



THE NAVAJO NATION

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DEPARTMENT OF DINÉ EDUCATION

*Dr. Tommy Lewis, Superintendent of Schools*  
*Timothy Benally, Assistant Superintendent of Schools*

*Third Quarterly Report - Fiscal Year 2016*  
*(April, May, and June 2016)*

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### EXECUTIVE SUMMARY

#### Graduations

In May, state public schools, colleges, and BIE schools held graduations. Middle schools and Navajo Head Starts also held promotional ceremonies in which students are promoted to the next grade up. Hence, thousands of students graduated in the month of May. It was an exciting times for students, parents, relatives, and schools. With students graduating from high schools, more students are entering universities and colleges.

#### Accountability Workbook

The Navajo Nation Accountability Workbook (NNAW) is a very important initiative. Upon final approval of the NNAW, the Navajo Nation will control student academic achievements. DODE is coordinating with several federal officials regarding review and approval of the Navajo Nation Accountability Workbook (NNAW):

DODE is coordinating tasks and communication with John King, the new Secretary of Education, to consider and approve NNAW with a stipulation that the workbook be amended as soon as possible to meet the requirements of the new Every Student Succeeds Act.

#### Sovereignty in Education Grant

NNDODE is exploring options including potentially contracting all BIE-operated schools under a PL 93-638 self-determination contract. Currently, the Navajo Nation does not have a uniform educational system that allows for consistent regulatory oversight of the educational opportunities offered to Navajo students. The system is highly fragmented. The BIE is in charge of the schools that they control directly. The P.L. 100-297 and P.L. 93-638 grant/contract schools operate as their own individual school districts (local education agencies, where they have their own school boards, superintendents, personnel, finances, and transportation departments, as well as individual curriculums (or lack thereof), and individual teacher/principal evaluations (or lack thereof).

The primary purpose of the SIEG is to support the Navajo Nation's capacity to manage and to operate tribally controlled schools. At the end of the two-year project, NNDOE will have completed the process to assume control of 66 schools on the Navajo Nation. These schools currently received federal BIE funds pursuant to Public 100-297 and Public Law 93-638. The Navajo Nation "Sovereignty in Education Act", codified at Title Ten Navajo Nation Code, supports justification for the SIEG.

#### State Education Agency

DODE is progressively working and coordinating with federal and state governments so that we can become a State Education Agency. DODE seeks State Education Agency status to improve the academic gains of students attending tribally controlled schools on the Navajo Nation through the regulatory authority as authorized by the Navajo Nation Council in the Navajo Sovereignty in Education Act of 2005.

#### School Accreditation

School Accreditation has become very important. DODE is working with AdvancED Navajo Nation. In this quarter, two schools loss their accreditation. We are working with the schools to get re-accredited as soon as possible. School accreditation is very important to leveraging improvement in schools within the boundaries of the Navajo Nation. The school and the classroom are at the heart of teaching and learning. Student achievement involves improving instruction and school improvement.

## CRITICAL ISSUES

### OFFICE OF NAVAJO NATION LIBRARY

1. The program has very limited funds and services are constrained to in-library assistance.
2. ONNL primarily has personnel expense, which is fixed-cost, but virtually no operating funds.
3. ONNL vehicle is return to Fleet Management.
4. There are no more magazines and newspaper subscriptions for countless library users, audiences, and/or patrons.
5. The termination of book donation pick up schedules (approximately 600 boxes of books) at Amherst, Massachusetts.
6. ONNL is thankful the copy machine was returned.
7. ONNL receive \$3,000.00 in indirect cost funds from DODE Administration but the limited fund was quickly absorbed.
8. ONNL needs \$320,530.00 to digitize the ONEO Oral History Collection before the reel-to-reel magnetic tapes degrade. The Navajo Nation needs to appropriate funding to digitize the ONEO Oral History. There are state and federal funds available; however, the funding sources will require the culturally sensitive collection to be opened to the general public.
9. \$320,530.00 to digitize the ONEO Oral History Collection.
10. The digitization task will be outsourced to Airshow Mastering in Denver, Colorado. Upon an approved budget for this project, the expected completion date is September 2016 (FY 16).

### OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

1. ODAC is stretched to the limits with the manpower the program has and ODAC has exceeded the unrealistic budget that our program is expected to operate under. Our program first is a monitoring educational and fiscal programs relative to accountability and compliance. Therefore, ODAC visits at least two times the 33 Grant Schools we have direct oversight that include general visit and administrative review.
2. Follow up to our reviews and complaints that we have to answer to. ODAC needs at best two more qualified education specialists to alleviate the workload that is currently bestowed on each personnel within our department, with appropriate salary levels. Secondly, due to the demands of our job and the travel that is required for monitoring, administrative reviews, technical assistances, and attend meetings and planning at these schools, ODAC needs more funds for travel and training.
3. ODAC implements a "Strategic Education Leadership Plan" (SELP), a framework to complete projects within a structured time, using components of Vision (V), Profile (P), Plans (P), and Results (R ). The VPPR framework is a systemic plan that focuses on the establishment of set measurable outcomes of quality services. The eight steps of strategic planning allows ODAC staff members to organize accordingly to the mandates, the baseline data, and set appropriate goals and strategies to meet the measureable outcomes to show a quality and quantifiable progression.

### OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

1. Operating Funds. OSCAD cannot adequately provide much needed services on the limited amount of funds it is allocated each year. Title 10 and the NNBOE mandates Navajo language and culture instruction and this office is mandated to assist in training teachers in curriculum, teaching strategies and providing professional development training. Solution: OSCAD requests additional appropriation to meet the needs of teachers and schools.
2. Elevating Navajo language and culture education within the Department of Diné Education and the Navajo Nation government. There is a dire need for well trained, educated teachers to teach Navajo language, government, history, social studies and character development. Other needs include curriculum and materials development, professional development, parent training and many others in order to deliver effective language and culture education programs. Solution: Provide more funding to support DODE's language and culture education program. Give political and legislative support in order to make these programs stronger and more effective.

3. Pursue MOAs with Arizona Public Schools. In 2011, OSCAD negotiated agreements with New Mexico public schools so Navajo Nation could collaborate and coordinate effective education programs, particularly those dealing with Navajo language and culture. NNDODE now needs to do the same with Arizona schools. Solution: Pinon Unified school District and Tuba City Unified School already work with OSCAD and attend their workshops and trainings. NN/DODE can initiate agreements with these school districts.

## JOHNSON O' MALLEY PROGRAM

1. The 164 Process remains a challenge for the JOM Program. Due to the lengthy process, the program continues to make efforts to complete negotiations with 27 subcontractors on a timely manner so the subcontractors can receive awards in July of each year.
2. On January 13, 2016, H.R. 4390, which is the JOM Supplemental Indian Education Program Modernization Act, was introduced in Congress. The Bill calls for the Department of Interior to update the student count in a timely manner using both Census data and data from the National Center for Education Statistics to account for eligible students.
3. The Bill proposes to use Census data to establish the student count. The Bill would not result in increased funds. The BIE would have to request a base funding increase. For example: If the BIE requests a base funding increase, and funds are distributed using Census data for student— There is the strong possibility that a majority of the fund increase would go to the Cherokee Tribe of Oklahoma.
4. The Navajo Nation JOM maintains a “Student Count” of eligible Native students using the Certificate of Indian Blood from Navajo Nation Enrollment Office based on the one-fourth degree Navajo blood quantum
5. Currently, the 2017 Committee on Appropriations remains concerned about the distribution methodology of the Johnson-O’Malley assistance grants and requests the BIE to report back to the Committee within 30 days of enactment on the status of updating the JOM counts and the methodology used to determine the new counts. The program will wait for the BIE’s decision.
6. KPMG, Navajo Nation Single Auditors, performed an audit on JOM Program during the month of April. The auditor cited the follow areas as audit findings: a. JOM failed to conduct on-site monitoring visit and report for Gallup McKinley County School District for FY 2015; and b. JOM did not obtain DUNS numbers for its Subcontractors.

## NAVAJO HEAD START

1. All financial documents for FY 2015 are closed – some vender invoices dated through February 29, 2016 are in the final payment phase. Contracts which still await invoices are listed as open commitments. Contract accounting is adamant that NHS close out all FY 2015 financial documents and proceed with final payment requests.
2. Due to difference in Fiscal Year endings, there are a number of issues that require special attention with the budgeting and contractual cycles.
3. CACFP, New Mexico and Arizona, account numbers have been established and invoices have been generated accordingly; however, certain payments are still pending.
4. The NHS Collective Bargaining Agreement expired in December 2015. NHS and the United Mine Workers of American (“UMWA”) successfully negotiated a CBA renewal in late December 2015. This CBA document is pending ratification with UNWA.
5. NHS is in its third year of restructuring, requiring specific staffing needs. NHS recently hired a new Fiscal Manager. In addition to the fiscal management, beginning in FY16, the Fiscal Manager will supervise the following content areas: accounting, contract administration, support services, real property, fleet management, property management, school transportations, facilities, and maintenance of facilities. The Fiscal Manager will be assisted in managing the Finance Content area with the Principal Contract Analyst, the School Transportation Supervisor, and the Facilities and Safety Officers as mid-level managers.
6. In March 2015, the former Acting Controller Robert Willie gave approval for NHS to have access to the HRIS system. However, even after many requests for training of the HRIS system, the DPM will not provide the necessary training. *Proposed Solution:* Assistant Superintendent Singer met with Human Resources Division Director, OPVP Chief of Staff and Acting DPM HR Director on May 18, 2016 to address this and other HR issues of concern.

7. Finance and Contracts staff are new but have been very diligent in their orientation and their productivity level is high primarily due to the extra hours they have put in.
8. NHS also plans to open several more centers, requiring the creation of three positions at each center – teacher, paraprofessional, and bus drivers. More administrative positions will be created at the Regional offices, i.e., Administrative Service Officers, Office Specialists, and Regional Coordinators.
9. Personnel Classification Questionnaires (“PCQs”) have been submitted to DPM and still pending for creation of these new positions. PCQ’s are pending at DPM.
10. The following table reflects current staffing pattern for NHS:

NHS STAFFING									
Staffing Categories	Central ADMIN	Central DIRECT	REGION I (Shiprock)	REGION II (Ft Defiance)	REGION III (Chinle)	REGION IV (Tuba City)	Early Head Start	HS Disabilities	TOTAL
Temporary	6	10	4	5	5	5	0	1	36
Introductory	0	0	6	3	3	4	0	0	16
Regular	6	6	84	82	69	45	9	6	307
<b>TOTAL EMPLOYEES</b>	<b>12</b>	<b>16</b>	<b>98</b>	<b>90</b>	<b>77</b>	<b>54</b>	<b>9</b>	<b>7</b>	<b>359</b>
Unclassified	17	5	2	2	6	4	0	0	36
Vacancies	4	4	24	26	22	28	0	2	110
<b>TOTAL Unfilled Pos.</b>	<b>21</b>	<b>9</b>	<b>26</b>	<b>28</b>	<b>28</b>	<b>32</b>	<b>0</b>	<b>2</b>	<b>146</b>

11. As one can see, there are 110 vacancies and most of which are at the centers. Bus driver positions are the most difficult to fill and are currently being advertised as OUF. All other positions are advertised as OUF if no applications are received after a two-week period.
12. Staffing: Currently, four technology staff are developing the Navajo Head Start Accountability System. Two staff handle all technological needs for 96 Head Start Centers and regional sites. The services provided require basic desktop support to network infrastructure support. The other staff handle cloud based applications such as Email, Web Portal, Lync, Property Trak, Hatch Computers, Share Point, and websites. The Manager handles administrative day-to-day operations of project planning for NHS’s network infrastructure development, and supports NHS’s accountability system. This creates a large gap of staff demand based on the work that needs to be accomplished.
13. Adequate budgetary considerations has been a major concern as the overall Professional Development trainings, internet connectivity, web filtering, centralized maintenance application system affects all NHS staff on using technology applications and basic end user practices. Technology proficiency is very low based on assessments taken and service calls received.
14. Especially evident during this quarter, the copying machines have been experiencing constant breakdowns.
15. Technology Assessment of all 96 NHS Centers Internet Connectivity is on-going in all four Regions and the Central Office.
16. With the proposed partnership efforts with CCDFP, there are still some issues with on-going coordination status insofar as obtaining basic information including keys to buildings, blueprints, etc.
17. Property Warehouse: All property assets are in storage containers and in various regional offices.
18. Issues are addressed as they arise pertaining to content areas. With personnel coming aboard to assist in various content areas, timely staff hiring is a benefit to the continual operation of head start.
19. Of the 96 centers, 20 Chapters have approved the Intra-Governmental Partnership Agreements to date and eleven more Chapters identified that will be taking action shortly. This will leave approximately 65 centers still outstanding.

20. Returned eight fleet vehicles to Tribal Fleet Management due to excess mileage.
21. Awaiting the cost analysis determination from Property Management for the 17 buses sold in order to determine and assess additional vehicles from the sale proceeds.

## OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

1. We have two critical issues that need to be addressed immediately. The first is that the Higher Education program continues to be listed as having a "Cash Deficit" on the FMIS since 2002. We have provided supporting documents that the funds are spent and the business unit needs to be closed out on FMIS; however, this issue remains because the Controller's staff need to get out to their storage to confirm our close out numbers with their records so they can close it out on FMIS. The supporting documents have been submitted to every administration, controllers, including the Health, Education and Human Services, and Budget and Finance Committees. However, it is still on the FMIS and now one of the Controller's staff is confusing it for a real cash deficit. They actually called the BIA asking for the money.
2. Instead of blaming the program, ONNSFA recommends the Office of the Controller needs to be directed to address this problem. It is an FMIS access issue.
3. The second issue is that the Sales Tax Revenues have not been fully released yet and it is now near the end of the fiscal year again. We received only \$2 million when the actual revenues earned is at least \$4.7million. According to the Sales Tax Revenue Fund Management Plan, all revenues authorized for scholarship are to be used for scholarship. This also is a matter of opinion by the Office of Management and Budget.

## OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

1. Working with BIE/Grant schools and BIE to collect real-time student achievement and enrollment data is still a difficult task to achieve. Despite additional training and the certification of two OERS personnel, the BIE/Grant school data report is difficult to obtain. OERS identified BIE/Grant schools delay their reporting requirements to the BIE NASIS system, which leaves OERS's accessibility to real-time data six to nine months.
2. OERS and STEP are still in deficit of program funds. More funding is needed to carry out the Accountability Workbook development goals and public school research program.

## ADVANCED NAVAJO NATION

1. School Accreditation is pivotal to leveraging improvement in schools within the boundaries of the Navajo Nation. The school and the classroom are at the heart of teaching and learning; however, increasing student achievement involves more than improving instruction. Accordingly, office staff offer school improvement and accreditation services to school personnel in their pursuit of excellence in serving students. Staff members are committed to continuous school improvement through process, content and technology but have been hampered by budget cuts resulting in the loss of one tribal vehicle. In addition, the following are critical issues that continually need to be addressed:
  - a. Building and maintaining the volunteer network of school administrators and teachers to serve as External Review lead evaluators and team members continue to be emphasized. Keeping a stable list of lead evaluators and team members is affected by movement of school personnel to other schools or resignation. As a result, frequent training is necessary. An added critical initiative is the Effective Learning Environment Observation Tool (eleot), which is a learner-focused classroom observation tool used as part of the External Review process and as a formative tool for improvement. Individuals serving on External Review teams are required to pass the eleot exam in order to become a certified member of the External Review team. Recruiting and training lead evaluators and team members is a continuous effort for staff.

- b. Training in the understanding and use of the AdvancED Standards for Quality Schools at the school level is an ongoing process. Staff modified the graphic presentation of the standards from the AdvancED block model to the concentric circle model utilizing the language and culturally-related perspective of the Navajo people. As a result, stakeholders more readily understand and embrace the performance standards.
- c. Schools will continue to utilize the Adaptive System of School Improvement Support Tools (ASSIST), a web-based platform designed to broaden and sharpen thinking about continuous improvement, performance, and accreditation. ASSIST employs diagnostic tools for schools to conduct internal reviews focused on evaluating performance related to research-based standards and indicators, student achievement, stakeholder feedback, Navajo Nation Assurances and Navajo diagnostic. The effective use of ASSIST has been a challenge for some schools. The reporting system, however, continues to be streamlined with additional updates on a continuous bases. In 2017-18, ASSIST will be replaced with eProve – AdvancED’s state-of-the-art productivity platform for continuous improvement.
- d. The impact of high turnover in school administrators and teachers continues to cause inconsistency with communicating findings from External Review Reports, adherence to standards, learning environment, stakeholder perceptions, summary of findings and improvement priorities that are linked to indicators. Encouraging school leaders to stabilize its leadership positions and hire certified teaching staff is an ongoing process.
- e. External Review data is now available for twenty-one schools that hosted External Reviews in SY 2015-2016, SY 2014-2015, and SY 2013-2014, utilizing the Index of Education Quality (IEQ), which is a framework for diagnosing and revealing institutional performance through the AdvancED Accreditation Index. Both average and overall scores are available in the area of teaching and learning, leadership capacity, and resource utilization. Red Mesa Elementary School hosted an External Review team on the 27<sup>th</sup> and 28<sup>th</sup> of April. This is an ongoing process, which is time consuming.
- f. The situation with Rough Rock Community School and Chilchinebeto continues to be a critical issue that our office is faced with; especially now that the AdvancED Commission has ratified the decision of our AdvancED Council’s decision to drop the two schools from accreditation. It has brought about a variety of issues that need to be addressed.

Resource Requirements:

1. Staff continues to train and provide technical assistance to schools regarding the AdvancED Accreditation Protocol and the AdvancED Standards for Quality Schools, which offer schools a road map for the pursuit of excellence in education and student learning. On-site technical assistance is designed to help schools make better decisions around curriculum, instruction, and assessment. Cuts in the operations budget and the loss of one vehicle impacts the technical assistance needed by the schools.
2. AdvancEd Navajo Nation Operations Office staff continue to collaborate with various programs under the Department of Diné Education and with education personnel in the Bureau of Indian Education for the purpose of streamlining the monitoring and evaluation process of school improvement of schools within the boundaries of the Navajo Nation.
3. The AdvancEd Navajo Nation Operations Office has a four member staff who currently interact with 77 schools. The office is in need of an additional Principal Education Specialist and Data Specialist positions to adequately provide technical assistance to the 78 schools and to the schools that will be added to the AdvancED’s network of schools.
4. The budget for the AdvancEd Navajo Nation Operations Office is tight and, with budget cuts, technical assistance to schools is affected, which negatively impacts school improvement in schools within the boundaries of the Navajo Nation.

## OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

1. The NN OSERS program grant application for American Indian Vocational Rehabilitation Services was not approved for funding with the Rehabilitation Services Administration. The program has submitted another grant proposal and is awaiting an award decision.
2. Job placement and job development for persons with disabilities due to 43% rate of unemployment and poor economy on and near the Navajo Nation. Employment is at an all-time on the Navajo Nation.
3. Local Employers are not willing to hire individuals with disabilities due to personal assumptions; some do not understand the on the job training concept. Most employers seek individuals with degrees for all positions.
4. Continuous delay in processing of 164 documents with Division of Finance and Department of Justice impacts funding and delivery of services.
5. Office accommodations are limited for agencies; some agencies do not meet the ADA requirements for the public and seek renovation to meet ADA standards.
6. Transitional Programs for high school students are limited; they are non-existent in most high schools. The need of seeking funds to assist programs with transition is recognized.
7. Assessment for vacant position is very time consuming, due to change in assessment process, the review and referral process is lengthy.
8. Lack of adequate and accessible office accommodations at the agencies.
9. The Workforce Investment Act has reauthorized where tribal VR program set aside of 8% has been earmarked for Training and Technical Assistance to American Indian VR Programs that takes away from direct services to clients under the tribal VR programs. The Navajo Nation OSERS Program has an increasing caseload for all service areas.
10. Lack of Rehabilitation Teachers, ASL Teachers/coaches who speak Navajo. The GIB Program is fine-tuning program service coordination with local school districts, services providers and parents.
11. The VR & IL programs seek mobility trainers and sign language trainers to teach clientele in primary language.

## OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. The most critical issue is defining concretely who is in charge of Dine Education. In the NNAW it requires one governing body to administer the requirement of accountability. In Dine education and on the Navajo Nation this critical issue is not clearly defined. Legislative changes are needed to clearly define this issue. This issue needs to be addressed and resolved by the end of September.
2. ODSMT facilitators will communicate and work with the schools to have schools develop their own solutions to the challenges that are a part of the school improvement plan or school action plans. The main issue for many schools is the collapse of the data use team because of non-contract renewal. This issue needs to be resolved by the end of July.
3. The UDP field staff will continue to provide technical assistance to all UDP members about their roles and responsibilities associated with the position. This will aid current UDP team members to talk on the same page when it comes to the discussion of data in general. This issue will be completed by the end of August.
4. UDP Facilitator and School will provide PD/PLC to meet the improvement priorities. This issue will be resolved by the end of July.
5. Traveled to school sites to meet with principals to establish a plan for how I can work with them in revisit to evaluate their school action by analyzing the result of the school data in NWEA. They are current waiting for the PARCC testing result. This issues will be resolved by the end of August.
6. For some schools, new data team members will need to be re-establish. This issue will be resolved by the end of July.
7. Meet with School Board Member in July to report on data activities and renew focal school agreements. This issue will be resolved by the end of July.
8. Meet with principal to identify how we can work with data team or leadership team. This issue will be resolved by the end of July.
9. This summer, in June and July 2016, staff need more meeting with school principal and new teachers to establish data team and work with them to in Analyzing Data so they can develop school action plan for the 2016 – 2017 school year. ODSI anticipates this issue will be resolved by the end of July.
10. By the end of July 31, 2016, all of staff assigned schools will have a school action plan written based on the student data they analyzed.

## OFFICE OF DINÉ YOUTH

1. Administration – ODY submitted a supplemental appropriations request for Youth Employment, the Navajo Nation Youth Council, and for Dine’ Language services. Unfortunately this request will not be considered until the Summer Session of the Navajo Nation Council.
2. Chinle – Two staff attended the Cooperation for National Community Services (CNCS) Grant writing training in early April and returned with the information on AmeriCorps programming opportunities. The training was held in Albuquerque, NM. ODY staff: Ronald Duncan, Al Tsedah and Alvin Gee along with Ms. Yvonne Kee-Billison, the Executive Staff Assistant of the OP/VP, completed the AmeriCorps grant and submitted the finished document for review to CNCS. ODY anticipates a favorable outcome to receive AmeriCorps funding for the Many Farms “Pilot” Boys & Girls Club.
3. The Crownpoint youth complex construction of Phase I is completed that consists of electrical utility extension parking lot lighting, design/final estimation, CDEC award, CDEC start construction, award electrical subcontractor, and complete electrical utility extension.
4. In Fort Defiance Agency ODY, the most critical ongoing issue is the occupancy of the new building. Design and Engineering Services issued another Temporary Certificate of Occupancy to the facility, which extends the expiration date to June 22, 2016. The final closeout on the building has not taken place, thus the final inspection with Navajo Nation Fire Chief is still pending due to the outstanding bill with Brown & Associates with the Navajo Nation. The agency office and administration are addressing the matter. The building lacks insurance; however, Navajo Nation Risk Management will issue an insurance when the Final Certificate of Occupancy is issued.

The agency office is currently working with Design & Engineering Services to pay the outstanding bill and the final inspection was scheduled for May 27, 2016, but due to unforeseen circumstance with DES, the inspection did not occur and has not yet rescheduled. The agency office continues to inquiry on the final inspection. Fort Defiance Agency ODY reported a few items the agency office are experiencing, such as: Security System- Camera (Powerline), Intercom System (Powerline), Intercom Buttons (Powerline), Intercom (Powerline) Door Strikes (Powerline), Instant Water Heater (JC Mechanical, Door Frames and Doors-off set of doors and door frames (Arviso Construction), Key Swipe - a few are inactive due to not being in the contract (Arviso Construction), Several cracks in the building (Arviso Construction) and fire alarm not active due to nonpayment. The agency office is currently obtaining quote/invoice to reactivate the system.

The item that continues to impact the agency is the lack of youth employment funds for FY16. The office was able to transfer limited funds from the vacant Program Supervisor position into youth employment. With the amount of dollars transferred, the office is able to hire one College Student and one High School Student for the 26 chapters under the Fort Defiance Agency. Youth continue to request for summer employment opportunities. Now the administration is requesting for supplemental funding for youth employment to hire additional youth for the summer within the Fort Defiance Agency.

5. The challenge in the Shiprock Agency ODY is the establishment of a Navajo Nation Youth Council. Other challenges include: Low youth participation and involvement in the agency and the continued follow-up with Arviso Construction on the youth complex construction regarding several construction issues.
6. As of June 24, 2016, To nanees dizi ODY (TCODY) will not provide summer activities at the center due to the Greyhills Academy High School being closed for the remainder of the summer until school resumes in August. Based on this situation, the significant challenge for the To nanees dizi ODY remains the lack of a permanent facility. TCODY continues to utilize the Greyhills Academy High School Youth Center for youth programming and activities. The land withdraw for the new TCODY youth complex is incomplete and in the pending status. To nanees dizi Local Government is assisting TCODY with the land withdrawal process, and seeking financial support. A NAHASDA application for 2017 Request for Proposal for funding was submitted to the Navajo Housing Authority Grants Management Department but the Tribal Designated Housing Entity committee, Navajo Housing Authority, denied the application.

Currently TCODY is negotiating with the To nanees dizi Local Government to resolve the legal land withdrawal procedures. According to the To nanees dizi “Master Plan”, the 14.031 acres - set aside for the youth complex - is going to be rezoned. In the meantime, TCODY youth center continues to suspense renovation activities pending the completion of the structural analysis.

## NNDODE MAJOR ONGOING PROJECTS STATUS

### JOHNSON O' MALLEY PROGRAM

1. JOM staffs with approximately five subcontractors have been meeting at various locations in planning and organizing the 2016 NN JOM Subcontractors Conference.
2. Two JOM staff attended and participated in the JOM Coordinators' Roundtable in conjunction with 22<sup>nd</sup> Annual Heritage Language Conference at Monument Valley High School, Utah. The JOM Coordinators called a Roundtable meeting to discuss issues related to JOM matters.
3. Three JOM staff attended and participated in the 26<sup>th</sup> National Native American Purchasing Association Procurement Training Conference at Sky Ute Resort. A learning and understanding of purchasing, vendors, competition, Scope of Work, Indian Preference, etc.
4. Two JOM staff attended the BIE FY 2017 Budget Request and the Government Performance and Results Act workshop in Albuquerque, New Mexico.
5. Three staff attended the Navajo Nation Single Audit pre-post meetings.
6. JOM Program Manager is a member on the National Johnson-O'Malley Association Board. There were numerous NJOMA teleconferences held during this quarter. The JOM program networks, collaborates and coordinates with other local, regional, tribal, state and national to meet the unique and specialized educational needs of Native American students.
7. The JOM office staff provided technical assistance to the following subcontractors:
  - a. Through reviewing and researching, JOM staff assisted Bloomfield School find the missing JOM check.
  - b. The following subcontractors were provided technical assistance in modifications, invoices, proposals, budgets, and IEC's roles: Red Mesa USD; Navajo Prep; Bloomfield Schools; Central; Cuba Independent Schools; Gallup McKinley County School.
8. JOM staff completed the spring monitoring reports for the following schools: Central, Tuba City, Flagstaff, Star, Jemez, Window Rock USD; Gallup McKinley County Schools.
9. JOM staff negotiated 20 out of 27 Subcontractors' Grant Applications. The remaining seven applications are still in the process and will be completed the at end of June.

### OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

1. SIEG Curriculum & Academics: A curriculum framework committee composed of Navajo language and culture educators from Arizona, New Mexico, and Utah are working to develop a framework that is Navajo language and culture based. The work will be completed by October 2016. It will then be finalized during the last two months.
2. Second Language Testing, Inc.: The revisions of the test items is almost complete, but because of a lack of funds it has stalled. The study was in its final phase and finalization was projected by the end of August 2016.
3. ODLA Revisions: Revisions of the Oral Diné Language Assessment continues. OSCAD has written for a \$30,000 grant New Mexico Public Education to fund this project. Notification will come either in the last week of June or within the first two weeks of July. The revision committee continues to meet, discuss and develop culturally appropriate test items that will also test language skills, cognitive skills and cultural knowledge. Currently there has not been funds set aside to pay them. They have mostly been volunteering their services. If OSCAD is awarded a grant, the funds will be used to complete the revisions. The funds, however, will not be available until a 164-Review is completed. That normally takes five to six months to complete.

### OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

1. This quarter, ODAC completed the reauthorization of 18 schools. ODAC will begin reauthorization planning, training, and monitoring activities for schools that are up for reauthorization in School Year 2016/2017. Twenty schools are up for reauthorization ending 2017.

2. ODAC is planning to collaborate with School Boards, NNDODE, HEHSC, and DOJ to recommend updates and amendments to Title 10, Navajo Nation School Board Stipend and Travel Policies and other applicable policies/legislations. In addition to these changes, ODAC will proposing needed policies that will focus on the authority of DODE School Superintendent, Office of Dine Accountability & Compliance, and the Navajo Nation Board of Education.
3. ODAC assistance to the Superintendent's Office with planning, developing and implementation of policies and procedures regarding the transition of 32 BIE operated schools under the authority of the Navajo Nation using P.L. 93-638, depends on the working relation and collaboration with the BIE and BIA.
4. ODAC initiated a Training Plan Partnership with DBOSBA and BIE to align training to school board members and school principal for understanding of governance, fiscal, and leadership requirements to govern a quality school where the school leadership is aligned with school budget.

## OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

1. OERS completed the Title Ten Amendment Research. The research confirms amendment for Data Collection and Research language changes.
2. DODE/OERS Research Lab Development is 40 percent completed. MOU development is still in progress.
3. DODE Data Policy is completed and in the second draft review process.
4. OERS restructure and implement of the new Accountability Workbook requirement is 60 percent completed.
5. Collect and formulate STEP Research report for final review July-August 2016 is 50 percent completed.

## OFFICE OF NAVAJO NATION LIBRARY

1. Office of Navajo Nation Library had a project to secure book and non-book donations from Reader to Reader organization in Amherst, Massachusetts; however, the project has been terminated by the budget cuts (FY 16) in the program's travel, U-Haul truck rental, and travel funds.
2. Prior to FY 16, ONNL secured books and non-book materials for the program, the Navajo Nation First Lady, Schools on or near the Navajo Nation, Navajo Nation Chapters, and other service providers on the Navajo Nation.

## NAVAJO HEAD START

1. The FY 2016-2017 Navajo Head Start Budget in the amount of \$28,059,377 has been set and accounts have been generated. This is the second year of the five-year grant.
2. A Fiscal Manager has been hired. Senior accountants continue to work on close outs and setting up FY 2016 budgets and labor distributions. The finance staff work daily on the following: accounts receiving records, purchase requisitions, travel authorizations, requests for direct payments, supply orders, interdepartmental charge requests, and staff reimbursements. The workload continues to be consistent for the finance staff.
3. A Principal Contract Analysis was hired to oversee all vendor, school and chapter contracts. Since day one, she had to close certain contracts and simultaneously had to update certain contracts, some are new and some are continuous.
4. NHS's efforts to recognize and show appreciation for all NHS staff, a 1.8% COLA adjustment was sought and received retroactive to March 1, 2016.
5. In addition, several contracts have been initiated and at various phases in the process. A number of them are continuing professional contracts and some of them are multi-year agreements.
6. 62 NHS employees are attending college/university either on their own or in a cohort.
7. Hatch Computer System was delivered to Head Start Centers and Professional Development was conducted for all School Readiness Coaches utilizing the "train the trainer" method.
8. Professional development was provided to Region I, II, III, IV staff during staff professional development days.

9. Final review of the project scope, the equipment, software and services that were acquired and the architectural design decisions were discussed with the new IT staff for their training and knowledge.
10. Ongoing technical support and dedicated fax lines are being addressed for all 96 centers. Work orders are being submitted daily/weekly to service providers.
11. Continual meetings with the Division of Social Services is on-going to update and finalize a formal agreement between CCDF and NHS.
12. Mental Health: The three regions have Mental Health Consultants; however, the contracts end next quarter. This necessitates all three regions will have Request for Proposals being let.
13. ERSEA/Family Engagement: Currently, there is on-going activities recruiting children, conducting enrollment and health screenings, and following up with Child Plus data entry.
14. Program Governance: Regular Board of Education-Governing Body meetings are held the last week of every month in Window Rock, Arizona. The Parent Policy Council meetings are held the third week of every month in Window Rock, Arizona as well.
15. During June 6-10, one policy council member, two Board members, and several management team attended the National Indian Head Start Directors Association Annual Conference in Arlington, VA.
16. Navajo Head Start operates 119 classrooms. 84 classrooms conducted head start promotional activities for 1,340 children.
17. Navajo Head Start uses the Teaching Strategies GOLD Birth-Thru-Kindergarten Assessment Toolkit (TS GOLD Assessment) to measure child outcomes. The TS Gold Assessment is an observational assessment of young children, with established widely held age expectations. The Children's School Readiness Data Analysis Report gives information from the first checkpoint of learning and development assessment for 1,069 children currently enrolled at Navajo Head Start. The data includes center three, four, and five-year-old children.
18. Since the hiring of the Professional Development and Strategic Planning Specialist (PDSPS), NHS has strengthened tracking mechanisms for student accountability. All Head Start Teachers must have an A.A. degree in early childhood education ("ECE") or education, and be continuously enrolled in a bachelor's degree program leading to an ECE. The PDSPS is working with each student to monitor accountability, such as ensuring timely submittal of transcripts to NHS HR Section, timely submittal of receipts for reimbursement, i.e., books and fees, regular class attendance, assisting with homework, and online blackboard assistance. Simultaneously, the PDSPS has strengthened and improved relationships with professors and administrative staff from the registrar, financial aid, accounting, and contract administration offices. For additional assistance, the PDSPS is working with Assistant Superintendent on a case-by-case basis to assure success toward achieving greater numbers in the Head Start Act's ("HSA") *highly qualified workforce* requirements. For example, the HSA requires that at least 50% of NHS teachers must have a bachelor's degree. NHS has exceeded the 50% requirement: of the 84 teachers, 44 have a bachelor's degree in ECE, elementary education, education, or closely related field.
19. The data analyzed for this report came from several sources listed below. The program curriculum objectives align with the Head Start Child Development and Learning Framework and the Arizona, New Mexico, and Utah Early Learning Standards.
20. Fourteen new 2016 school buses have been delivered. The inspection and acceptance have been conducted.
21. Inventory of all buses and monthly mileage reading reports have been updated. Driver credentialing are being updated. There is a scheduled training for bus drivers on July 10-14, 2016.
22. The Administration has been busy meeting with different entities, departments and organizations in efforts to monitor and facilitate numerous initiatives that have been ongoing.
23. FY 2016 Office of Head Start Environmental Health & Safety Monitoring Protocol Visit
24. The Office of Head Start (the OHS) conducted a FY 2016 Environmental Health & Safety (EnvHS) Protocol Monitoring Visit. The purpose of the protocol visit was to gather information to assess grantee performance to ensure safe and healthy environments for children, families, and staff. The EnvHS Protocol data will be used to assess Head Start and Early Head Start (EHS) centers and classrooms, as well as Family Child Care (FCC) homes used to provide services to children.
25. OHS will formulate the information about NHS performance gathered during the monitoring review to evaluate multiple levels of performance, including the determination of program strengths, concerns, areas of noncompliance, and deficiencies.
26. The EnvHS Protocol monitoring visit is designed to ensure that all Head Start programs are implementing and promoting healthy practices and routines, as well as providing safe and supportive environments in which children can learn and grow.

27. The EnvHS Protocol will also review the safety of physical environments and transportation services provided by the NHS program.
28. By monitoring NHS environmental health and safety, the OHS strives to ensure that Head Start programs are supporting children’s health and development by providing safe learning environments.
29. The sources used and factors considered when developing the program goals to improve School Readiness include:
  - a. Head Start Child Development and Early Learning Framework
  - b. Head Start Family and Community Engagement Framework
  - c. Arizona Early Learning Standards
  - d. New Mexico Early Learning Guidelines Birth through Kindergarten
  - e. Utah Pre-Kindergarten Guidelines
  - f. The highest percentage of children not meeting the widely held expectation for specific objectives
  - g. Observation of family engagement
30. Overall Areas of Strength:
  - a. Social-Emotional: Managing feelings, interacting with peers;
  - b. Physical: Demonstrating traveling skills, using writing and drawing tools;
  - c. Language: Following directions, speaking clearly;
  - d. Cognitive: Showing flexibility and inventiveness in thinking, engaging in sociodramatic play;
  - e. Literacy: Retelling stories, writing name;
  - f. Mathematics: Comparing and measuring, Understanding shapes.
31. Overall Areas for Focused Attention:
  - a. Social-Emotional: Taking care of own needs appropriately, solving social problems; Physical: Demonstrating gross-motor manipulative skills, using fingers and hands; Language: Engaging in conversations, using social rules of language;
  - b. Cognitive: Solving problems, Recognizing and recalling;
  - c. Literacy: Noticing and discriminating rhyme, Noticing and discriminating smaller and smaller units of sound;
  - d. Mathematics: Quantifying, Comparing and measuring.
32. Spring Child Outcomes Report Action Plan/School Readiness Goals:
  - a. Increase mathematical skills average of children at or above targeted level 55%.
  - b. Increase literacy domain skills average of children at or above targeted level 65%.
  - c. Increase cognitive domain skills of children at or above targeted level of 75%.
  - d. Increase language domain skill of children at or above targeted level of 70%.
  - e. Increase staff knowledge of Head Start math resources.
  - f. Children will receive effective health and nutrition services to improve their overall health and development.
  - g. Provide parents with home activities to support math, literacy, cognitive and language skills to ensure optimal connection to home and school.

## OFFICE OF DINÉ SCHOOL IMPROVEMENT

All proposed solutions, concerning Schools, UDP, and overall Staff will be implemented immediately and completed by September 30, 2016, prior to the next quarterly report.

1. Working with a data team members who are ready to learn the using data process, and are implementing the task during their staff meetings. Work with the data team to ensure that the UDP process is implemented school wide. Working with the Data Team to building their capacity to design their professional development session for their teachers at their own school. All the schools, listed above, have a school action plan for mathematics, reading, and science and now these schools are providing the Monitoring Data into their action plans.
2. Window Rock STEAM Camp is scheduled for July 11-15 of 2016.
3. Summer 2016 UDP Teacher Institute is scheduled for July 18-20 of 2016. The primary focus will be on the core academics.
4. Working with Little Singer Community School staff in analyzing their NWEA Student learning data result. The school developed an action plan for the school year, 2016 – 2017. Currently, ODSI is working with teachers in developing a curriculum alignment in reading, math, and Dine Language and Culture.

## OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

1. In the spring of 2016, 1,491 graduates receive degrees and credentials. This data is indicative of 28 schools within the four corners region where the majority of our students attend college. The schools included are Navajo Technical University, ASU, Diné College, FLC, NMSU, NMHU, NAU, UNM, UA, Northland Pioneer College, San Juan College, Scottsdale Community College, Southern Utah University, Utah State University-Eastern. Also, at community colleges: South Mountain, Chandler Gilbert, Coconino, Estrella Mountain, Gateway Glendale Maricopa Mesa, Paradise Valley, Phoenix College and Rio Salado. In addition, ONNSFA is in the process of collecting additional statistics regarding graduates.



This data includes graduates through an Agreement with UNM and ASU Law Schools for Juris Doctorate graduates: Five students received their J.Ds from ASU and seven students from UNM. This Agreement is administered through the ONNSFA Fort Defiance Agency.

2. HIGHLIGHT ABOUT ONNSFA CROWNPOINT AGENCY OFFICE/STAFF: The Crownpoint ONNSFA is highly efficient; they assist students on a daily basis to apply for funding online and check document status for students and answer any questions students may have. In addition, staffs are available to assist with FAFSA applications. Agency counselors also provided “hands on” workshops for students at the high schools to complete a web application, and explain the process to create and check students’ progress. Staff also assisted the Department of Self Reliance and Chapter members in educating their clientele in the financial aid process and assisting with providing ONNSFA information to the Rural Veterans Coordination Program in the Eastern Agency. ONNSFA Crownpoint Agency staff have been present at several college/career days throughout Eastern Agency, Albuquerque Public Schools, and Los Lunas high school to showcase ONNSFA Program and share information about the requirements, deadlines and eligibility criteria. Further, staff attended various financial aid conferences and self-development training as well as attend college and high school graduations gathering statistical information. This enables ONNSFA to gather information about the number graduates.
3. HIGHLIGHT ABOUT ONNSFA CHINLE: ONNSFA Chinle Agency set-up an information booth at the following events for the students and the community: April 6, 2016, at Diné College Health Fair in Tsaille, AZ; NTU Job Fair in Chinle, AZ; April 25, 2016, USU-Eastern Education Job Fair in Blanding, Utah; and May 16, 2016, ONNSFA Presentation for Department of Self Reliance Clients.
4. ONNSFA Site Visits at several Chinle Agency Chapter Houses: May 16th at Tsaille/Wheatfields Chapter and Lukachukai Chapter; May 20th at Rock Point Chapter; May 23rd at Rough Rock Chapter and Many Farms Chapter; May 24th at Hardrock Chapter; May 25th at Whippoorwill Chapter; May 26th at Black Mesa Chapter and Forest Lake Chapter; and June 9th at Nazlini Chapter.

## ADVANCED NAVAJO NATION

1. Every five years, AdvancED Navajo Nation network schools host an External Review. The External Review Team examines the school as a whole – the programs, the cultural context, the community of stakeholders – to determine

how well the parts work together to meet the academic needs of the students. The performance-based accreditation process provides schools with an External Review Report that contains a comprehensive analysis of the school's effort to drive continuous improvement. At the end of the 3<sup>rd</sup> Quarter, on April 27<sup>th</sup> and 28<sup>th</sup>, our AdvancEd Navajo Nation completed the remaining scheduled external review at the Red Mesa Elementary School.

- In preparation of the upcoming 2016-2017 school year, External Reviews are being scheduled for the following schools:

SCHOOL	
1	Alamo Navajo Community School
2	Baca/Dlo'ayazhi Community School
3	Black Mesa Community School
4	Cottonwood Day School
5	Cove Day School
6	Greyhills Academy High School
7	Hanaadli Community School
8	Kayenta Elementary School
9	Mariano Lake Community School
10	Ojo Encino Day School
11	Red Mesa High School

- AdvancED Navajo Nation Operations Office staff continues to maintain a schedule of on-site school visitation. In addition, office staff practice an open door policy for all school personnel via telephone calls, email, letters, and office visits. Technical assistance and ASSIST workshops are always available to AdvancED network schools. Accreditation Progress Report training and monitoring occurred and continues at the following schools:

DATE REVIEWED	SCHOOL
April 2016	Red Mesa Elementary School
	Wide Ruins Community School
	Jeehdeez'a Elementary School
	Cove Day School
	Cottonwood Day School
	Alamo Navajo Community School
	Mariano Lake Community School
	Baca/Dlo'ayazhi Community School
	Chilchinbeto Community School
	Tuba City Alternative High School
May 2016	Black Mesa Community School
	Tonalea Day School
	Rock Point Community School
June 2016	Hanaadli Community School
	Chilchinbeto Community School
	Rough Rock Community School
	Cottonwood Day School
	Tse'ii'ahi Community School

## OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

- OSERS announced the Request for Proposal for FY 2016 grant award to fund three priorities. The program has only received one proposal request to complete home modifications in the Western Agency.
- The OSERS program has selected to award to ASSIT! To Independence a two-year grant of \$100,000. The grant will provide services to eligible individual's limited home modifications such as ramps, accessible restrooms and showers.
- OSERS continues to conduct monthly team meetings for EIP, VR, and IL staff to provide update reports on client data, projections, and review the annual performance data.

4. OSERS continues to provide vocational rehabilitation services, such as training, counseling/guidance, restoration, transportation services, Traditional Healing, evaluation assessments, job placement and job development to adults with disabilities for the ultimate goal of job placement.
5. OSERS continues to provide independent living services to individuals with severe physical and mental disabilities in providing home modification for accessibilities, such as ramps, grab bars in the bathrooms, widen doors for accessibility, assistive devices, and peer mentoring, counseling/guidance, traditional healing, and transportation services.
6. OSERS continues to provide early intervention services to infants and toddlers with disabilities and their families from birth to five years of age. In addition, provide parent training, collaborate with other service providers through Agreements and the NM, AZ, and Utah state early intervention programs through MOU and provide supplemental funding to the public school districts serving children with disabilities from three to five years of age.
7. OSERS continues to operate the Food Service Vending and the Tuba City Industrial Laundry Projects for income revenues and training/employment services.  
OSERS continues to work with the Navajo Nation Advisory Council on Disability on advocacy and awareness regarding disability.
8. OSERS continues to gather and input client data for early intervention program for annual child count for funding to Bureau of Indian Education and seek an appropriate client data program for vocational rehabilitation and independent living services for client's statistical information.
9. OSERS in-conjunction with NNCOD sponsored a Disability Awareness Conference in Tuba City, AZ, and Disability Awareness Day in Window Rock, AZ, to bring develop more awareness on disability issues and needs, plus resolutions on accessibility of infrastructures, employment, transportation, voting, changes in legislations, rights of individuals with disabilities, and many other issues at all levels of age.

## OFFICE OF DINÉ YOUTH

1. The Office of Diné YOUTH administration received/assisted 212 visitors, 109 travel related documents, 41 purchase requisitions/orders, 110 PCard requisitions, and 102 agency activity packets were processed by the administrative staff.  
  
The Office of Diné YOUTH continues to participate in the interdisciplinary team meetings concerning Youth Suicide as led by the Navajo Department of Behavioral Health. The Office of Diné YOUTH administration submitted a supplemental budget for youth employment.
2. The Chinle agency Youth Employment program is disbursing and accepting applications from students that are interested in employment opportunity on short-term basis. Chinle youth employment budget level is very low impacting high school students summer employment. Not unless we receive some additional funding through the supplemental appropriation we have requested that is pending toward the Navajo Nation Council's special session. Keeping optimistic and positive about the supplemental packet, which includes extra funds to support the Culture Liaison position.
3. In Chinle, the Many Farms Youth Center building extension has been completed and the Many Farms OEH department will conduct another building inspection. The OEH inspection will issue a new "youth" occupancy number we can allow to be on site during programming at the MFYC. MFYC personnel are getting prepared for the upcoming summer and will be on an alternative schedule beginning June 2016.  
  
The agency Counselor, support staff and the MFYC members coordinated on creating a batch of Mother's Day cards and forwarded them to the Chinle Nursing Home. The cards were shared with the elderly grandmothers that are staying in the Home. The residents and Nursing Home staff enjoyed and appreciated the cards. ODY will also do the same activity for Father's Day. The counseling department is gearing up for the annual "Summer Jam" program that will take place in June 2016.

The agency Recreation department has been busy responding to agency schools' that are requesting for ODY assistance with their planned "field days". These visits to schools are recorded as "Outreach" services and so far, we are having success with this particular initiative. ODY provides four activity stations and classes come to each activity station on rotating basis. The three-hour activities have been fun, energetic, and interactive for the students. The agency received many positive comments regarding the field days.

Agency Devil Pups (DP) program information has been received from the DP headquarter. At the recent Supervisors' meeting, the information was disbursed to all ODY agencies. We agreed to fully implement the DP program in which we (ODY) will send fifteen boys & five girls to the 2016 DP Encampment in Camp Pendleton, CA, in July. The DP PFT (try outs) are currently being implemented to recruit/test potential youth that have an interest to be a Devil Pup. Chinle ODY will be hosting three PFT toward qualifying our agency's quota of four. The Devil Pups encampment is scheduled for July 7-16, 2016, in Camp Pendleton, CA.

4. The Crownpoint Agency ODY continues to provide daily afterschool programming and working with local resources to implement community projects. They include the following:

Counselor worked with chapters to provide presentations to high school students,

- a. Assisted with youth employment interviews for high school and college students,
- b. Completed the Kid's College at UNM for 10-14 year olds, and
- c. Completed Personality IQ at NTU Youth Summit and Pinedale Chapter; Program and Project Specialist is working with the Summer Program youth, Monday to Thursday 8:00 am to 5:00 pm in implementing curriculum areas of Arts and Crafts, Navajo Language Curriculum, Student Assistant Program, SPARK, collaborative efforts with New Mexico State University Extension Office in the continuous work with youth on braiding and gardening projects, completed Active Parenting with nine Parents,
- d. Transported 20 youth to Tramway and Hinkle Family Fun Center on June 2, 2016, and
- e. Completed the Yeego Gardening Project to conclude in August;
- f. Recreation Specialist implemented Summer Teen programs such as softball, kickball, sewing and 3 on 3 Basketball in the evenings,
- g. Continues to attend meetings with the Postvention Team and Crisis Response Team,
- h. Completed the tryouts for the Devil Pups program with four individuals qualifying,
- i. Transported 13 youth to Albuquerque for end of the School year trip,
- j. Held movie nights in the evenings, and
- k. Continues to work with HPDP on providing JMI to communities; and the Hanaa'dli Youth Center has implement the Summer Recreation Program.

In this quarter, the youth center has accomplished the following statistics or events:

- a. On April 27, 15 youth were provided a Bullying and Sun Safety Presentation by the DZ Health Educator, Terra Yabeny at the center;
- b. On May 14, 65 youth were provided a Stranger Danger Presentation and Cyber Bullying by the Farmington Crime Stoppers and Farmington Police Department during the Youth and Community Day Event at the center;
- c. Served a total of 55 youth ages from six to eighteen years old from the Dzilh-Na-O-Dith-Hle Dormitory School in May;
- d. On May 14, the center and YM Rocks Ministry partnered to serve about 130 participants comprised of youth and families from the Huerfano and surrounding communities to a Youth and Community Day Event at the youth center;
- e. On June 8, a bike safety presentation was provided by Ojo Encino Special Diabetes Program;
- f. On June 20, a fire presentation was given to the youth;
- g. On May 4, youth took a detention trip with the "Your Choice Your Life"; and the youth center in partnership with the DZ school serve free lunch at the center for the summer.

In this quarter, the Program Supervisor and Recreational Specialist continue to work with the Postvention Program to address prevention of suicides. Program Supervisor, Recreation Specialist, and Counselor participated in the Mental Health First Aid Class. Diné Youth Personnel participated in the NHA audit, provided necessary documents.

5. The Fort Defiance Agency ODY scheduled the Summer Just Move It with Sawmill, Kinlichee, Tsehootsoo Medical Center, Oak Springs, Pine Springs, Twin Lakes, and Newlands. In addition, ODY assisted TMC-HPDP with Arizona JMI events and GIMC-HPDP with New Mexico JMI events in providing Diabetes Prevention and Recreation programs with youth that attended the JMI events on Tuesdays and Thursday.

Youth Employment Program staff conducted interviews for the summer youth employment program from June 6-9, 2016, and an orientation for selected youth was conducted on June 14-15, 2016, with the start of employment for summer youth employment is June 27, 2016, with 80 hours of work allocated to college students and 64 hours of work allocated to high students.

The Programs and Projects Specialist continues to assist with Youth Council initiative. The Navajo Nation Youth Council next meeting is July 6, 2016. The meeting's objectives is to continue in working to establishing the NN Youth Council and promoting the Youth Council to network with various programs and department within the Navajo Nation branches of government.

In this quarter, the Sr. Counselor and Prevention Specialist continue to participate in the Fort Defiance Communities of Hope meetings and initiatives in establishing a calling tree and scheduling of trainings.

The agency accomplished the following for the quarter:

- a. Afterschool programming with staff monitored and assisted youth in the following program- social recreation, games day, playground and recreation, prevention program, presentations, arts and crafts, academic success, homework help, reading program, health and life skills, character development, and special events, with total enrollment of 89 and a daily average attendance of 64 for the third quarter (April - June 2016) and a current waiting list of 54 youth;
- b. Summer Chapter Outreach- "ODY on Wheels" this June were scheduled with Crystal Chapter, Sawmill Chapter, Red Lake Chapter, Lupton Chapter, Whitecone Chapter, Dilcon Chapter, Twin Lakes Chapter, Mexican Springs and Newlands Chapter, as staff provided youth development activities, emphasis on Prevention Program, Life Skills, Arts & Crafts and Recreation Program with the youth in that community on Tuesdays and Thursdays;
- c. The Sr. Counselor and Recreational Coordinator assisted in the planning and implementation of a Youth Conference in Jeddito on June 16, 2016 in providing parenting class, teambuilding activities, recreational activities and ice breakers;
- d. The Recreational Coordinator scheduled Try-Outs for the upcoming Devil Pups program on the following dates and locations - FDODY on May 23-25, Ganado Mid School on June 2<sup>nd</sup> and June 9<sup>th</sup>, and Tohatchi Chapter on June 13-14, FDODY on June 13-20 and on June 17; participated in the "Navajo Nation Youth Summit" in taking 12 youth to attend the summit on June 1-2, 2016 in Crownpoint, NM; and
- e. Hosted the "Volleyball Clinic" on Friday, June 10, 2016, with the event consisted of instilling youth with the fundamentals of volleyball, which was offered to three age groups: 6-9 year old; 10-13 year old and 14-18 year old, and assistant from Window Rock Unified School District, Tsehootsoo Medical Center and Department of Behavior Health.

6. The Shiprock Agency ODY is planning for summer activities with several major activities that include collaborating with John Hopkins University, the United National Indian Tribal Youth, Inc., and local program collaborations. Students from the "Together We Rise" Youth Group began attending the Navajo Nation Youth Council meeting to represent the Northern Agency. Their first meeting was held March 12 with the next meeting scheduled to convene April 2 in Window Rock.

The agency accomplished the following for the quarter:

- a. Staff provided service to surrounding BIE Schools and Chapters;
- b. Completed the agency Spelling Bee, as well as the Navajo Nation Spelling Bee held in Crownpoint, NM with a young lady from Newcomb Mid School being the Champion Speller with preparation of her participating in the Scripps National Spelling Bee in Washington, D.C.;
- c. Assisted with the Navajo Nation Science Fair;
- d. Sponsored several Easter Egg Festivities in Shiprock and Red Valley; and
- e. Held two basketball leagues: 5-7 Coed and the 8-10 Coed League conducted.

7. The Western Navajo Agency Tub City ODY conducted youth employment interviews and selection on June 2 – 9, 2016 with 47 youth hired for the 3<sup>rd</sup> Quarter and 47 selected for the 4<sup>th</sup> Quarter in July.

The agency accomplished the following for the quarter:

- a. Summer youth activities will conclude at Greyhills Academy High School on June 24, 2016, with programming to begin in August when school resumes;
- b. Sash Belt weaving completed on June 17 at TC Chapter House with 14 participants;
- c. Sewing Class held from June 27-30 at TC Chapter House;
- d. rafting trip on June 28-30, 2016 to Durango, CO;
- e. Devil Pups tryouts was completed with three male and one female qualifying to participate in July at Camp Pendleton Marine Corp Base;
- f. Assisted with the JMI in collaboration with Health Promotions TCRHC on June 7, 11, 14, 21, 23, and 28; and
- g. Continue to provide outreach services to the youth in the surrounding communities of Western Navajo Agency: Leupp Schools Inc., Winslow Residential Halls, Flagstaff Kinlani Dormitories, Coconino County Juvenile Detention Center, Tuba City Nizhoni Accelerated Academy, Kaibeto Boarding School, Kayenta Community Schools, Oljato and Inscription House Chapters, in collaboration with NHA housing developments, DSR, Gap Schools, Page Schools, Dennehotso Schools, Chilchinbeto Schools, Rock Ridge Schools, Red Lake School, Cameron School, Coalmine Chapter, Coppermine Chapter, Shonto Schools and Chapter.

The following activities and events continue to be planned and implemented:

- a. July 4<sup>th</sup> celebration in Tuba City on July 2<sup>nd</sup>,
- b. TCODY will coordinate with the To nanees dizi Local Government in providing supplies for the annual “Hot Dog” eating challenge;
- c. The Prevention Specialist continues to work with the WNA Juvenile Detention Center, including the inmates at the Adult detention center, in providing prevention, on Tuesdays.
- d. The Adult detention center is currently on hold until a population can be selected;
- e. WNA Youth Conference was rescheduled to July 14, 2016;
- f. UNITY Conference is in the planning stages for WNA Youth Council to attend, to be held at Oklahoma City, OK, with six participants selected to represent WNA Youth Council;
- g. WNA Youth Council with officers planning the Youth/Elderly Summit to be July 18-20, 2016 at Diné College;
- h. TCODY planning with the To nanees dizi Chapter on the “Kids Day and WNA Princesses” activities in association with the Annual WNA Fair in October.

## OPERATIONAL & PROCESS IMPROVEMENT INITIATIVE STATUS

### OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

1. Sovereignty in Indian Education BIE Grant to develop a Navajo language and culture curriculum framework and organize guidelines for academics. Work is in progress from June through October. Currently there are 5-10 consultants working on the curriculum framework at any one time. The drafts will be refined through several groups of consultants before the completion date.
2. The Navajo Traditional Apprenticeship Project has brought on new teams in the second quarter and some other Practitioner/Apprenticeship teams have completed their contract or are renewing them again. This Project is complicated in that we can only work with individuals if they are interested in becoming a Practitioner of a healing ceremony. It requires personal sacrifice of time, resources and commitment. We do our best to recruit but ultimately it depends on whether there are individuals willing to commit themselves to the grueling process of hands on learning and memorizing.
3. The Second Language Testing, Inc.’s (2LTI) validity and reliability study of the Diné Content Standards has one more step to complete in order to be finalized. Work has ceased for the time for lack of funds. OSCAD is reviewing its options for funds. Until they are located work has to be suspended.

4. The proposal for another grant from NM PED has been submitted. OSCAD is waiting for a response from Santa Fe. Once the award notice is received, the office will begin the 164-Review process. It must go through the finance office, DOJ, HEHSC, Budget & Finance Committee and Naabik'iy1tip Committee for approval. The process will take five to six months to complete.

## OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

1. As stated under II above, we have implemented a "Strategic Education Leadership Plan" (SELP) a systemic plan that focuses on the establishment of a framework to complete projects relating to ODAC working with Grant Schools within a structured time for measureable results, under the foundation of "School Leadership Plan Aligned with School Budget". ODAC has six goals that align with the Form 2 and show our progression of achieving the set goals using the VPPR strategic planning format. For example, one of goals is assist to retain reauthorization for 50 % of Grant/ Contract schools two to four-year status.
2. For the third quarter, the retention reauthorization rates for 33 schools are; 9% at six months, 55% at one year, 33% at two years, and 3% at four years status. At this point, ODAC needs to move at least 64% of the 33 Grant/ Contract schools into the two to four-year reauthorization status, with 35% at the two to four-year status now.
3. Through the implementation of ODAC SELP, ODAC has monitored the policies requirements and due dates of the Navajo Nation, Federal Funding, and BIE requirements and downsized the Reauthorization Application requirements to only the A-Q requirements of the application. ODAC also provided relevant information to schools to support their efforts to align the educational leadership and financial mandates to provide a quality service to the students.
4. ODAC function is structured based on SELP, with the exception of complaints that are constant and of which some need immediate follow up. The time-fame requirement for the School Intervention plan is very narrow which takes away the central focus of ODAC established framework.

## OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

In this quarter, OERS is working with BIE/Grant schools and BIE to collect real-time student achievement and enrollment data. DODDE has an active and cooperative MOU agreement with BIE. The MOU should be the bridge for the Navajo Nation to access to information from the BIE NASIS in a timely manner; however, BIE has been less cooperative in this area. OERS recommends DODE to resolve this issue immediately.

## ADVANCED NAVAJO NATION

1. In addressing the impact of high turnover in school administrators and teachers, Department of Diné Education and AdvancED Navajo Nation Operations Office are forging a strong partnership with the Bureau of Indian Education through collaborative work sessions each month.
2. The AdvancED Management of Operational Services (AMOS) is a tool that engages office staff in an in-depth evaluation to determine the effectiveness of our office. The AMOS process, which was completed in June, identifies areas of strength and opportunities to develop improvement goals that enhance office effectiveness.
  - Goal 1. Provide staff development training in the use of technology tools. (Staff now using Dropbox)
  - Goal 2. Develop an AdvancED Navajo Nation website (ongoing).
  - Goal 3. Increase the public relations effort with stakeholders who have an interest in the academic achievement of students within the boundaries of the Navajo Nation (ongoing).
  - Goal 4. Finalize the AdvancED Standards for Quality Schools from a Diné perspective and use the graphic design in all training sessions. (Goal 4 is completed and is used in training sessions.)

## NAVAJO HEAD START

1. Recommendation to hire the Fiscal Manager position to ensure all budgets are reconciled and balanced for FY 2016, and follow up with OMB to complete setting the K accounts for Arizona CACFP.
2. In accordance with the Head Start Act, Navajo Head Start is required to conduct tribal, state and federal criminal record checks during the recruitment and selection process. Currently, NHS has an agreement in effect with Navajo Nation Department of Personnel Management, which allows for temporary and regular status individuals to be hired with a favorably adjudicated tribal background checks. The state/federal background checks must be completed and favorably adjudicated within 90 days from the date of hire. A favorable adjudication of tribal/state/federal background checks allows regular status employees to begin the 90-day introductory period, while temporary employees continue their temporary status employment with NHS.
3. Current NHS employees are also required to complete and have their tribal, state and federal background checks favorably adjudicated every three (3) years. If one's state/federal background check is not approved during adjudication and is declined by the adjudicator, this person is immediately dismissed from NHS. The following are the tribal and federal background check statistics for January –March 2016.

Description	Jan 2016	Feb 2016	Mar 2016	Totals
Background Checks ("BGC")				
• Tribal Only	10	17	5	32
• Federal Only	11	16	3	30
• Declined	1	0	0	1
Pending Background Checks @ PSC	1	3	9	13
BGC Ready for Federal Assessment	1	2	11	14
<b>TOTAL BGCS - FY16 2<sup>ND</sup> QUARTER</b>				<b>90</b>

4. Navajo Head Start has a new federal/state background check vendor: American Checked, a Native American owned company specializing in working with Tribal governments and tribal organizations on professional federal/state background checks.
5. During the recruitment and selection process, applicants must complete specific steps and meet certain standards as required under the Head Start Act, including a qualification assessment, favorable background checks, positive past employer checks, and interview participation. Center staff applicants (teachers, paraprofessionals, bus drivers, school readiness coaches) must also have a physical examination (PE") with a negative TB test before they are allowed to enter the classroom. Field staff that also enter the classroom to perform their duties and functions must also receive a PE and negative TB test, such as maintenance technicians, ERSEA liaisons, health and nutrition liaisons, and mental health and disabilities liaisons. In accordance with NHS Performance Standards, all staff must also submit immunization records. Applicants that meet the criteria of each step are recommended for hire to the Assistant Superintendent. In turn, the Assistant Superintendent recommends new hires to the Director of the Navajo Department of Personnel Management.
6. A development of a flow process with NHS-HR to create a staff database will clearly identify any employee changes, modifications, transfers, terminations and new hires. This data must be provided to the Technology Section to develop the system. Through development of such a data base and system, this will help end-users access correct information on NHS Network; keep staff in sync with all other applications and require username and access privileges; File Maker Pro can be purchased for electronic transfers; and the Database for personnel can be initiated.
7. Professional development training is scheduled two Fridays per month. A technology training plan will be developed with curriculum courses. This endeavor may necessitate acquiring Cart on Wheels (COW) to provide real life, hands-on experience for staff training.

8. Three additional technology staff is being requested which will allow more attention to implement and support the NHS accountability system
9. Professional development of web filtering services is needed for all NHS Staff; step by step instructions were sent to all staff on how to address filtering issues. Governance overview such as policies and procedures need to be presented.
10. Internet connectivity: Explore potential ways of connecting centers with larger bandwidth and identifying cost saving solutions; technology grants, Erate, Race to the Top grants.
11. Every Monday, approximately 50 job vacancies (“JVA”) are announced on DPM’s website. Currently, all JVAs are being advertised as Open Until Filled (“OUF”), and approximately 10-20 applications are received each week, and assessed. Less than half, though, move forward to the interview stage. Applicants who do not meet the minimum qualifications standards, or who do not meet the special requirements of the vacant positions are sent a “non-qualified” letter. For example, a bus driver’s minimum qualifications’ requirement is a high school diploma or GED. However, under the Special Requirements Section, all bus drivers must possess a Commercial Driver’s License (CDL”) and passenger and school bus endorsements under the CDL. Further, each state has specific licensing requirements that bus driver applicants must also meet, i.e., state certification to drive a bus, bus driving refresher course every two to three years. Therefore, if an applicant has a high school diploma, but does not have a CDL with endorsements, that applicant does not meet the minimum and special requirements of the position.
12. Three vendors provided proposals, primarily School Dude, Property Trak, and Collective Data. The vendor School Dude was selected; however, the proposed contract was not signed off in a timely manner causing that particular contract to be nullified but a new contract is in process.
13. Onsite inventory assessments for technology equipment needs to be conducted for security of technology infrastructure. User access and communications connections identified; other possible service providers could be identified to address many of the slow connectivity issues.
14. Internet agreement and on-going meetings has been established with the Division of Social Services Director to update proposed agreements between CCDF and NHS is still in process.
15. Disabilities & Mental Health: Within the disabilities content area, our IEP/IFSP statistical data and according to Child Plus NHA is currently at 57 IEP/IFSP’s, this includes pending evaluations for school year 2015-2016 for the month of May. The Department of Justice has reviewed the standardized MOU with local school districts, 18 MOUs have been emailed to Public Schools located within or surrounding the Navajo Nation. Awaiting responses regarding the proposed MOU’s which require School Board approval. One Mental Health/Disabilities Liaison staff still needs to be hired. Ten percent disability waiver request was approved by Office of Head Start, the target number to meet requirement is 211 by May of 2016.
16. Community Partnership: The NHS operates 96 centers across the Navajo Nation – 20 IPA’s have been approved, 11 IPAs are pending and that leaves 65 IPA’s are still under discussion for one reason or another.
17. The Navajo Nation Department of Justice is reviewing the MOA with Child Care Development Fund (CCDF), including the changes that include CACFP for meals served to children, whereas, the final MOA will be approved by CCDF.
18. Child Adult Care Food Program (CACFP): Arizona CACFP-OMB is taking longer than expected to set up budget. New Mexico CACFP-Budget is generated for account vendor SYSCO. Current Food Service Delivery contract with SYSCO expires on September 30, 2016, Request for Proposal is in process with Navajo Nation Purchasing Department.
19. Daily administrative processes include: The distribution of renewal of vehicle operator’s permits in all regions; vehicle inventories for purchased vehicles not regularly used for program disposition; health and safety monitoring protocol review of Office of Head Start; Health & Safety training for employees relating to transportation; and training for school bus drivers after the end of school year to comply with bi-annual training requirements.

## OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

1. The Navajo Nation needs a Teacher Resource Center where educators can learn about education and job opportunities, assist schools with recruitment of educators, and provide professional development and a variety of services that are greatly needed for educators in the area.
2. Currently, the Navajo Nation Teacher Education funding assists many students. Currently ONNSFA has a great need for educators so this office needs to be developed such a program. Two positions will be created to manage the new program.

## OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES

1. The 164-process review with various organizations and schools for client services: Currently, OSERS has eleven contacts with pending with various organizations and three MOUs with various organizations and schools for client services pending.
2. OSERS focuses on collaborating with the local school districts to promote transitional services for students for post-secondary and employment services. The Navajo Nation Advisory Council on Disability prepared a Request for Proposals with anticipation that school districts will apply. This will be a prime opportunity for school districts to apply for supplementary funds to enhance transitional services for students.
3. The vocational rehabilitation policies have been amended to reflect transition services for career readiness and to reflect a section on client assistances and hearing. Based on the reviews of these policies, OSERS Management team received recommendations from DOJ. OSERS is in the process of inserting the recommendations, and resubmitting the policies for final approval.
4. OSERS strives to provide quality client services for EIP, VR and IL to ensure that the needs of persons with disabilities are being met.
5. OSERS continues to collaborate with the AZ, NM, and Utah state agencies for early intervention, vocational rehabilitation and independent living services for service coordination, dual cases for services and employment. OSERS participates in the quarterly State Rehabilitation Council and Commission for Blind meetings.

## OFFICE OF DINÉ SCHOOL IMPROVEMENT

1. ODSI met with 26 schools to discuss PD/PLCs for the summer of 2016. Worked with 104 teachers using content Coaching, Examining Student Work, classroom observation, and aid in setting up professional development. In this quarter, ODSI assist 16 schools, 104 Teachers, 22 Admin, and 62 Students.
2. ODSI served as judges the in Arizona Science Fair held in Phoenix, AZ.
3. On May 31 to June 3, ODIS assisted ASU with the STEAM Camp at Ch'ooshgai Community School in Tohatchi, NM.

## NNDODE BUDGET STATUS

### OFFICE OF STANDARDS, CURRICULUM, AND DEVELOPMENT

Office	Funding Source	# of Personnel	# of Vehicle(s)	FY 2016 Personnel	% Used	FY 2016 Operating	Used
ODCL&CS	General	7	2	\$450,458	68.05%	\$33,626	68.25%
Navajo Traditional Apprenticeship Project	Fiduciary	0	0	0	0	\$176,424	21.0%

### OFFICE OF DINÉ ACCOUNTABILITY AND COMPLIANCE

Program	No. of Personnel	Personnel Budget	Used	Operating Budget	Used
ODAC	05	\$377,651	63%	\$47,398	95%

OFFICE OF NAVAJO NATION LIBRARY

Program	Fund Type	FTE	No. of Vehicles	Personnel	Used	Operating	Used
ONNL	General	7	1	\$82,627	72%	\$4,644	68%
ONNL	External	7	1	\$92,627	2%	\$4,644	68%

OFFICE OF EDUCATIONAL RESEARCH & STATISTICS

Program	Fund Type	FY 2016	3 <sup>th</sup> QTR	FTE	No. of Vehicles	Bal.
OERS	General	\$247,242.00	\$92,794.79	4	0	38%

Program	Fund Type	FY 2016	3 <sup>th</sup> QTR	No. of Staff	No. of Vehicles	Bal.
STEP	External	\$1,162,347.00	\$20,377.72	1	0	18%

JOHNSON O' MALLEY PROGRAM

NNJOM ADMIN	FTE	PTE	Personnel	Used	Operating	Used
K150733	7	1	\$515,199.50	11%	\$205,892.92	10%

JOM Subcontractors (27 Schools)	Expenses	Used
\$3,052,219.58	\$2,163,012.44	70%

ADVANCED NAVAJO NATION

AdvancED NN	Account	FY 2016	3 <sup>rd</sup> QTR	FTE	No. of Vehicles	Bal.
GF	PERSONNEL	\$311,964.00	\$ 208,341.05	3	1	33.31%
GF	OPERATING	\$ 33,008.00	\$ 21,729.08			

OFFICE OF NAVAJO NATION SCHOLARSHIP & FINANCIAL ASSISTANCE

ONNSFA's budget balances are high in the 3rd quarter. In order to address this, ONNSFA is processing \$4 to \$6 million of awards this fall for the benefit of students returning to school for the Fall term.

## NAVAJO HEAD START

1. The 2016 Navajo Head Start Grant Application is approved. The budgets and labor distribution accounts are finalized to reflect a total budget of \$28,059,377 for FY 2016. Payments and closeouts for FY 2015 have been conducted, and the final in-kind report has been submitted.
2. NEW SCHOOL YEAR 2016 ACTIVITIES PLANS
  - August 3 – Center Staff Return
  - August 8-12 – School Readiness Summit
  - August 16-18 – Mandated Trainings
  - August 19 – Staff Meeting
  - August 22-26 – Classroom Preparations
  - August 29 – FIRST DAY OF SCHOOL

## OFFICE OF DINÉ SCHOOL IMPROVEMENT

Fund Type	FY16	1 <sup>ST</sup> QTR	2 <sup>nd</sup> QTR	3 <sup>rd</sup> QTR	% Available
General	\$636,547	\$132,591.55	\$172,521.99	\$137,400.12	30%

## OFFICE OF DINÉ YOUTH

Office of Diné YOUTH Fiscal Year 2016 General Funds Expenditures as of 6/28/2016						
ODY PROGRAMS	NUMBER OF PERSONNEL	FY 2016 PERSONNEL (Permanent & Temporary)	% USED	FY 2015 OPERATING	% USED	
Office of Diné YOUTH – Admin	4	\$236,039.00	70	\$18,338.00	91	
ODY – Chinle Agency	6	\$449,098.00	69	\$103,933.00	56	
ODY – Crownpoint Agency	7	\$500,536.00	64	\$167,989.00	48	
ODY – Fort Defiance Agency	9	\$579,907.00	63	\$158,455.00	60	
ODY – Shiprock Agency	7	\$452,337.00	61	\$116,256.00	92	
ODY – Tuba City Agency	8	\$523,421.00	62	\$142,670.00	55	
HS Prep/Enrichment	-0-	-0-	-0-	\$163,000.00	56	
<b>Total:</b>	<b>41</b>	<b>\$2,741,338.00</b>	<b>65%</b>	<b>\$870,641.00</b>	<b>65%</b>	