for all of the um crowding, declining, inappropriate so I applied certain points to various schools, and that went to say, that makes a difference too. You may have and you may rank as the highest school based on the poor condition, but if you don't have the correct information for those other factors, you could fall back down on the list, so you really need to make the application and have these other factors um as part of your application package in order to keep you, you know, um in competition of the other schools okay?

- Q. Jimmie Begay: Uh the presentation is done here and it's almost 12:00 so I would prete-...
- A. Unidentified Female Voice: Jimmy we're not finished. We're only halfway through our presentation.
- Q. Jimmie Begay: Yes this is halfway through the presentation. I'm sorry we have two others still coming up. Uh if I can probably have these three speakers and then we can break for lunch. After lunch we can have our questions or some statements that you wanna make. One there, there's second, three okay. In terms of uh **(INAUDIBLE)** your name justification here is identify yourself your name.
- A. Unidentified Male Voice: Uh **(INAUDIBLE)** manager. Uh there is criteria as we understand um in terms justify uh justifying the

projects that **(INAUDIBLE)** standing out there. Uh I've been listening for housing. I know that there is housing out there and it's **(INAUDIBLE)** subtleties. Housing that has been real in the past uh years 1975, uh these housing are pretty much in a state of uh hazardous left and right, uh does this criteria fall under the same, as far as uh justifying objects, as well as this **(INAUDIBLE)**.

Q. Margie Morin: Where housing falls in is once you rank as a private and we start uh start the process that's when **(INAUDIBLE)**, but that will be the factor to get you a new school. You have to rank as a new school. Once you do that then we start the process of **(INAUDIBLE)**.

A. Alberto Castrieta: Alberto Castrieta the Principal of Crystal Boarding School, and uh I have a couple of questions and also some concerns. Uh the first one is uh I guess my duty as Principal to bring this issue up is uh uh Crystal Boarding School I guess was scheduled to be uh replaced with a new school several years ago, about five years ago, and uh like some of the other schools that first came up here too uh I guess there was some uh just about ready to built, everything all the studies had been done, uh the architectural plans were in in place, and then uh there was an issue with the land, and then uh all the uh funding was uh uh deferred to other projects, I think to the city uh also Crystal Springs and so uh I believe I was told that then Crystal would have to go back down on the list, so I would request uh

that if it was a priority list then, it should be considered priority now. Uh the other issue is uh the collaboration among uh all the different entities that are involved in construction uh the Navajo Nation, OFMC, uh the community chapter counts, uh of course the uh school staff, and and so forth uh that are involved **(INAUDIBLE)** in the construction process, um somehow I feel that maybe uh Crystal was not uh reconstructed as a new school because of this uh lack of collaboration among some of these entities. Uh if the land was an issue, uh why wasn't there maybe a study done to see if maybe the present land uh could have been used then, instead of building in a different area build right there? I know that we have an historical building there, and so we have uh this in the historical register, uh we have to abide by those rules as far as renovating, uh and even then the uh uh uh Historical Preservation office should get involved in making sure that uh something was done maybe to have the new building aligned with the old building, and or something like that. Uh I came in as a new Principal, and I can see in my mind that we could have built up a couple of stories maybe a two story building, versus uh a spread out building that uh you know needed more land. It was an official nightmare rebuilding the school and to uh still keep that uh historical building there. But uh the other issue is, uh I don't want to dwell on on Crystal but I do want to dwell on this process that you're talking about. I can see the 65 point up there FMIS and I don't know FMIS that well, but if I were a shrewd person, I would start putting a

whole bunch of different issues in FMIS just to gain points, and so it can be manipulated. You talked about manipulation in the previous uh uh what was it the **(INAUDIBLE)** and I I I feel that that could be done. Uh I have safety issues that you know, some of these points over here I could say well I can't even use my cell phone building because I have a **(INAUDIBLE)** so uh should I put it in FMIS or should I go to Game and Fish like I did for them to take care of the problem. Well maybe now I'll put it in FMIS, and get some more points there.

A. Unidentified Male Voice: **(INAUDIBLE)**.

A. Alberto Castrieta: Okay so uh anyway uh my other question is, \$1.8 billion or something like that is what we need to to uh fix all these problems. Who is lobbying for us? Why are we only getting you know \$50 million or something like that? What has happened to this collaboration among all these entities, I mean we have all these schools in the reservations that are in dire need of repair. I think the United States spends maybe that amount of money one or two days in Afghanistan. You know why can't we have somebody lobbying saying hey do something for us here you, know now. We are American citizens, we have needs, why are you going up there and wasting that money when we need it so badly here? I mean why isn't there somebody or a group of people getting together and going up to uh Congress and lobbying for the **(INAUDIBLE)** instead of having to compete for \$50 million. That is my concern. Thank you.

- Q. Jimmie Begay: Those are good points, very good. We have said that also. We have another speaker.
- A. Unidentified Female voice: I'm **(INAUDIBLE)** Service. I'd like to make a an additional recommendation that you send boards school boards and like right now **(INAUDIBLE)** the group and go and tell 'em a story of what the needs are and somethin' that I didn't hear but maybe somebody talked about it, constraint. 51 percent of the money that we get is constrained. Where's that money? I've asked for 20 years where it is. It goes here it goes there it's in the war whatever, but if you will think when you get paid if somebody held up 51 cents out of your dollar every dollar that you get you're gonna be in uh pretty bad shape too. Uh another recommendation I would make is that the Navajo Nation have project records on all these new construction, new school construction, so that they will know what's goin' on when these schools are built. That will help a lot, because these schools will eventually probably be part of the grant process and the Navajo Nation needs to know what's going on at those schools and I think that would help, but I listened for maybe a couple of hours and I don't hear the school board piece. Wingate Valley has two brand new schools, beautiful new schools but that's because they had school boards that went to DC not once, not twice, maybe five, six times and they visited with those folks, and we had great facility people that put our needs up. I don't know how we would've worked on this we would have probably been

in the top five for a long, time because our needs were great. We were an 1868 facilities there but you you have to bring boards into this. You know the boards need to be the ones lobbying people. Federal people can't lobby, but they made a difference in the Wingate Valley, and when you decide how we can get some housing out there, we need it. I've lived in the same house for 20 years and when I pull out on the 30th of June, they're gonna renovate that and tell me how much asbestos was in there and I'll probably have to go on TV and make a claim. But I'm just tellin' you that you need to really be thinkin' about that because that's that's the future of it. But I think the dollars and cents are that the boards go lobbying for that, because 51 percent constraint on the facility's money is just it's it's just goin' up every year and the needs are there, they can't meet the needs with that problem.

Q. Jimmie Begay: Thank you for your comment you hit it on the nail. Thank you very much you were really expressive uh I like to discussion **(INAUDIBLE)**. What we'd like to is before the food gets cold back there we'd like to have um food at this time so the food is served in the back. You you can make a line and come back then after we we eat we'll go back into your comments and questions only. Presentation was made. Thank you.

Lunch Break

Q. Unknown Male Voice: I think that's very important but uh that should include the department supervisors or building supervisors. Uh I'm finding that our school even though it's just at a Shiprock alternative schools were, we had three different location codes, so the all the information on FMIS, uh when I reflect back on all the uh work orders and all the improvements uh the renovations and even the dorm replacement that had been recommended all these years, um and finding out that uh from our facility manager that we, uh our school gets locked out sometimes or they cannot even put FMIS information on our buildings, uh that you know like for example, even if the campus is open I can't access that uh you know that that that's I think that should happen with uh FMIS. Um the other is that you know there was a uh some uh comments made about um being on the list. Um being there for eight years now I've seen, uh I think we were on the list for dorm construction, and I know that a couple years back when we were in Albuquerque when the **(INAUDIBLE)** first came out there were um comments and uh recommendations made to a lot of schools that you know to be shovel ready and also that uh we had submitted a proposal at that time Doty(sp?) was there uh I think it was **(INAUDIBLE)** gathering at that time that we were pushed all the way up to second on the list for dorm replacement and construction at that time, so we're looking at the new list and then also the ranking that I'm seeing, uh my comments are that training will be very uh you know

that is a very smart move, and then also the my comment on the other is that uh as soon as I get back, uh meet with my administrator to resubmit an appeal maybe to the Negotiated Rule-Making Committee and other the administrators responsible and uh in charge of ranking, that we be put back on the list also because uh as of two years ago and then last year we I g- I saw a memo that we were on the list to receive a a modular, a prototype uh building for Shiprock dormitory. Uh that came and went and uh didn't receive anything, so it's supposedly was supposed to have been a modular type of new dormitory uh construction that's supposed to have occurred, but um uh I didn't see that so uh so just wanted to make those comments and that I think that uh where you're headed uh I've heard some of these comments made before two years back about all the information that we are receiving today, so that I see that you know just like what has occurred with **(INAUDIBLE)** campus a lot of student data is being put into order now all of the funding and building uh structure and rankings are put into order so uh we are looking forward to future meetings and I thank you for coming.

Q. Jimmie Begay: Thank you. Any other comments from on the school construction **(IANUDIBLE)** funding? So **(INAUDIBLE)** all that was presented this morning right, before we ate? Uh least we still have uh July 29th to leave written comments, you have time to do that **(INAUDIBLE)**.

A. Stanley Kedelty: Uh Stanley Kedelty uh Principal uh Lukachukai Community School. I just want to make a comment on the makeup of the uh committee that's gonna be uh uh set up for the um ranking of the new applicants. I don't have a recommendation how how to do that but I think the makeup of the committee should be people that would really be fair in how they uh will rank the uh schools and new and new applicants. Um that's my only comment I'm, I'm really don't, don't want to see where uh people that would favor some schools would be a member of those, those committee. I think we just need to be really careful in how we set up that committee. That would be my only concern. Thank you.

Q. Jimmie Begay: Thank you for your comment. Any others out there want to make a comment? I wanna thank you for the people that catered the food here. It was good, real good. You gave me about uh a pound of beef. I wanna thank them and also I hope everybody had a good lunch also. Any other people out there make wanna make a comment? Question?

A. Bernadette Todacheene: Thank you uh committee members uh Dr. Bernadette Todacheene uh Navajo Nation. Um I'd like to make a comment on the process of the ranking of when the schools come in and the five year uh open window. Um I can uh uh when with they way our systems are set up, there's a lot of turnover on employee um employment. Principals, Superintendents, ELO's, and I happened to be in that situation when I was working at the BIE school. I went as an Acting Principal and the uh board members

came to me and informed me that they were on the list um of uh the the replacement buildings, and so there was not a lot of information out there that was a carryover from the previous person that was there. So I think with a- and um if if you read the statistics, you look at the the numbers, it's a serious problem when you start seeing a large turnover in of employees, of administrators, and appointees uh and so I I'm thinking that there needs to be a better system, a better way to assist these incoming uh individuals, administrators, in helping the process continue. The and I know that um for the past two or three years there was a concern of replacing the committee and I I don't know how long it took this committee to get put together, but that was a delay also. So when you're adding that into the five year open window again there goes some more time. So I'm thinking of possibly having it uh take back that 10 year one and stick with it, unless there is a dire dire need for a school to be put in to be prioritized, and I think uh you know it that's one of the issues of the delays. And on the FMIS system a lot of these other, schools I'm finding this out as as information is comin' into me as a Board Member, is that they don't think that uh some of the grant schools don't believe that they have to put in FMIS information. They don't believe that um they have to comply with these federal regulations and so it's it's the education in it. There needs to be a um also another system put in place to uh tell these grant schools you must comply, you are getting federal money, we have the systems, you must use it, and the reasoning

behind it. I think a lot of them don't understand that um if they don't put in the needs into that system ,it's not gonna be recorded, and the numbers are not gonna be adding up for them. So that's another thing. Um miscommunication of information. Also uh is it 63 or 64 schools? I heard two numbers.

A. Unidentified Female Voice: 63 because **(INAUDIBLE)**.

A. Bernadette Todacheene: Okay thank you. Uh then uh I think on the alphabetical order, that concerns me. I think when we have to go with the priorities. We're telling our our individuals, write down your priority list and number them, and we will go with the priorities that way. Here we don't say okay give us your priorities there's 20 of them we'll put 'em in alphabetical order and we'll attack them that way. That's not how we do it, so I have a concern there, meaning that the the individual schools that are in dire need, may be letter Z, and they're put down there from A to Z--so that's another issue. Thank you.

Q. Jimmie Begay: Thank you. Any other comments, suggestions, questions? Going once, twice. Oh I forgot to introduce our Council Delegate uh Mr. Walter Phelps, he's a Council Delegate seven years.

A. Unidentified Female Voice: Health and Education Committee.

Q. Jimmie Begay: Health and Education Committee **(INAUDIBLE)** representing uh **(INAUDIBLE)** I don't remember all the communities.

- A. Unidentified Female Voice: **(INAUDIBLE)**.
- Q. Jimmie Begay: Bird Springs(sp?) , **(INAUDIBLE)**.
- A. Unidentified Female Voice: **(INAUDIBLE)**.
- Q. Jimmie Begay: **(INAUDIBLE)**.
- A. Unidentified Female Voice: **(INAUDIBLE)**.
- Q. Jimmie Begay: **(INAUDIBLE)** so he's here with us. Thank you for coming Mr. Phelps. Any other comments out there regarding the uh funding for what for construction as well as uh construction activities that was presented earlier?
- A. Unidentified Male Voice: **(INAUDIBLE)** Boarding School and I just have a question about the the application process. Will it be a **(INAUDIBLE)** process that we can use online so that like the EASIE that uh you can just put all your application online, it saves it for you online, and then you submit it. Because if it's a paper pencil type application, then will this take forever? And so I would suggest that if you do have an application process that you make it electronic and use your printer. Thank you.
- Q. Jimmie Begay: I'll defer this question over to Monty.
- Q. Monty Roessel: **(INAUDIBLE)**.
- Q. Jimmie Begay: His comment is we'll take that into consideration. We haven't gone that far yet so. Any other comments out there? Okay now we're going to Mr. Phelps.

A. Walter Phelps: **(INAUDIBLE)** uh Mr. Tah and others, administrators **(INAUDIBLE)** uh Walter Phelps **(INAUDIBLE)**. Just in just in general, uh I wanted to make a comment um I'm not exactly sure what all the details and the standards, the building codes, commercial codes uh apply when they assign these points and on these so these are built. I'm sure every the government uh uh tries to ensure that uh they include and incorporate uh all the uh the uh safety standards that could be applied to any federal facility, whether it's a forest service or national park or uh uh hospitals with IHS or or any other federal branch, but uh my thought is that um recently we came across some information uh that is a little bit disturbing, uh that I wanted to uh just point out to to to the the listening audience here uh for the sake of uh incorporating this this uh information, and maybe to to generate more research uh for for data in this area, which is uh the fact that northern Arizona is um one of those areas that uh uh evidently uh has been identified by geologists as a high uh risk area for uh earthquakes and uh plates shifting you know underground **(INAUDIBLE)**. Uh those, those I think have an impact on on uh the the ratings that that we need to include when we uh try to uh to uh include what kind of conditions our facilities have. You know those are things I think that uh safety uh facility uh inspectors should also be cognizant of when they do uh asses these facilities uh for for our communities and for our children, and I just wanted to point that out. That was something that I that uh uh I I am aware of because you know it

it does affect a lot of our other facilities including the hospitals, uh the school facilities, uh just uh just by the fact of where we are located uh geographically, so um um I know that you know we we we have been fortunate not to experience a lot of um you know real violent and uh and high level uh ratings of earthquakes but there are tremors that occur and they do impact our facilities, and I think those kinds of things uh should be uh kept in mind and and incorporated by our facility uh inspectors as well. Thank you.

Q. Jimmie Begay: Thank you Mr. Phelps. Anybody else out there who wanna make make a comment? The uh timeline for this is like I said July 29th is the last day to receive comments, written comments, and also by September 19th.

A. Unidentified Female Voice: Um hum.

Q. Jimmie Begay: September 19th, 2011, the all committee members will meet again to consider and review all the comments made from the f- the five consultation sessions that are taking place throughout the county. At that meeting we will finalize the committee will finalize it and uh the document, and then the next step is to send it over to the Secretary of Interior and also to Congress. Then we start the wait time. It might take a year, year and a half, to two years for the for Congress maybe to act on it, so we're lookin' at probably uh maybe 2013 '14 by the time this is approved, and then that's where the all these uh the

(INAUDIBLE) draft uh documents you see, will come into play and then be given over to BIA ,OFMC to start a lot these whenever it is approved. That's the timeline now. Any other comment? If none we're headed over to **(INAUDIBLE)**. Almost a minority. Minor and major renovation **(INAUDIBLE)** replacement. So we do the uh minor FI- MI&R presented by Lorena Zah-Bahe.

Q. Lorena Zah-Bahe: Um there's no formula for MI&R. We discuss as a committee how MI&R is distributed right now currently to all the schools, and we made a little bit of change on how it should be distributed to the schools. So um MI&R **(INAUDIBLE)** at the schools so OFMC really needs to communicate with every individual school on what MI&R is and what FI&R is. Um Mr. Tah and Jimmie are gonna do a presentation on FI&R right after me. Uh MI&R is a real small portion in our report. All uh it's addressing is a minor improvement and repair and we saw that as a preventive uh strategy. Um all the money that's given to you for MI&R and FI&R should really fix a minor minor problem uh so it doesn't get bigger. So the main important thing of um MI&R is having to do with maintenance and operations. Uh a lot of backlog uh happens in MI&R. There's so many backlogs and there's minor, major and all the backlogs uh on the cost of the money and uh from 2,500 to 500,000 uh costs **(INAUDIBLE)** on a repair. Those fall under the minor M&I MI&R category. All those over 500,000 they uh they become FI&R in the major category so **(INAUDIBLE)** and right now the way we do uh distribution is really based on FMIS. Every school

has to input uh FMIS uh into the computer so **(INAUDIBLE)** you prioritize where you need money spent on the minor repair or major repair, so all that goes to your agency education line officer and then from there it goes into OFMC. Although some, some schools in Indian country are being, uh they feel that they're uh kind of left out because of the FMIS problem that we have, and that's been mentioned here before. Technology is a real big problem, especially in isolation and remote areas.

(INAUDIBLE) uh we discussed that and everybody needs to input into the FMIS system. That's the only way you will, your problem will be addressed, whether it's minor or major. So **(INAUDIBLE)**. Um with the existing M- MI&R project uh this is the way they were selected, uh and I just explained that. Uh from the individual school you have to input it into FMIS and then it goes to the region. In our case, um I know True Sky has mentioned a lot of times that all these requests go into the Navajo area and that's region. And we are regionalized through the Navajo area, but some people are regionalized under ELO by the agency. So **(INAUDIBLE)** auto it goes into OFMC Albuquerque and they review it and they determine uh the priorities uh considering all the backlog items that are being reported, so they provide funding to those priorities. Um the recommendation from the committee regarding um MI&R, we can no longer emphasize and stress over and over and over that every school first must be trained on FMIS. School board members should be trained on FMIS too. Administrators, facility managers, we all need to have 40 hours

of training on FMIS so that we are able to input all these uh S1's or F2 and M1's into the uh computer system. So we really stress that everybody should uh input into FMIS. The second one is maybe uh our recommendation is annually, OFMC should publish the criteria uh that will be used to make MI&R decisions, including weights and formulas and then point of contact in each of the region office and the person in each region that will be responsible, and who will prioritize the lists sent from the regional office to OFMC. We all need to get organized in a sense, and we have to know each other's roles and who will do it. **(INAUDIBLE)**. So that needs to be really spelled out. And then we need to issue an annual report explaining each decision that is made to remove a school proposed project from the prioritization list. So if you lose uh your request and your request was not considered, and it's not in the there was no decision made on it, then you should be informed on why uh that was decided. The other one is the information provided, all the above, should be posted on um the BIE or OFMC's website, uh distribute distributed to all the school principal, facility manager, and ELOs, and distributed at the Bureau key conferences and training. So we need to publish a lot of information to the schools. Schools should not be in the dark regarding MI&R and FI&R. We might as well publish a report annually to all the schools so that you know if you're on the list or not on the list. MI&R recommendation, OFMC uh should improve uh engagement by OFMC's regional office must communicate closely with an ELO's

at the agency level in uh in the region and prioritize the MI&R projects, and then require a written endorsement of rejecting of OFMC regionals uh prioritization list by the ELO, the regional officials, which will include endorsements and objections with no prioritization list submitted to the headquarters. So in a sense, you can appeal the decision of not you being considered for some of the uh projects. Alternatively have OFMC region regions host priority setting workshops to get advise and commitment on prioritization of MI&R projects. Again this is for information purpose you need to be, the schools really need to be well informed, on this addition and get some training in the workshops on it. The distribution of MI&R. The current distribution is **(INAUDIBLE)** MI&R **(INAUDIBLE)** it goes to the uh uh OFMC and gives it to the region **(INAUDIBLE)** from the region to the ELOs this is the way the Navajo um plan is, and the region at the agency level **(INAUDIBLE)** for MI&R if you were an S1 if it was an S1 project an F2 or an M1, so there's a formula uh that's being used to distribute these, and it's based on square footage and it's based on the deficiency, how poor uh the repair whatever's gonna be repaired is. Um so **(INAUDIBLE)** emergency **(INAUDIBLE)** so we did a split on the MI&R funds and we don't get very much money in MI&R. We get more money in the major repair which is FI&R. MI&R, two thirds of the funds um total fund will be distributed by OFMC on a regional, to the regional office, and the funds will be allocated to the region based on square footage of all the school's educational and dormitory space in that

region, based on FMIS, based on the deficiency, based on the condition. That's what uh we're lookin' at and because that's what FMIS gives us. Um funds allocated within the region with regional committee made up. We are going to establish a regional committee. No one person shall decide on how much money to distribute to the schools. Now we need to get organized. We need to establish a regional committee, and the regional committee will consist of the education line officers, the regional facility managers, meaning all your facility managers should know about this, and we have at the region and at the agency, facility managers, and they play a bigger role in making decisions. And then the superintendents from school and the school's facility managers. That's a real big group when you look at Eastern Navajo Agency with uh 30 plus schools, and that means 30 facility managers from each school and contract and grant schools need to be involved in this. So that regional committee will do the prioritization uh that comes in from each individual schools. So prioritize projects, not funded by regional funds, will be forwarded to OFMC **(INAUDIBLE)** uh the distribution will be made based on that. So we really need to get organized and this is our recommendation. I don't know what you think about it. This is where we need the input.

(INAUDIBLE) that the funds disbursed by OFMC headquarters

(INAUDIBLE) all regional priorities not funded by the regional offices prioritize on the worst first basis using FMIS and using the FCI. Margie keeps talkin' about the FCI. The FCI is the

index we use to determine the 63 schools that are in the worst, worst condition, and we don't have a list of the 63 schools, but there are some schools that were the worst condition with the worst deficiencies. So we identify those schools and that's where the one-third of the funds will go to those schools, if they're not picked up by the regional office. So I think this is it on MI&R. Uh just very simple, uh we don't have much much money to distribute, but it's still gonna be part of MI&R. MI&R should speak to FI&R ,so I'm gonna turn it over to Jimmie and Mr. Tah to present the FI&R **(INAUDIBLE)**. Distributions are basically the same but on there's a little bit of change in in M- FI&R. **(INAUDIBLE)**.

Q. Jimmie Begay: Uh before we start uh Mr. Tah has been silent all morning. **(INAUDIBLE)** and said he'll give the presentation so I can find out so uh we we're talking about three three **(INAUDIBLE)** Recap one is the school replacement construction that uh Monty presented **(INAUDIBLE)** Ms. uh Ms. Zah-Bahe presented the MI&R minor improvement repairs, usually schools only get about 50,000 whatever if money's low they get 40,000, so schools have to uh prioritize all the S1's the safety issues that are identified by agency uh safety managers' anyway the then we're getting to the FI&R also. Uh we decided to do the MI&R and FI&R together then we'll have questions or comments.

Q. David Talayumptewa: Um Jimmie can I make a comment on MI&R though?

Q. Jimmie Begay: Sure.

Q. David Talayumptewa: Good afternoon I'm glad you guys stayed. I hope you guys are awake. I know we had a lot of food to eat so. Um I do want to make a comment on um if you were following the slides uh on MI&R when the first line ca- or the second slide came up it showed funding of BIE operation and maintenance, and then OFMC, um MI&R. I I think it needs to be made clear um that as a part of all of these discussions, there were talk uh discussions about funding, and right now um we get, BIE gets funding for maintenance and operations. Now your maintenance dollars are funded at 100 percent. The operations part of it is where the constraint(sic) is. Um **(INAUDIBLE)** talked to the the constraint this morning uh and basically said it was 51 percent, I'm not sure what the it's close to that figure, but your operations pays for all of your utilities, uh your gas, your heating, your custodians, those kinds of things, and that's where the constraint is. Um but that's all the money that we get from BIE, is maintenance and operations. 100 percent of that money goes out to the schools. We don't keep any of that money in central office for administrative purposes. Every penny goes out to the schools. Now I think one of the things that I'd just like to comment on though with maintenance, is you know every year BIE ends up with schools that do not spend their maintenance dollars. Some of them are on Navajo, some of them are elsewhere, but you know I um and this is not a putdown on anybody, I just

think we need to pay a lot more attention to how we're spending our maintenance and uh maintenance dollars. Uh operations normally uh all of that money is spent, but there are instances where we do have maintenance dollars that really do need to be spent. So just to clarify that's the money that BIE gets O&M and OFMC gets all the rest of it MI&R and FI&R. Okay?

Q. Jimmie Begay: Thank you Dave. I though Dave was gonna tell a joke here but.

Q. David Talayumptewa: I thought about it.

Q. Jimmie Begay: So next time you'll do it. So we'll do the uh FI&R that Mr. Tah will start off on.

Q. Andrew Tah: **(INAUDIBLE)** good afternoon. Just like MI&R, the committee recommended OFMC improve their communication on how it distributes these funds. First it says uh they'll annually these projects will be published and distributed to the school tribe or region. They will have a ranking with a ex- explanation on how these rankings came about. List of projects will be funded that year. The budget for FI&R funding for that year, lists of individuals responsible for ranking FI&R project, their roles and responsibility. Any schools project selection in the FI&R program that is not explained solely by the lo- location index ranking, will be explained further detailed in the green book. What's the green book? Anybody know what we're talkin' about green book? That's the budget that the President, and then it

goes to the Congress and all of the uh needs of the Nation contains in that book of the uh 11 or 12 agencies. OFMC should improve the FI&R funding process. Again this is a new one including the educational space deficiencies to being put into the uh formula. How is this one being done? OFMC will conduct a study of all the schools, compare and space guideline to existing condition to determine educational deficiencies. Further information is in the catalogue section of the booklet that you received this morning. Educational deficiency deficiencies should be incorporated in the FI&R formula and I'll go over these uh critical health and safety capital improvement backlog. There's a weighted factor of nine for this first part. You've been, people have been um mentioned these uh S1 H1 M1 and X1. That's the first one that will receive a score of 10. It is for Critical Health and Safety Deferred Maintenance. The second one is C1 which is uh Improvement and uh Educational Facili- Facility Deficiency, which will have a score of nine. The third one is E2 or E3 which is Energy Policy. Then the next one is X2 and F2 which is Critical Mission Deferred Maintenance which has a score of four. Again at a score of four for uh Code Compliance Capital Improvement H2 F2 or S2. And then other Deferred Maintenance is M3 score of three, and then the last is the other Capital Improvement with a score of one which is P2 P3 and C2. Determine location scores. The first step, determine the relative weighted score for each backlog. The first set of s- those backlogged, the cost is divided by the total cost of all backlog at the

school. You need a mathematician for this. Times whatever the weighted factor of that backlog, those five from 10 to one. How many of those are in your backlog. You total that, that equals your weighted, relative weighted score for your backlog at these schools. So after you get that or determine that, you go to step two. Add together all of the relative weighted scores for all backlog for the school **(INAUDIBLE)**. You will have more than one, you add those together, that will determine your relative weighted score for the location scores. So again FMIS is very critical. The committee set out requests from these schools and we have 184 123 schools?

A. Unidentified Female Voice: 184.

Q. Andrew Tah: 183 or 84 schools. Only a few, less than 100 sent in the backlog information, and that's why the committee was sayin' that as everybody has mentioned that turnovers within the schools, and I know that the uh FMIS system takes a whole week of training and even those are being conducted from that data it shows that not all of our schools are maintaining their FMI- FMIS which is very critical to this formula. The ranking we'll take the relative weighted scores for location, that will be ranked against the location scores for all other schools from the highest to the lowest, and that will determine the uh OFMC's fund FM- FI- FI&R starting from the top ranked school until FI&R funding for that year is spent. If cost of repair is over 66 percent or two-third of replacement cost, school will identify as

needing facility replacement or s- replacement school and that's been the case. That will continue. Improvement of the uh formula. As I stated educational need is added and then here the committee recommended that the formula be revised where 75 percent of relative weight is scored based on FMIS backlog. API, look in your glossary section of that book, it's the asset which will receive 25 percent, equals over all project scores. I probably totally confused you. Now we will determine that by your question and recommendations. **(INAUDIBLE)** thank you.

Q. Jimmie Begay: Thank you Mr. Tah. So any comments uh on the MI&R and FI&R presentation here? Anybody out there wants to make a comment? Mr. Phelps? I think Mr. Tah was right he confused everybody.

A. Walter Phelps: Well I'll be the first one to admit it. Um again uh uh I guess uh if clarification can be made on the existing formula which was uh showed by the chart and then the uh committee's recommended formula and compare the two and see where the differences are I think that would be helpful.

Q. Jimmie Begay: All right **(INAUDIBLE)**?

A. Unidentified Male Voice: Yes sir?

Q. Jimmie Begay: Can you respond to that?

Q. Lorena Zah-Bahe: There really isn't a large uh difference between the old formula, except for the fact that in the ranking

process we didn't have **(INAUDIBLE)** the education program needs. We always ranked the facility needs that was always in the backlog but we didn't have the education component as part of the process, and that didn't give us the full picture of what we needed at those schools, so that was a major factor that was added to this component. Uh the other thing that changed was when we ranked the value of the score was 65 percent uh I think it was 65/35?

A. Unidentified Female Voice: Yeah.

Q. Lorena Zah-Bahe: And now it's 75/25. What the API uh means is, how important are those assets at your location? Like were we rating everybody on a weighted value, meaning is your academic building as important or more important than your warehouse or your storage building, because what was happening was they could be rated on the same value and do you want to rate your storage building as high as your academic. What happened with this process it normalized all of your buildings so that you'll have 100 percent or 100 points for that category, meaning you'll get the full 25 points or 25 percent in this ranking where before it was based on the type of building that you used to have. So that was the comparison comparative difference in the two. Okay?

Q. Jimmie Begay: Thank you. We have another speaker here.

A. Unidentified Female Voice: Yeah I I guess I'm sittin' here thinking and totally confused again and again. But one of the

things that I was just sittin' here thinking about um this is just a little joke, and a and it's a these people are in sanitoriums **(INAUDIBLE)** they they uh do well like **(INAUDIBLE)**. It's a waste of time if somebody tries to plan out **(INAUDIBLE)** seems like that's what we're we're um getting at. We're we're pushing ourselves down so that we can get on the priority list **(INAUDIBLE)**. But the other thing too is the S1. When I first got on the school board eight years, nine years, 10 years ago, I can't remember now, S1 was one of the things that was safety the something that was something that needed to be addressed immediately. When I start lookin' at the backlog and we've had S1's listed six, seven, eight, years. So why is something that's supposed to be tragic and and unsafe as an S1 if you're not even gonna pay attention to it anyway? That S1 has no meaning whatsoever if you're gonna let something of that nature go for eight, nine years as an S1. I know I said that several years ago in Albuquerque, and they just got rid of the safety manual **(INAUDIBLE)** agency, so I guess that was their way of fixin' it but it's still that's still that S1's still there. So I just it's like I said we need to look at those things. We need to if we're gonna label something as serious as an S1, please pay attention to it. It's supposed to be unsafe and if it is not an S1 then why list it as an S1. It's our children in an unsafe environment that's been S1 for nine or 10 years or even before then before I got on. That's the a r- a real problem with me always want the safety of my my background actually is I was a

heavy equipment operator for Peabody Coal(sp?), then I was a driveline operator, then I went to work as a supervisor at Peabody Cole and retired after 30 years at Peabody and safety was one of the one of the things that that we really emphasized. It was our Bible. That's why it really bothered me that we should put something as an S1 and not pay attention to it. So that's all I have to say. Thank you.

Q. Jimmie Begay: Thank you for your comments. Uh you're right. Um we have schools yes that have a lot of S1's all of them are not being addressed. We're gonna have a beautiful plan up here like this after everything's done. But again like the principal from Crystal saying who's out there lobbying with Congress to get more funds? The bottom line is the funding. We don't have enough funds those S1 will continue being there at your school for quite some time. It's the funding the amount of budget that comes in will address these.

A. Unidentified Female Voice: **(INAUDIBLE)**.

Q. Jimmie Begay: This committee?

A. Unidentified Female Voice: **(INAUDIBLE)** the committee that **(INAUDIBLE)**.

Q. Jimmie Begay: Oh okay yes. Can you uh uh we have to pick it up over here on the recording.

A. Unidentified Female Voice: I forgot to mention what they're **(INAUDIBLE)** making plans and asking for recommendations for the the committee that you're gonna form I didn't hear anything about the school board being on there. I think that one of the things you need to do is put some school boards on there, to be able to be, because the reason why I say that is if you get the **(INAUDIBLE)** for BIE they're gonna listen to headquarters they're not gonna listen to the local people, because they have an obligation. If their boss tells them to vote one way that's **(INAUDIBLE)** whether they're Navajo Hopis or Chinese. That's the way that if they all s- decide to vote one way that's the way it's gonna be, so your most neutral people would be the school board. Thank you again.

Q. Jimmie Begay: Good point good point. Anybody else other **(INAUDIBLE)**.

A. Unidentified Male Voice: Yeah **(INAUDIBLE)**.

A. Bernadette Todacheene: Uh thank you again. I'm Bernadette Todacheene with the um Navajo Nations school board, grandmother, and individual, concerned citizen. Uh I was listening to the ranking process on the individual schools and it's and when it gets to Congress I heard the number of two to three years down the road, and so um my concern is that when the schools look at their green books and their budgets and they're worked on, then it gets to Congress uh, in my um experience working with as in

the college board of regents, when we were looking at putting up a new building and we had funding for \$2 million, and by the time we got the funding and we looked at our our process and our project manager would come to us and he said okay when we started this project it started at uh \$65 a foot, now it's gone up to \$109 a foot and now we need some more money, we need at least another \$1 million to meet our needs of what we were gonna build, otherwise we're gonna have to redesign. And I'm afraid uh that's probably happening to some of these schools is that funds are getting eaten up by inflation, so my recommendation would be to put uh a cost of living increase or whatever it's called and I'm no uh uh financial wizard uh wizard whatever, but I think that once you start looking at these numbers, the cost goes down and it gets smaller, and so I I would recommend that you go ahead and do that on this process, and again it is critical that every school use and learn the FMIS system to help the process. Otherwise get rid of the FMIS system. Thank you.

Q. Jimmie Begay: Thank you for your comment. Other comments from the audience? Mr. Phelps.

A. Walter Phelps: Uh I hear announcement I um I I guess I'm just kinda pleased and rather um um um happy that this opportunity is here to to uh at least provide a little bit of input. Although I'm not totally familiar with all the details of uh the FMI uh fal- facility management's processes and uh we look at you as the BIE the Bureau of Indian Education, and the BIA as as the

trustee **(INAUDIBLE)**, and I appreciate what what uh the committee is doing and revising and creating recommendations so uh to to all of you who are involved at that level I wanna say thank you I appreciate it and uh I I'm grateful for that. But I guess um from from a global perspective, um let's not forget, let's not forget that the Navajo Nation is a treaty nation. We have a treaty between the fed- with with with the with the uh between the nation and the the federal government and specifically for us the Navajo Nation the 1868 Treaty has specific language relating to the education and that I would say it also includes facilities **(INAUDIBLE)**. From that perspective what's what what I'm afraid has happened over the years is that we have been incorporated into a process that and and a formula. A formula process is that it's applied to all whether you're treaty tribes or whether you're not treaty tribes, but in regards to federal obligation or federal responsibility to uphold uh the commitment that it made to our children, to our people, I just wanted to uh to add that note here that you know I appreciate what's happening here. I appreciate the formula, the committee. I appreciate the hours that you've spent on it but let's not forget we have a treaty to uh to the education uh to the safety, facilities, regardless of the for- the formula is that you you apply. You have a treaty with the Navajo Nation, and the tribe as a people, we have fulfilled our obligation on our side of the treaty. We just want the federal government to uphold it's side **(INAUDIBLE)**.

Q. Jimmie Begay: Thank you for the comment. Are there anybody else out there. I think that we ate a lot now we are ready to go to sleep huh? Uh **(INAUDIBLE)** we can move on. We're done with the comments like I said one is that uh you have until July 29th to make written comments, whatever you missed maybe or you go to bed tonight and you dream about oh yeah I forgot to say this I'll jot it down right away and then link it to your proposal. Um I wanna say that the committee that represented that or Mr. Yazzie, Lorena, myself, Mr. Tah, and Monty over there, uh at times uh Scott, raise your hand Scott, was an alternate. Also Marge Margie Begay of Lukachukai also was an alternate at times, and different people. We have 22 members of tribe around the **(INAUDIBLE)** represent all this committee and four federal that's uh David uh Emerson **(INAUDIBLE)** not here.

A. Unknown Female Voice: Margie.

Q. Jimmie Begay: Marge is representing Emerson. And Michelle Epsinga(sp?). Who's the fourth one?

A. Unidentified Female Voice: Jim Porter(sp?).

A. Unidentified Female Voice: Jim Porter.

Q. Jimmie Begay: Jim Porter's a a legal representing uh from the feds **(INAUDIBLE)**. They s- we spent a lot of time with them. We had about six meetings.

A. Unidentified Female Voice: Jack Reaver(sp?), Jack Reaver.

Q. Jimmie Begay: Jack Reaver with the uh he has a long title. I don't remember all of it. Somethin' about Cultural **(INAUDIBLE)**. Anyway there's uh it really helps in these process **(INAUDIBLE)** like Mark sittin' over there very familiar with the things that you took us uh training of the things all the way through and uh David came in with a from BI s- BIE side and talked about **(INAUDIBLE)** funds and this and that and uh they gave a lot of good comments from from the federal side. We really appreciate that because without them I think we would have been lost at certain times, because even members from different tribes they did not know anything about FMIS but they were trained on and th- that that's how we we uh got together and discussed. Yeah I think it's six meetings right?

A. Unidentified Female Voice: Um hum.

Q. Jimmie Begay: We had sic meetings around the country, and four days or five days out of the week we spent a lot time getting together. Even sometimes into the nights also. And on certain issues we pulled together and other issues we'd pull apart. We had some words against people sittin' over and over here you know wasn't a good discussion at times but at at at the end of it we pulled back together on then we compromised and keep up with these uh procedures and the that that you uh saw today and also heard today. So uh I think it was uh uh we feel that it's a good product that that it's **(INAUDIBLE)** but we're giving it to the public to make their comments. These comments will be put back

for the committee on uh September 19th to finalize. So I just wanna thank everybody at this juncture but again we have one more **(INAUDIBLE)** deadline to submit comments which I keep saying it's on July 29th. Uh you may submit your written comments by July 29th, that's the day the Federal Officer Michelle Epsinga is that in the handout?

A. Unidentified Female Voice: No that's not, well it's in that flyer.

Q. Jimmie Begay: It's in that flyer okay. Michelle Epsinga director Office of **(INAUDIBLE)** Affairs Collective Action that's in Albuquerque badge is 5055633811 so I can do that. And the other one is uh and...

A. Unidentified Female Voice: Lorena Lorena can you **(INAUDIBLE)** just that is the last **(INAUDIBLE)**.

Q. Lorena Zah-Bahe: Um **(INAUDIBLE)**. I really want to I appreciate and thank you all the schools for showin' up here, and some school board members Ellen Rafael and all of you that are school board members. Thank you, thank you. Uh although we we gave you an invitation to this tribal consultation uh by email or by letter or by fax, so a lot of you showed up. I made a note of over 40 comments or recommendations we received, so we will take all your comments and recommendations and we're gonna be meeting in Washington, DC, because we have four other Tribal Consultation Hearings again and we're gonna take it to Washington, DC and

refine it, and we'll come out with a final report. This is a draft report. **(INAUDIBLE)** the final report. **(INAUDIBLE)**. This is the condition of our schools. We have 63 schools all um in worse conditions and poor conditions based on FMIS based on the FCI. **(INAUDIBLE)**. Did you know that in the green book, we follow the green book every year, every year in the federal budget. FI&R funds don't MI&R funds **(INAUDIBLE)**. 15 schools back in the days they used to fund 15 brand new schools, and then 10, and then five, and then in 2011, it's zero. We just received \$5 million in the green book for new school replacement, and that was divided 5 million divided with Kings Canyon(sp?) Boarding School and then **(INAUDIBLE)**. 2.5 million each and what is 2.5 million each gonna do? And this is a brand new school. And we looked at 2011, 2012 budget the current budget of the federal government. You know how much it is for new school replacement? Zero. And we really are definitely uh all of you helping us to lobby, and lobbying shouldn't prevent us, and we can, any day tonight, tomorrow morning you can write a letter to your Congressional representatives and we attended this meeting and it's a real and we're in a real poor status. We don't have any money for our schools. Out of the 63 schools that were identified in poor condition, half of it is on Navajo, and I know and I hear you guys. Standing Rock(sp?) **(INAUDIBLE)** Standing Rock **(INAUDIBLE)**. Outside on the exterior wall **(INAUDIBLE)** and the little kids in those building love to water those weeds that are on the outside exterior wall of a s- s- **(INAUDIBLE)** a stucco

building. So I tell the story to the committee and **(INAUDIBLE)** Navajo representatives that **(INAUDIBLE)** at this committee meeting. **(INAUDIBLE)**. We always think about all schools that are in poor condition. Not only on Navajo. Hopi, the Sioux Nation, **(INAUDIBLE)** and the federal government is not allocating enough money for all of us. **(INAUDIBLE)** to help us lobby. So um I just wanted to thank you and I know Lukachukai wants to be the first number one on the list because they are shovel ready, and Lukachukai has been shovel ready for a long time, and we're not, we talked about that and the new formula hopefully uh puts us uh and writes us uh in in the ranking system. So **(INAUDIBLE)**. So we understand what you're saying, we understand the situation in our school facilities. So we're here for you. We're here on the committee to represent all of your schools. **(INAUDIBLE)**.

Q. Jimmie Begay: Thank you Lorena. **(INAUDIBLE)**. And again thank you everybody. I just want to go to the last slide. It says possible results of committees work. Okay? These are four options I guess that can happen. All the documents that you have all the presentation that was made today, like I said it's going to the Secretary of the Interior and to Congress. So the committee also talked about whether to adopt all this in into a statute. See when you go into a statute **(INAUDIBLE)** meaning that's just like public law **(INAUDIBLE)** or public law 100 95561. Those are statutes and they **(INAUDIBLE)** if the Congress approved

it. It's a very uh whoever carries out these duties like the OMC BIA they have to do it, it has to be done **(INAUDIBLE)**. Number 2A adopting to formal Department of Interior regulations. See there's a difference there. Regulations say what is adopted by Congress is just a regulations under the Department of the Interior **(INAUDIBLE)** 'cause we have a lot of regulations already pertaining to school operations. Some are not being followed by the federal government in certain areas. 3A adopt into any form of EOI policy and practice **(INAUDIBLE)** I guess you I might say watered down in the way that's not really followed that it can change anything within what we covered here. It can change anytime by I can say by the federal people BIA can say well the ranking system they can change it around but in this document that we presented he's saying that tribe is the one that will be enforcing this **(INAUDIBLE)** there's a watchdog and BIA will not change these things. **(INAUDIBLE)**. Some of these practices have been in the past was without policies and procedures **(INAUDIBLE)** but the committee was saying that what everyone's adopted here we'll put together. It should be changed it should be arbitrary change. **(INAUDIBLE)**. And then this says **(INAUDIBLE)** no federal action, then our work **(INAUDIBLE)** our words will just go down the drain. That's what it says there. But again the committee talked about in a way that this all this um uh procedures and policies that was put together should have some teeth in it. Okay like the a- adopt into statute. I think that's I consider as uh should be in the statute as passed by Congress. So I think

also anybody like Congress members of Congress, when they look at this, this procedures and policies, because they're not into education, they're not into facilities, just a little bit, so they might change a lot of stuff in there or uh line out certain areas and procedures that we built into it because we're the one down at the grassroot level and you're down at the grassroot level to know what's goin' on with the facility operation and maintenance, facility construction. So you know that we know that as a committee. So I think uh it says to be used by tribes to support lobbying and education effort. So once it's adopted I would impress the committee with a quest. All board members, all even school staff, even if it's to write letters and say support what is going through your offices for the Congressional people so something's in place for school facilities, for our children and that's what that's why uh Congress has charged this duty and responsibilities to form a committee and draft something. This is what we did, so that's what I'd like to say.

A. Unidentified Female Voice: David David.

Q. Jimmie Begay: David. He's gonna tell a joke now.

Q. David Talayumtewa: **(INAUDIBLE)**.

Q. Jimmie Begay: Every time I say where's your joke.

Q. David Talayumtewa: Um just just one uh correction to uh Jimmie's advice to you. I I think it's wonderful that tribal reps do what they can to lobby. Federal employees you are prohibited

from lobbying, so just remember that. Um what I want to do is I just wanna thank you um principals, school board members, all of you for coming to to this I think worthwhile uh event. I think a lot of information has been shared with you, but what I want to do is I really want to recognize the folks that represented you and your schools on this committee. Each and every one of them did just a magnificent job. Uh and you can see, sense that today in terms of what their knowledge is in terms of the responsibilities of the committee. Um and they showed a lot of heart, a lot of passion, a lot of emotion, but I think most of all, a lot of leadership on this committee. Uh and I want to say that about Catherine Wright as well from Hopi. Uh I think each and every one of them did a magnificent job representing you, and I think they did a heck of a job. This is a tough assignment and they did the best they could not only for Navajo, but keeping in mind all of the rest of the Nation. Um like Monty said, we've got about or one of 'em said we have 183 schools out there and so they're lookin' out for each and every one of them, and yet not forgetting about the Navajo schools. So and I think with that I'd like for you to give these guys a round of applause. I mean they did a heck of a job. But I wanted to take that opportunity just to recognize them. Thank you.

Q. Jimmie Begay: Thank you David. **(INAUDIBLE)** to David uh for his comments. And uh like I said Scott you have?

A. J. Scott House: Yeah. Good after- good afternoon. As an alternate member on this committee, I felt that there's certain things that I'm seeing in the report and some of the things that was talked about earlier today, and I think I just wanted to have my voice heard as far as and all that we are trying to accomplish the objective of this committee. In reading the introduction I think there's one point that I'm seeing in a lot of the reports. We're all talking about the conditions in the schools. But you know we all know the conditions of the schools **(INAUDIBLE)**. I think none of 'em talked about **(INAUDIBLE)** and when we make that comparison with how much funds the United States Department of Defense spends on schools that are outside of the United States, it's a disgrace because what I would state in a lot of the committee meetings is that the **(INAUDIBLE)** World War II, when the Navajo Code Talkers helped win the war and America goes and does uh **(INAUDIBLE)** rebuild Japan. In 1868 we had a treaty. We're still fighting for our our education in our homeland and our our water. A lot of that's been taken away from us as we look at the green book **(INAUDIBLE)** monies for our schools and our children. And then that's one of the questions I have for the committee is we talk about No Child Left Behind. I don't really see that in the introduction but what does that really mean? **(INAUDIBLE)** reading skills and all that and then when you're talking with um the state of Arizona they talk about immigration reform, we talk about English only, is that in the best interest of us **(INAUDIBLE)** our culture and our language. I think some of those

things I think we need to put into that introduction. Congress needs to know what makes us special as a Native American people. And I think it also goes back to other federal agencies. If it wasn't for Native Americans this defense department wouldn't be where it's at. Yes part of America wouldn't be where it's at because we talk about sustainability from our culture and our language. And the other thing I think is with our education and our language and our culture, that's what makes us special and unique this goes back to our treaty obligation, and the comment that was made, we fulfilled our treaty obligation and we will fight no more. We surrendered. But you will take care of us. **(INAUDIBLE)** come back and when I had a discussion with **(INAUDIBLE)** I told 'em I'm not here to ask for handouts. I'm ask I'm here to ask for **(INAUDIBLE)** 'cause I see my land I see land being deteriorated **(INAUDIBLE)** taking advantage of us. They take our water, we can't irrigate our land **(INAUDIBLE)**. That's **(INAUDIBLE)** I think needs to come from the board members as they go lobby for these monies. And then ask Con- and then USDA comes back to you and they say Mr. House there's a lot of money out there for the Indian Nations, from USDA we'll go out to help Indians. So how much do you have? \$5 million. Wow \$5 million for Navajos. You know what \$5 million will build. Oh Mr. House **(INAUDIBLE)**. \$5 million for the entire Indian Nation. That to me is a joke. And I think it's high time the Indian Nation is speaking for ourselves, because this country wouldn't be where it's at if it wasn't for the Indian **(INAUDIBLE)** And I think

that's what I'm missing in the introduction to our assignment. And the question I always ask what are the things that No Child Left Behind Act is saying to us? And it contradicts some of the things that the state's are posing on us. But when the states come and say, you must are you an immigrant or who are you? Where's your green card? We don't have green cards. We have census numbers. The responsibility of Indian education rests with the federal government. Don't make us pay for for that. You signed the treaty. You **(INAUDIBLE)** our education. I think those are the strong kind of comments we need to make in Congress. The other part I think I talked about was what does No Child Left Behind Act really mean to us as an Indian people when we look at our facilities and how to improve it. And to me I think I come from, I work with community development. Is there actually a correlation here on Navajo **(INAUDIBLE)** education. There needs to be. Same with economic development for our Nation. And what I'm talking about is true Nation building. How do we begin to begin to work as a unit instead of separate **(INAUDIBLE)**. And one of the big part was **(INAUDIBLE)**. When you see other tribes going to Congress asking for money, they go as one unit. When we as Navajos go to Congress asking for money, we go as many fingers. Divide and conquer. My recommendation to us as Navajo people let's unite ourselves and go as a fist and not as fingers that's my my comment. Thank you.

A. J. Scott House: Oh oh one one more. I was asking if if uh...

- A. Unidentified Female Voice: Margie.
- A. J. Scott House: Margie can make a **(INAUDIBLE)** on the new new schools. Because I'm a strong advocate of long-range planning. I'm a strong advocate of the **(INAUDIBLE)** for for school development. I think the Bureau should develop a project management boot camp so we **(INAUDIBLE)** can become successful and not relear- to rely ourselves for **(INAUDIBLE)**. Thank you.
- Q. Jimmie Begay: Thank you Scott. Any comments from the committee members before we close?
- A. Unidentified Male Voice: In your book uh turn to page four, in the introduction section. What Mr. Scott requests this spot's in the introduction uh the first paragraph. Just read that and I think that will answer his uh concern. **(INAUDIBLE)** thank you.
- Q. Jimmie Begay: Monty? No? Uh with the committee Monty was one of the co-chairs, Lorena and we had Greg Anderson out of Oklahoma and Jerry Brown from...
- A. Unidentified Female Voice: Montana.
- Q. Jimmie Begay: Montana.
- A. Unidentified female Voice: **(INAUDIBLE)**.
- Q. Jimmie Begay: **(INAUDIBLE)** is a a tribe and there are four co-chairs with this committee, and you did a good job also. So if not this is what we have. Thank you very much for attending

school board members, staff members, school staff and parents, also from the Board of Education, **(INAUDIBLE)** uh Juanita Benally, Dolly C. Begay(sp?) and Dr. Todacheene. These are part of the Navajo Nation Board of Education. **(INAUDIBLE)** thank you. This concludes our consultation session.