

FALLON RANGE TRAINING COMPLEX MODERNIZATION:
EXPANSION OF LAND RANGES, AIRSPACE MODIFICATIONS,
AND PUBLIC LAND WITHDRAWAL RENEWAL

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PUBLIC SCOPING MEETING
TRANSCRIPT OF PROCEEDINGS
Friday, October 7, 2016
Hawthorne, Nevada

Reported by: SUSAN E. BELINGHERI, CCR No. 655

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OPENING SPEAKERS:

Allison Turner
Captain David Halloran
Alex Stone

PUBLIC COMMENTS:

REQUESTED CHANGES:

PAGE: 26 LINE: 12
SPEAKER SAID: Commander Naval Air Forces
SPEAKER MEANT: U.S. Pacific Fleet

PAGE: 30 LINE: 12
SPEAKER SAID: Environmental
SPEAKER MEANT: Environment

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HAWTHORNE, NEVADA; FRIDAY, OCTOBER 7, 2016

MS. ALLISON TURNER: Thank you, everybody for coming today. We're very pleased to have so many of you here with us. My name is Allison Turner. On behalf of the Navy, I'd like to welcome all of you, and again, thank you for coming.

The purpose of today's meeting is to provide you with an overview of the Navy's proposal to modernize the Fallon Range Training Complex. The proposal will be analyzed in an Environmental Impact Statement, or EIS -- you may hear that acronym a few times today -- and that will be in accordance with the National Environmental Policy Act, or NEPA.

The public's comments are extremely important to the environmental review, and will help the Navy to identify potential environmental issues to study, and viable alternatives for analysis in the Environmental Impact Statement.

We're here to not only just give you information, but also to hear from you and your comments. So we have a comment table set up in the back of the room -- or in the middle of the room, with

1 comment forms that you can fill out, we have a court
2 reporter here that can take any oral comments, and then
3 you can also provide comments in writing. And I'll give
4 you some more information about that at the end of the
5 presentation.

6 Questions, we're going to take questions at
7 the poster stations. We have team members set up all
8 around the room and posters that will help explain and
9 answer any questions that you might have. So we'll take
10 questions at the end. After the presentation is
11 complete, we'll go back to the poster stations.

12 So at this time I'd like to introduce
13 Captain David Halloran, the commanding officer of Naval
14 Air Station Fallon.

15 CAPTAIN HALLORAN: Thank you, Allison. Can
16 everyone hear me, or do I need to use the microphone?

17 PEOPLE FROM THE AUDIENCE: Use the mic.

18 CAPTAIN HALLORAN: Use the mic? I will. I
19 will try to refrain from breaking out in karaoke.

20 My name is Captain David Halloran. I am the
21 commanding officer of the Naval Air Station Fallon. I
22 have been in Fallon since January. I am -- I took over
23 command in March. I actually came down to Hawthorne for
24 the parade. It was a fantastic parade here. I
25 appreciated that. That was really, really nice.

1 I'm a graduate from the University of
2 Arizona. The football team is not doing very well, so
3 I'm looking forward to basketball season starting soon.

4 I am -- 24 years I've been in the Navy, and
5 23 years as a naval aviator. I'm an F-18 pilot, so I am
6 trained in strike fighter tactics, which is what we do
7 here at NAS Fallon. I have been to Naval Air Station
8 Fallon ten times on temporary duty, and each one of
9 those times was to do tactical air training.

10 Naval Air Station Fallon and the Fallon
11 Range Training Complex is the best training that we have
12 available to us in the Navy, and I will talk a little
13 bit more in depth about that in a little bit. But the
14 bottom line is every naval aviator, prior to going on
15 deployment, will go through Naval Air Station Fallon.
16 It is actually mandated by our training doctrine to make
17 sure they go through Fallon prior to deployment. So
18 every time you hear about a carrier going out on
19 deployment, every one of the pilots that is in that --
20 that's on board that ship come through Naval Air Station
21 Fallon prior to their deployment.

22 So today -- please, next slide. So today
23 I'm going to talk about the Fallon Range Training
24 Complex, which encompasses all of our training area, and
25 what we do at the Naval Air Station Fallon. I'm going

1 to talk about why we need realistic training and how
2 that applies to what we're looking to do with our
3 modernization today.

4 I'm then going to talk a little bit about
5 environmental stewardship, and then I'll turn it over to
6 Mr. Alex Stone, who will talk about the proposed action
7 a little bit more. I will also talk about that, and
8 then about the NEPA process that he will talk about a
9 little more in depth.

10 The big picture that I want to mention today
11 is that this modernization that you see throughout the
12 room is a proposal. It is the Navy's proposal, based on
13 the training tactics that are required with our advanced
14 weapons, with the technological advancements that have
15 happened over the last 20 and 30 years, and how we have
16 reached the constraints -- we are constrained by the
17 limits of our training complex, based on those
18 technological advancements, how the ranges have not
19 modernized throughout the last 20 or 30 years but our
20 weapons have advanced to the point where we're not
21 training to the capabilities that we actually have, and
22 our pilots are going into combat receiving lesser levels
23 of training than we really need prior to them seeing
24 combat.

25 Okay. So that's the premise about where it

1 came about. So it's a proposal. It's a long process.
2 So the proposal was announced on August 26th, started a
3 90-day scoping period that will end on November 25th,
4 which is why we're going around all of Northern Nevada
5 to explain the why, to explain what we do and why we're
6 asking for this. We're looking for public comment.
7 This is what was already discussed today, earlier. That
8 public comment goes into help with the scoping.

9 So my business is making sure that all of
10 the aviators that go through Naval Air Station Fallon
11 are properly trained so that when they go into combat
12 they're not doing something for the first time. It's
13 something that they've seen before and they're ready for
14 combat. That's my business. All right? Everybody
15 else's business in here may have something to do with
16 something else. All right? Whether it be cattle
17 ranching, whether it be mining, things of that nature.

18 Your inputs help to, you know, mesh between
19 what we're asking for and why, and how we can maybe try
20 to come up with mitigating circumstances. Okay? So
21 we're not necessarily going to change our scoping of
22 what we'd like, but the scoping will go into the
23 mission. And then we will have a final draft proposal
24 that will come out in 2018, and we'll be back out in the
25 public to talk about that.

1 A final record of decision for the Navy will
2 come about in 2020. So that's where the Navy takes a
3 look at everything that's been put in as to what we want
4 and why, with the tactical training requirements, what
5 the public is saying is causing the problems, and then
6 we'll put a final proposal forward. The Assistant
7 Secretary of the Navy will make a final decision as to
8 what proposal he wants to then put forward. That will
9 be the official proposal by the Navy at that point.
10 That proposal goes forward, and then it goes to Congress
11 as to whether or not it will be officially approved and
12 whether or not it will be officially funded.

13 So the big thing is that this is all
14 informational right now, today, to let you know why
15 we're doing what we're doing. Okay?

16 Next slide, please. So at NAS Fallon we
17 have four bombing ranges that I think people may be
18 familiar with. We have Bravo-16. That's where our
19 SEALs do all their training. We also do some bombing in
20 Bravo-16, but that is really the rudimentary basic
21 bombing. First time I go out and bomb, I'm learning how
22 to bomb, I can use that Bravo-16 range to bomb. We
23 still do that, but it's not -- from time to time, but
24 it's not quite as often as what, all of the other high
25 tactical training that we do at the Fallon Range

1 Training Complex.

2 But our SEALs train out there, and that is
3 the only place that they get to maneuver their vehicles
4 with live fire on simulated pop-up targets. So all of
5 our Navy SEALs go through NAS Fallon prior to deployment
6 the same way that all of our carrier aviators will go
7 through NAS Fallon prior to going on their deployment as
8 well.

9 So we have Bravo-16, which is mostly the
10 SEALs, and we have Bravo-17, and 19, and Bravo-20. The
11 Bravo-19 is just north of here, Bravo-17 is a little
12 east of here, and then Bravo-20 is up north of NAS
13 Fallon. Bravo-20 and Bravo-17 are our biggest ranges
14 and our most premier ranges. You'll see those around.
15 Those are the ones that we do most of our tactical
16 strikes to. Bravo-19 is more of an intermediate level
17 type of bombing range, to where we'll do part task
18 training when we bomb there.

19 So we have four bombing ranges, and our
20 airspace is about, a rectangle, roughly a rectangle of
21 about 100 miles wide by 200 miles long. So that's our
22 Fallon Range Training Complex.

23 Now, what do we do and why, when we're out
24 there. I mentioned how every carrier air wing, which is
25 comprised of multiple squadrons, will come through Naval

1 Air Station Fallon prior to deployment, but in reality
2 they come through twice every two years. So you'll see
3 every squadron will come through two times every two
4 years. And I say it that way because we have a two-year
5 training cycle that plays out prior to each deployment.

6 So when a squadron comes back from
7 deployment, from the carrier, the carrier pulls in, the
8 deployment is over with. That squadron gets about a
9 six-month stand-down period. During that stand-down
10 period we're still flying but we're not flying as much.
11 We're spending a little time at home, trying to spend
12 time with family, we're taking care of administrative
13 things, working on the aircraft.

14 And then six months later when that
15 stand-down period is done, we start the beginning of our
16 work-up cycle. So our work-ups start by coming out to
17 Naval Air Station Fallon for our first detachment. That
18 detachment is what we call, in the fighter community, a
19 Strike Fighter Advanced Readiness Program, or our SFARP.

20 During the Strike Fighter Advanced Readiness
21 Program, the squadrons are building their tactics at the
22 unit level, which is the squadron level. So I'm flying
23 with pilots within my squadron, and I will fly out as
24 two aircraft, and then I'll build up and fly out as four
25 aircraft. So two aircraft is called a section of

1 aircraft, and four aircraft is called a division. So
2 you see how we're starting to build up from the basics
3 and then starting to get a little more advanced.

4 Now, the training that we do is all part
5 task training during our Strike Fighter Advanced
6 Readiness Program, or SFARP. It's all part task
7 training for a large, encompassing strike against the
8 target.

9 When we strike a target, we launch from the
10 ship, we have to get in flight for fueling, for gas, to
11 make sure that we have enough, we have enough fuel to
12 make the distance for the whole transit. We fight
13 through any enemy aircraft that are airborne. Once
14 we've cleared all the enemy aircraft out of our path, we
15 then fight through to surface to air missiles. Once
16 we're done with the surface to air missiles, we then
17 locate the target and, and then release our weapons on
18 that target. Once we've bombed the target, our bombs
19 are away, we're then going to get out of the area, or
20 egress, and we're going to fight back through the
21 surface to air missiles that could still be present, and
22 then we're going to fight through any air-to-air enemy
23 aircraft that will be airborne so that we can get back
24 to the ship.

25 So all those pieces of the puzzle come

1 together during Strike Fighter Advanced Readiness
2 Program training that first time we come through Fallon.
3 But how we'll do that training is little building
4 blocks. Two aircraft will go out and we'll do a mission
5 to where we're just fighting enemy aircraft. Then the
6 next day we'll have two aircraft that go out and do the
7 surface-to-air missile defense training. And then we'll
8 send two aircraft out to do four or five different
9 bombing missions over the next couple days. Then we'll
10 piece it all together, two aircraft will go out and do
11 the whole thing, take out the enemy aircraft, get
12 through the surface-to-air missiles, bomb the target, go
13 through the surface-to-air missiles again, and then
14 fight back through enemy aircraft to get back to base.
15 We do that as two aircraft, and then we build it up and
16 do it as four aircraft. That training program takes
17 about three to four weeks.

18 Once we're done with that, the squadron will
19 go back to their home base, whether it be Oceana,
20 Virginia, or Lemoore, for the strike fighters. They
21 will then go out to the boat. When they go out to the
22 boat, they're just doing carrier qualifications, making
23 sure that they can launch and land off of the carrier.

24 They'll come back to their home port,
25 they'll be there for two to three weeks, and then

1 they'll go back out to the carrier. Once they go back
2 out to the carrier, they do refresher carrier
3 qualifications again to make sure they're continuing to
4 build that proficiency and be able to land on the
5 aircraft carrier. But in addition to that, they will
6 now do the tactical training that they did in Strike
7 Fighter Advanced Readiness Program in Fallon, they will
8 do that on the boat.

9 They then come back from that at-sea period,
10 and about a month later they'll come out to Naval Air
11 Station Fallon. This time when they come out, you're
12 going to take those two aircraft and those four aircraft
13 doing that same mission, and you will slowly -- you will
14 quickly start building that up to four aircraft, 16
15 aircraft, 24 aircraft, and upwards of 30 aircraft that
16 will launch for a giant strike, with each one having a
17 different piece, each aircraft having a different job
18 they're supposed to do during that big,
19 all-encompassing, what we call a large force exercise
20 strike. Large force because there's 24 aircraft
21 airborne.

22 So we will launch 24 good guy aircraft to go
23 up to do the mission of striking six to seven different
24 targets, and our aggressor squadrons that are stationed
25 in Fallon will launch 20 to 24 aircraft to be the bad

1 guys, to be the presentation that we have to fight
2 through. So these 24 aircraft will fight through the
3 enemy aircraft, fight through the surface-to-air missile
4 defenses, target our multiple targets at both Bravo-20
5 and Bravo-17. They will then fight back through the
6 surface-to-air missiles and will come back, after they
7 fight through more enemy aircraft, and land.

8 Now, that big fight that I just talked about
9 takes about 20 to 25 minutes for it to play out. But we
10 spend a day and a half preflight planning, getting all
11 the specifics as to how we're going to strike the
12 targets and what, what we believe we're going to go
13 against with the enemy. And then we brief the flight,
14 and then we fly the flight. And then when we get back,
15 we debrief for five to seven hours on the flight. And
16 we replay the entire mission on a big screen, where we
17 see where every aircraft is, what they did, when they
18 made their calls, and how they played them out, so that
19 we can take all the data from that flight and make sure
20 that we are better the next day when we go out to fly
21 again.

22 So we'll do that unit, we'll do that air
23 wing Fallon training with the entire air wing for
24 another month here at NAS Fallon, and then they go back
25 onto the boat. They do the same thing on the boat that

1 they just did at NAS Fallon. Then they pull back, go
2 back to their home port, and a month later they push out
3 on deployment.

4 And the reason that it's set up that way is
5 because we need all the air wings to come through Naval
6 Air Station Fallon for their air wing Fallon detachment
7 prior to deployment, within 90 days of deployment. And
8 that is designed so that they get the best training they
9 possibly can right before they go on deployment. So
10 their training and readiness levels, which we mark and
11 measure based on each pilot being able to get certain
12 accomplished skills taken care of, they're at the
13 highest training and readiness they possibly could be
14 prior to pushing out on their deployment, so that when
15 they go on deployment, if and when they have to go into
16 combat, they're as highly trained as they possibly could
17 be and they're the most lethal that they can possibly
18 be. Because we want to make sure that when we go out
19 and do a mission, everybody makes it back so that
20 they're ready to go for another mission the next day.
21 All right? So that's what we do at NAS Fallon.

22 Next slide, please. Okay. So I talk a
23 little bit about we've got this modernization, and
24 you're probably asking why is the modernization coming
25 about. The bottom line is when I came to NAS Fallon the

1 first time 22 years ago to drop bombs, I would see my
2 target, I'd drive towards my target, I'd roll in on my
3 target, I'd put my target within my sights, and then I
4 would release my weapon about a mile and a half to two
5 miles away from the target.

6 And that bomb, which was called a dumb bomb
7 because it was simply a big piece of explosive material
8 that weighed anywhere from five hundred to two
9 thousand pounds, it would free fall with the energy I
10 gave it, and it would land on the target and blow the
11 target up. Okay? So I was dropping my weapons within a
12 mile and a half to two miles from the target.

13 We found that back in 1991, during Desert
14 Storm, that the tactics we were using by flying in low,
15 popping up on top of the target, and releasing our
16 weapons close to the target, they were very accurate,
17 but, unfortunately, we were losing a lot of aircraft.

18 So the Air Force and the Navy looked at our
19 tactics, and we realized that going low was fantastic
20 years ago, but nowadays with the improved surface-to-air
21 missiles, anti-air guns, and the fact that we're now
22 putting ourselves in harm's way for people that simply
23 have a rifle on the ground, we realized that we need to
24 be higher, we need to move as fast as we possibly can --
25 which is not a change -- but we need to launch our

1 weapons as far away from our targets as humanly
2 possible, because that keeps us away from the threats
3 that are trying to target us. So now instead of
4 dropping my weapons one and a half to two miles away
5 from the target, I need to drop my weapons anywhere from
6 10 to 15 miles away from the target.

7 So with that comes a requirement to maintain
8 the same safety levels that we currently use and have
9 had with phenomenal success at Naval Air Station Fallon.
10 So if I have to drop my weapon two miles from the
11 target, I only need clear space from myself and my
12 aircraft and the two miles to the target. Well, if I'm
13 actually training for combat operations, I'm not
14 dropping these dumb bombs, I'm using the smart weapons,
15 which are called Joint Direct Attack Munitions, J-style
16 munitions, and also laser-guided bombs.

17 So these bombs I can throw out towards a
18 target from anywhere from six to fifteen miles from the
19 target. Well, if I drop a bomb, let's just say 12 miles
20 from the target, I have to make sure that from me to the
21 target, twelve miles, is free and clear from anybody so
22 that I don't, I'm not dropping over populated areas.
23 That's why you're seeing extended ranges being asked
24 for, it's to make sure that we have the safety level and
25 actually can train in, train in the way that we will

1 fight. So we want to fight -- we want to train like
2 we're going to fight.

3 What we're currently trained to is a level
4 of about 40 percent. Forty percent of the tactical
5 capability of the weapons that we use in combat. So
6 when I go out on a mission and I fight through the enemy
7 aircraft and I start fighting through the surface-to-air
8 missiles, and it's now time to drop my Joint Direct
9 Attack Munition on a target, I can't just dynamically
10 drop that on, on whatever heading I need to drop it on.
11 Because of our constrained areas, I know that I have to
12 go to a certain altitude, a certain air speed, and a
13 specific heading to drop that bomb.

14 In combat, that's not going to happen. In
15 combat, once I have free and clear to get to the target,
16 I'm going to figure out where I am, where the target is,
17 I'm going to start pointing towards it, I'm going to
18 look at what the winds are -- because the winds play a
19 significant role in how that weapon will be able to make
20 it to the target. I have to drop my weapons into a
21 headwind or with a tailwind, but I don't want to drop it
22 into a crosswind.

23 And the reason I say that and bring that up
24 as a valid -- a very important point, is because if any
25 of you have ever flown in an aircraft from the west

1 coast to the east coast, you know that you have about
2 100 to 150 knots of jet stream as a tailwind. You can
3 get to Washington, D.C. from Reno a lot quicker than you
4 can get from Washington, D.C. to Reno because of that
5 jet stream.

6 Well, now, if you're heading directly north,
7 that jet stream is 100 to 150 knots of a crosswind. So
8 I can't just pick any heading to drop my JDAM, because
9 if I pick any heading, if I have a crosswind of 100
10 knots, the JDAM will not make it to the target, because
11 it cannot handle a turn through 100 knots of crosswind.
12 It could handle a hundred knots of tailwind and it can
13 adjust for 100 knots of headwind, but it's not going to
14 be able to continue into a turn to try to get through
15 100 knots of crosswind. So therefore, it would make
16 delivery invalid and it would not hit the target.

17 So when I figure out I am now clear to go to
18 my target, I will pull up my winds, figure out what the
19 winds are, and I will pick one of those two headings,
20 either a headwind or a tailwind, whichever is closest to
21 my path, and then drop on that target.

22 We're not able to do that right now at NAS
23 Fallon. How we do it is no matter what the scenario
24 plays out, I will go to my specific corridor and I will
25 drop my weapon. I will drop it low, I will drop it

1 slow, and I will drop it on the specific heading.
2 That's not going to happen in combat. So at that point
3 all I'm doing is validating that I can go through the
4 proper switchology in the aircraft to make sure that the
5 bomb comes off the aircraft, which is viable training,
6 but we do that with every weapon we drop. But I'm also
7 validating that the aircraft and the weapon are talking
8 to each other, so we do get that part of the training,
9 to make sure that the weapons are working. But I'm not
10 getting the dynamic training that actually allows me to
11 get in and out as quickly as possible. So I know no
12 matter what the scenario is, I know exactly where I have
13 to go to drop the, drop the weapon. But when I get into
14 combat, that's not how it's playing out. So we need to
15 be able to dynamically adjust and work and get to the
16 target as quick as possible, and get out of town. And
17 when you have every aircraft doing that, that throws in
18 other specific dynamic factors of the training that is
19 crucial and very essential to our training to make sure
20 we're ready to go into combat.

21 So it's because of the technological
22 advancements in weapons that has forced us to reach the
23 constraints of our current ranges that were really
24 designed for our abilities to train 20 and 30 years ago.
25 Things are significantly different now, and who knows

1 what the future is going to hold for weaponry
2 advancements. We need to try to get ourselves to the
3 point where we're properly training -- because we've
4 been very fortunate over the last 20 to 30 years. We
5 have not had to go against a near peer competitor. I
6 think history has shown that eventually we will go
7 against a near peer competitor. I hope it's six, seven
8 hundred years from now, but who knows when it's going to
9 happen, and we want to make sure that our pilots are
10 properly trained when that happens. And that's my job,
11 is to make sure we do everything we can to ensure that
12 our pilots are properly trained. Okay?

13 Next slide, please. Okay. So I mentioned,
14 I mentioned the tactics that come about for, for
15 aviators and what they need to do going into deployment.
16 I want to touch again a little bit on the Navy SEALs
17 that train in Bravo-16. They currently are reaching the
18 same type of constraints of being able to train. Our
19 confines that we have in Bravo-16 allows them to do
20 simulated live pop-up training with their Humvees that
21 they drive around, their MRAPs that are shown out front.
22 And if you're curious to see it, our SEALs will have it
23 opened for you. You can peek in and see the impressive
24 advancements in weapons that they have.

25 So they get fantastic training, but the only

1 problem is when they do their training, we don't have
2 enough range space for them to get threat access from
3 every direction. Their threat access is only on their
4 right. So our junior SEALs that are going out there
5 getting trained that are, you know, just out of high
6 school, they're 19, 20, 21 years old, all they do is
7 have targets to their right side. So if all you're
8 doing is getting practice shooting to your right and
9 looking for things on your right, in combat you're going
10 to have things pop up to the left and you're going to
11 have things pop up behind you and in front of you.

12 So we need to have them with the ability to
13 be properly trained so they actually see things in not a
14 standardized "I know what's going to happen,
15 everything's coming up over here." They go into combat,
16 we want to make sure that they can do the proper
17 maneuvers to be fighting left and right the whole time.
18 Because the dynamics of that are significant. It's not
19 just having the, the Humvee gunner shooting left and
20 right, it's the entire formation having to adjust not to
21 threats on right, but also to the left. Because you
22 might have threats on the right and the left, and they
23 need to be able to make the proper decisions as to how
24 to handle that multi-threat scenario, because we really
25 can't show them that.

1 So we do the best we can, and they do it,
2 you know, by book work, and they talk about it, doing
3 chalk talks, but they can't actually go out and see
4 that. So the SEALs need that same tactics training as
5 our aviators get, so that's why we're looking to
6 modernize Bravo-16 as well. Okay?

7 So talking about the actual proposed action
8 and how it plays out, I just want to emphasize again
9 that this is a proposed action. We definitely want your
10 input. It's significantly important. We have people
11 around the room to please ask questions about, because
12 they have specifics, they are subject matter experts on
13 each one of the different areas that you'll see on the
14 posters up there.

15 This is a long process, and it's a long
16 process for a reason. We came on August 26th of this
17 year. This probably won't go into effect, the earliest
18 is 2021, because the Assistant Secretary of the Navy
19 doesn't make a decision until 2020. Okay? So it's a
20 long process. We're not just saying, "Here's what we're
21 doing and deal with it," it's, "Here's what we need to
22 do and why."

23 And if it affects you, please put the
24 comments in to let us know how it affects you, because
25 there may be a way to mitigate. There may not be, but

1 there may a way to mitigate. You do have a voice. So
2 please make sure you put definitive information in as to
3 how it affects you and why.

4 All right. Next slide, please. All right.
5 So when I talk environmental stewardship, a lot of
6 people somewhat scoff because they think of the Navy, or
7 they think of the Department of Defense, and they think
8 of environmental stewardship, and it doesn't make sense.
9 And let's be quite honest, we have bombing ranges that I
10 just talked about. We have four bombing ranges to where
11 we hurl things off of our aircraft and it hits the
12 ground, and it blows up. That portion of our job is not
13 very environmentally friendly when we blow things up.

14 However, realize that of our ranges, I
15 talked about having to have that area clear from
16 12 miles below me to the target. The reason I need
17 12 miles to the target is in case that Joint Direct
18 Attack Munitions has a failure, it has a control system,
19 it has a computer, and it has a battery. The battery
20 failure rate on the Joint Direct Attack Munition is 1 in
21 7,000.

22 So our ranges are designed for 99.9 percent
23 safety factor to ensure that the public is as safe as
24 humanly possible. What that means is that almost all of
25 our bombs -- you know, 1 in 10,000 will not land right

1 within the target area, and 9,999 are going to hit
2 within one to three meters of the target, because that's
3 how good the bombs are. But you're going to have that
4 stray one that's going to have failure that's going to
5 go somewhere else. But more often than not, that
6 failure will go into the target area. All right? And
7 outside the target area is our range, which is a safety
8 factor.

9 So in the target area we don't have
10 environmentally or culturally sensitive areas because we
11 know things can blow up in there. But outside that
12 target area we have, I think the last number I saw was
13 we have around 2,000 culturally and environmentally
14 sensitive areas that we maintain in pristine condition
15 within our ranges and NAS Fallon themselves.

16 And this is extremely important to everybody
17 at NAS Fallon. It's so important that since 2004 NAS
18 Fallon has won nine national awards for environmental
19 stewardship. So even though we do blow things up, we
20 also make sure that we fence off and take care of all of
21 the areas that we possibly can to make sure that we're
22 good stewards of the environment.

23 And it is such a big deal that if we have an
24 environmental issue at NAS Fallon, I have to go talk to
25 my one-star admiral down in San Diego, who's going to

1 talk to his three-star admiral in D.C., and that
2 three-star admiral in D.C. is talking to somebody high
3 up in the DoD, which is also going to go to Congress and
4 the senate. So it is a very big deal and we do take it
5 extremely serious.

6 All right. Next slide, please. Okay. So
7 that's enough of my presentation as to the why. So
8 please, as I said, take time to talk to the subject
9 matter experts around the room. I will be available
10 also if you have specific questions for me. And I'm now
11 going to turn the microphone over to Mr. Alex Stone,
12 who's from Commander Naval Air Forces down in San Diego,
13 and he's in charge of the NEPA process. Alex.

14 MR. ALEX STONE: Thank you, Captain
15 Halloran. How's the acoustics, good? Everyone can hear
16 me?

17 Again, thanks for the introduction, Captain.
18 Again, my name is Alex Stone. I am in charge of the
19 environmental part of it. Don't have nearly the
20 impressive resume that the captain has, but I do have
21 experience in and I'm sort of a specialist in doing
22 Environmental Impact Studies. That's my kind of team.
23 I'm leader of the team, but like the captain said, I'm
24 up here representing a big team that you see around the
25 room where we have a lot of the different expertise in

1 various subject matters.

2 Again, I've been working at -- I'm not
3 stationed at NAS Fallon, but I have a lot of experience
4 working on the Fallon ranges over the last 10 to
5 15 years doing environmental planning. I also do
6 environmental planning for other Navy training ranges
7 throughout the Pacific, like in Southern California,
8 Alaska, Hawaii, and some other places.

9 So what I'm really going to do -- I think
10 the captain really painted the picture of the proposal.
11 What I'm -- my job up here is to describe a little bit
12 more the NEPA process, a little bit more about the NEPA,
13 the National Environmental Policy Act, which is the law
14 that governs the process that we're starting that the
15 captain talked about, and also describe the proposed
16 action in a bit more specific detail than the captain
17 did.

18 So with that, let's go to the next slide.
19 The National Environmental Policy Act. This is a law
20 that's been around for awhile. It's from 1970. So the
21 National Environmental Policy Act applies to the federal
22 government. And I think the best way to sort of think
23 about the National Environmental Policy Act is its two
24 main requirements.

25 And the first one is before the federal

1 government makes a decision to commit resources to a
2 project, we're required to study the environmental
3 impacts of that project, and also to consider those
4 environmental impacts in the ultimate decision before
5 the government moves forward with the project.

6 And the second part of it is, is the reason
7 we're here today, is during that assessment, during that
8 process, to involve the public in that process. And
9 that involves, the "public" involves members of the
10 general public, tribes, government agencies, state
11 agencies, other federal agencies. So it's the public in
12 the broadest sense of the term.

13 So those are kind of the two parts of NEPA,
14 is to assess the impact before making a decision, and to
15 involve the public and consider the public's input
16 before a decision is made.

17 So where we are right now in the EIS is
18 scoping, as the captain mentioned. It's the early phase
19 of the whole process. But even though it's very early
20 in the process, I like to kind of consider scoping as a
21 really foundational step in the NEPA process. And the
22 reason why it's so important is we want to make sure
23 that we get all the potential impacts that we're going
24 to study throughout the rest of the process in
25 developing the EIS out there, so we're aware of all of

1 the potential concerns that the public, agencies, and
2 the tribes have so we make sure that we do the best
3 Environmental Impact Statement that we can. So it's
4 very important, even though it's early in the process,
5 to get input so we make sure we get it right. What we
6 don't want to do is later in the process realize there
7 was important issues that we didn't address.

8 So we're preparing the EIS, and when we
9 prepare an EIS, we work, of course, as I mentioned, with
10 the public. We also work especially with what's called
11 cooperating agencies. These are agencies that we have a
12 special relationship with based on their jurisdiction by
13 law or their expertise.

14 And at this stage right now we have three
15 cooperating agencies. The Bureau of Land Management,
16 which as we talk about the proposal, it's important
17 because they are -- control a lot of the land that the
18 Navy is proposing to withdraw. The second cooperating
19 agency is the Federal Aviation Administration, because
20 in addition to modernizing the ground areas, we're also
21 going to be proposing to modernize the airspace. So the
22 FAA is the agency in charge of airspace throughout the
23 United States, is a cooperating agency. And the third
24 cooperating agency is the U.S. Fish and Wildlife
25 Service. As you can see when you look at the map of the

1 B-20 area, we have an overlap with a national wildlife
2 refuge that is under the jurisdiction of the U.S. Fish
3 and Wildlife Service.

4 So those are the three cooperating agencies
5 that we have at this stage in the environmental planning
6 process.

7 Next slide. So when we do the Environmental
8 Impact Statement, we consider all of the environmental
9 impacts of our proposed action. So we look at
10 different, we organize the study to look at different
11 resource areas, and they look at all aspects of the
12 environmental. And we use the term "environment" to
13 include the natural environment, like the soil, the air,
14 the water, cultural resources, natural resources, plants
15 and animals, as well as kind of what we call the human
16 environment, which is the socioeconomics, the land use,
17 the impacts on traffic, the impacts on airspace. So we
18 look at all of those things in the EIS and assess the
19 impacts.

20 So we've kind of listed what we think, even
21 though we haven't developed a draft EIS yet, these are
22 the topics that we think we're going to look at, but I
23 also, the slide is also meant to generate other ideas
24 that you may have and more specific areas within these
25 broad topics that we should look at in the EIS. So,

1 again, meant to maybe get, get you thinking about your
2 comments that we'd like to hear from you about what the
3 EIS should look at.

4 Next slide. So here's the maps. As the
5 captain said, the best place to look at the maps is the
6 poster where you get real up close to them. This one, I
7 realize it's hard to say. But, again, I just wanted to
8 expand a little bit on the specific proposed action in
9 the EIS, and I think a good way to kind of approach it
10 is there are four main elements of the proposed action.
11 Sort of categories of the proposed action.

12 And the first is the renewal of the existing
13 land that is withdrawn to the Navy right now. The Navy
14 has about 200,000 acres of land that is withdrawn from
15 the BLM to the Navy that was last withdrawn in the '90s.
16 And that land that -- the withdrawal will expire in
17 November of 2021. So the first element of the proposed
18 action is to renew the existing land we have right now.
19 And that is the -- it's dark. I'm sorry. Probably the
20 best way is to look at the actual maps. But that is
21 dark gray areas around each of the, the four bombing
22 ranges, as well as the Dixie Valley Training Area.
23 That's the first element of the proposed action.

24 The second element is to expand the land
25 that is withdrawn from the BLM to the Navy by, roughly,

1 600,000 acres. And that is the blue area. If we start
2 with B-16, the B-16 moving, expanding B-16 to the west,
3 and expanding B-17 to the south, no expansion at B-19,
4 expanding B-20 in all directions, and expanding the
5 Dixie Valley Training Area to the east and to the west
6 to remain open to land uses there. It's not, not -- the
7 Dixie Valley Training Area is not a live impact training
8 area, so the proposal is that that land around Dixie
9 Valley that the Navy, that will be withdrawn for the
10 Navy would remain open to land uses.

11 The third element of the proposed action, if
12 you look up at the B-20 area you see the checkerboard
13 pattern where you have public land that's controlled by
14 the BLM, and private land. So the third element of the
15 proposed action is to acquire the nonfederal land in
16 this area. It's roughly 65,000 acres of nonfederal land
17 that we're proposing to acquire.

18 And the fourth element of the proposed
19 action is the airspace modernization that I talked about
20 earlier. And the airspace modernization has a number of
21 different components, and a primary part of the airspace
22 modernization would be to expand the restricted areas to
23 match up with the expanded bombing ranges. So the area
24 over the expanded bombing range we would control the
25 areas through having restricted airspace above the

1 bombing ranges.

2 So these are kind of the four elements of
3 the proposed action and the geographic areas that we're
4 talking about. Throughout this whole area we would
5 continue to fly the similar types of missions that we
6 have been doing right now. There's not a change in the
7 types of activities we would be doing, we would just be
8 doing them throughout a larger, expanded land areas and
9 the modernized airspace.

10 Next slide. So another, another important
11 element of NEPA, and a key part of an EIS, is to look at
12 alternatives. So what the, what the law, the National
13 Environmental Policy Act requires you to look at is to
14 take the proposed action and to study a reasonable range
15 of alternatives. And those alternatives are different
16 ways you could achieve your proposed action.

17 So we have not developed the alternatives
18 yet. They will be in the draft EIS. We're trying to
19 start with an open and transparent process about what
20 the alternatives should be. So that's another area that
21 we're seeking the public's input on, is the
22 alternatives.

23 And the idea of the alternatives is to allow
24 the public, and ultimately the decision maker, the
25 Assistant Secretary of the Navy, to be able to compare

1 the levels of environmental impact associated with
2 different ways to implement the proposed action.

3 One requirement of NEPA is to study a no
4 action alternative, and that's what you see described
5 here. That's -- the idea being, what if we did not do
6 the project. What if we did not renew the withdrawn
7 land or do any of the expansions that I've talked about.

8 And that's serves the purpose in the
9 environmental impact to be able to compare the
10 environmental impacts of the different action
11 alternatives versus not doing anything. So it allows
12 you to see different environmental impacts across all of
13 the alternatives, and the no action alternative.

14 Next slide. So the captain did a great job
15 of describing this NEPA process that we're starting, but
16 this just kind of graphically shows it. An important
17 point during the whole process is involvement with the
18 public. So that's a key part of the NEPA process. And
19 it starts with the scoping that I've been talking so
20 much about.

21 And then throughout the process there are
22 specific parts where there's, it's intensively focused
23 on involving the public. And the next big one would be
24 the release of the draft EIS. It's, as you can see,
25 depicted up there. And during that time what we would

1 do is we would release the draft EIS that contains all
2 of this analysis and the alternatives that I've been
3 discussing, and we would have a review period where you
4 have a chance to dig into the substance of everything
5 we're talking about.

6 And we would come back and have a similar
7 meeting like this and get input on the draft EIS;
8 whether, you know, whether there's some issue that
9 wasn't properly analyzed, whether there's information
10 that's missing in the draft EIS, these types of
11 comments.

12 We'll go back and then we'll study all of
13 the comments that we received during the public review
14 period, and we'll put out a final EIS. And the final
15 EIS will include revisions to the draft EIS based on the
16 comment, as well as actually responding to all of the
17 comments. So if you make a comment on the draft EIS,
18 you can look at the final EIS and see how your comment
19 was addressed by the Navy.

20 And after that, the kind of conclusion of
21 the process is putting out the final EIS. So you can
22 see all of the change in the EIS, the response to the
23 comments, during a waiting period. And then at that,
24 only after that point would the Assistant Secretary of
25 the Navy make a decision, selecting an alternative in

1 what's called the record of decision. And that would
2 complete the environmental planning process. And then,
3 as the captain described, then it would move to Congress
4 to actually approve the withdrawal and fund the
5 acquisition of the nonfederal land, completing the
6 environmental planning process and moving into actually
7 implementing the proposed action.

8 So that's kind of an overview of the
9 process, but to go back to, again, why we're here today,
10 right now, right now what we're doing is scoping. And
11 so I'm going to conclude my remarks and turn it back
12 over to Allison, who will describe specifically how,
13 again, reiterating kind of what the captain covered
14 about how you can make your comment, your scoping
15 comments, so we're sure to get it and include
16 consideration of that comment in the development of the
17 draft EIS.

18 I'd just like to, again, thank you for
19 coming. We do appreciate the opportunity to be here and
20 your interest in the project. And, again, we're going
21 to be here until one o'clock, so please ask, ask -- I'm
22 going to be here, the captain is here, and the rest of
23 our team, so please ask us any questions that you may
24 have. Thank you.

25 MS. ALLISON TURNER: Thank you, Alex. And

1 as you heard from Alex and from Captain Halloran, public
2 involvement is a fundamental part of the development of
3 the Environmental Impact Statement, and the Navy
4 welcomes your comments.

5 There's several ways for you to comment
6 listed here on the slide, but it's also in all of the
7 informational materials that you received today. You
8 can submit a comment in writing at the table today if
9 you'd like, you can also give a comment to the court
10 reporter here if you prefer to do it verbally. Then you
11 can also submit it via the project website, which is
12 listed here, and in writing at the address listed here.
13 Again, it's in the information you received. You just
14 want to do so by November 25th of this year. There are
15 no page limits on written comments, and all comments
16 become part of the official record, and the Navy
17 considers those during the development of the draft EIS.

18 Please keep in mind the National
19 Environmental Policy Act process is intended to ensure
20 that the Navy, as a decision maker, will be fully
21 informed about the potential environmental impacts
22 before any course of action is determined.

23 And again, on behalf of the Navy, we want to
24 thank you very much for coming today. Very good
25 participation. Thank you very much. And we have some

1 more information in the back if you'd like to take some
2 with you and give to your friends. We'll be here until
3 one o'clock. And at this time I'd like to thank you
4 again, and the team is here to answer any questions you
5 have. Thank you.

6

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(Meeting concludes at 1:00 p.m.)

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1 STATE OF NEVADA)
) ss.
2 COUNTY OF WASHOE)
3

4 I, SUSAN E. BELINGHERI, CCR #655, a
5 Certified Court Reporter in and for the State of Nevada,
6 do hereby certify:

7 That I was personally present for the
8 purpose of acting as Certified Court Reporter in the
9 matter entitled herein;

10 That the foregoing transcript, pages 1
11 through 39, is a true and correct transcript of the
12 stenographic notes of testimony taken by me in the
13 above-captioned matter to the best of my knowledge,
14 skill and ability.

15 I further certify that I am not an attorney
16 or counsel for any of the parties, nor a relative or
17 employee of any attorney or counsel connected with the
18 action, nor financially interested in the action.

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SUSAN E. BELINGHERI, CCR #655

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abilities 20:24	11:15,16,21 13:10	23:13 25:10,14,21	14:8,16 16:7	capabilities 6:21
ability 22:12 39:14	14:22,23 15:5,6,6	29:20 30:11,24	25:23 26:4,24	capability 18:5
able 13:4 15:11	16:18 17:9 18:12	31:21 32:22,25	34:23	captain 2:4 4:13,15
18:19 19:14,22	26:12 30:13	33:3,8	biggest 9:13	4:18,20 26:14,17
20:15 21:18 22:23	air-to-air 11:22	Arizona 5:2	bit 5:13,13 6:4,7	26:20,23 27:10,15
33:25 34:9	airborne 11:13,23	asked 17:23	15:23 21:16 27:11	27:16 28:18 31:5
above-captioned	13:21	asking 7:6,19 15:24	27:12,16 31:8	34:14 36:3,13,22
39:13	aircraft 10:13,24,25	aspects 30:11	BLM 31:15,25	37:1
access 22:2,3	10:25 11:1,1,1,3	assess 28:14 30:18	32:14	care 10:12 15:12
accomplished 15:12	11:14,23 12:4,5,6	assessment 28:7	blocks 12:4	25:20
accurate 16:16	12:8,10,11,14,15	Assistant 8:6 23:18	blow 16:10 24:13	carrier 5:18 9:6,24
achieve 33:16	12:16 13:5,12,12	33:25 35:24	25:11,19	10:7,7 12:22,23
acoustics 26:15	13:14,15,15,15,17	associated 34:1	blows 24:12	13:1,2,2,5
acquire 32:15,17	13:20,22,25 14:2	at-sea 13:9	blue 32:1	case 24:17
acquisition 36:5	14:3,7,17 16:17	Attack 17:15 18:9	board 5:20	categories 31:11
acres 31:14 32:1,16	17:12 18:7,25	24:18,20	boat 12:21,22 13:8	cattle 7:16
acronym 3:14	20:4,5,7,17 24:11	attorney 39:15,17	14:25,25	causing 8:5
Act 3:16 27:13,19	airspace 1:3 9:20	AUDIENCE 4:17	bomb 8:21,22,22	CCR 1:19 39:4,21
27:21,23 33:13	29:21,22 30:17	August 7:2 23:16	9:18 12:12 16:6,6	certain 15:11 18:12
37:19	32:19,20,21,25	available 5:12 26:9	17:19 18:13 20:5	18:12
acting 39:8	33:9	Aviation 29:19	bombed 11:18	Certified 39:5,8
action 6:6 23:7,9	Alaska 27:8	aviator 5:5,14	bombing 8:17,19,21	certify 39:6,15
27:16 30:9 31:8	Alex 2:5 6:6 26:11	aviators 7:10 9:6	9:17,19 12:9 24:9	chalk 23:3
31:10,11,18,23	26:13,14,18 36:25	21:15 23:5	24:10 31:21 32:23	chance 35:4
32:11,15,19 33:3	37:1	awards 25:18	32:24 33:1	change 7:21 16:25
33:14,16 34:2,4	all-encompassing	aware 28:25	bombs 11:18 16:1	33:6 35:22
34:10,13 36:7	13:19	awhile 27:20	17:14,16,17 24:25	CHANGES 2:12
37:22 39:18,18	Allison 2:4 3:5,7		25:3	charge 26:13,18
activities 33:7	4:15 36:12,25	B	book 23:2	29:22
actual 23:7 31:20	allow 33:23	B-16 32:2,2	bottom 5:14 15:25	checkerboard 32:12
addition 13:5 29:20	allows 20:10 21:19	B-17 32:3	Bravo-16 8:18,20	circumstances 7:20
address 29:7 37:12	34:11	B-19 32:3	8:22 9:9 21:17,19	clear 17:11,21 18:15
addressed 35:19	alternative 34:4,13	B-20 30:1 32:4,12	23:6	19:17 24:15
adjust 19:13 20:15	35:25	back 3:24 4:11 7:24	Bravo-17 9:10,11	cleared 11:14
22:20	alternatives 3:20	10:6 11:20,23	9:13 14:5	close 16:16 31:6
Administration	33:12,15,15,17,20	12:14,14,19,24	Bravo-19 9:11,16	closest 19:20
29:19	33:22,23 34:11,13	13:1,1,9 14:5,6,14	Bravo-20 9:10,12	coast 19:1,1
administrative	35:2	14:24 15:1,2,19	9:13 14:4	combat 6:22,24 7:11
10:12	altitude 18:12	16:13 35:6,12	breaking 4:19	7:14 15:16 17:13
admiral 25:25 26:1	analysis 3:20 35:2	36:9,11 38:1	brief 14:13	18:5,14,15 20:2
26:2	analyzed 3:13 35:9	bad 13:25	bring 18:23	20:14,20 22:9,15
advanced 6:13,20	animals 30:15	base 12:14,19	broad 30:25	come 5:20 7:20,24
10:19,20 11:3,5	announced 7:2	based 6:12,17 15:11	broadest 28:12	8:2 9:25 10:2,3
12:1 13:7	answer 4:9 38:4	29:12 35:15	build 10:24 11:2	11:25 12:2,24
advancements 6:14	anti-air 16:21	basic 8:20	12:15 13:4	13:9,10,11 14:6
6:18 20:22 21:2	anybody 17:21	basics 11:2	building 10:21 12:3	15:5 21:14 35:6
21:24	applies 6:2 27:21	basketball 5:3	13:14	comes 10:6 17:7
agencies 28:10,11	appreciate 36:19	battery 24:19,19	Bureau 29:15	20:5
28:11 29:1,11,11	appreciated 4:25	beginning 10:15	business 7:9,14,15	coming 3:6,9 10:16
29:15 30:4	approach 31:9	behalf 3:7 37:23		15:24 22:15 36:19
agency 29:19,22,23	approve 36:4	believe 14:12	C	37:24
29:24	approved 8:11	BELINGHERI 1:19	California 27:7	command 4:23
aggressor 13:24	area 5:24 11:19	39:4,21	call 10:18 13:19	Commander 2:15
ago 16:1,20 20:24	24:15 25:1,6,7,9	best 5:11 15:8 23:1	30:15	26:12
air 2:15 4:14,21 5:7	25:12 30:1 31:22	27:22 29:2 31:5	called 10:25 11:1	commanding 4:13
5:9,10,15,20,25	32:1,5,7,8,12,16	31:20 39:13	16:6 17:15 29:10	4:21
7:10 9:24 10:1,17	32:23 33:4,20	better 14:20	36:1	comment 3:24 4:1
	areas 17:22 18:11	big 6:10 8:13 13:18	calls 14:18	7:6,8 35:16,17,18

36:14,16 37:5,8,9	curious 21:22	24:17,20	encompasses 5:24	factors 20:18
comments 2:7 3:17	current 20:23	direction 22:3	encompassing 11:7	failure 24:18,20
3:24 4:2,3 23:24	currently 17:8 18:3	directions 32:4	enemy 11:13,14,22	25:4,6
31:2 35:11,13,17	21:17	directly 19:6	12:5,11,14 14:3,7	fall 16:9
35:23 36:15 37:4	cycle 10:5,16	discussed 7:7	14:13 18:6	Fallon 1:3 3:12 4:14
37:15,15		discussing 35:3	energy 16:9	4:21,22 5:7,8,10
commit 28:1	D	distance 11:12	ensure 21:11 24:23	5:10,15,17,21,23
community 10:18	D.C 19:3,4 26:1,2	division 11:1	37:19	5:25 7:10 8:16,25
compare 33:25 34:9	dark 31:19,21	Dixie 31:22 32:5,7,8	entire 14:16,23	9:5,7,13,22 10:1
competitor 21:5,7	data 14:19	doctrine 5:16	22:20	10:17 12:2 13:7
complete 4:11 36:2	David 2:4 4:13,20	DoD 26:3	entitled 39:9	13:11,25 14:23,24
completing 36:5	day 12:6 14:10,20	doing 5:2 7:12 8:15	environment 2:20	15:1,6,6,21,25
complex 1:3 3:12	15:20	8:15 12:22 13:13	25:22 30:12,13,16	17:9 19:23 25:15
5:11,24 6:17 9:1	days 12:9 15:7	20:3,17 22:8 23:2	environmental 2:19	25:17,18,24 27:3
9:22	deal 23:21 25:23	23:21 26:21 27:5	3:13,15,18,19,21	27:4
components 32:21	26:4	33:6,7,8 34:11	6:5 24:5,8 25:18	familiar 8:18
comprised 9:25	debrief 14:15	36:10	25:24 26:19,22	family 10:12
computer 24:19	decision 8:1,7 23:19	draft 7:23 30:21	27:5,6,13,19,21	fantastic 4:24 16:19
concerns 29:1	28:1,4,14,16	33:18 34:24 35:1	27:23 28:2,4 29:3	21:25
conclude 36:11	33:24 35:25 36:1	35:7,10,15,17	30:5,7,8,12 33:13	far 17:1
concludes 38:7	37:20	36:17 37:17	34:1,9,10,12 36:2	fast 16:24
conclusion 35:20	decisions 22:23	drive 16:2 21:21	36:6 37:3,19,21	federal 27:21,25
condition 25:14	defense 12:7 24:7	drop 16:1 17:5,10	environmentally	28:11 29:19
confines 21:19	defenses 14:4	17:19 18:8,10,10	24:13 25:10,13	fence 25:20
Congress 8:10 26:3	definitely 23:9	18:13,20,21 19:8	especially 29:10	fifteen 17:18
36:3	definitive 24:2	19:21,25,25,25	essential 20:19	fight 11:12,15,20,22
connected 39:17	delivery 19:16	20:1,6,13,13	eventually 21:6	12:14 14:1,2,3,5,7
consider 28:3,15,20	Department 24:7	dropping 16:11	everybody 3:5 7:14	14:8 18:1,1,2,6
30:8	depicted 34:25	17:4,14,22	15:19 25:16	fighter 5:6 10:18,19
consideration 36:16	deployment 5:15,17	dumb 16:6 17:14	everything's 22:15	10:20 11:5 12:1
considers 37:17	5:19,21 9:5,7 10:1	duty 5:8	exactly 20:12	13:7
constrained 6:16	10:5,7,8 15:3,7,7	dynamic 20:10,18	exercise 13:19	fighters 12:20
18:11	15:9,14,15 21:15	dynamically 18:9	existing 31:12,18	fighting 12:5 18:7
constraints 6:16	depth 5:13 6:9	20:15	expand 31:8,24	22:17
20:23 21:18	describe 27:11,15	dynamics 22:18	32:22	figure 18:16 19:17
contains 35:1	36:12		expanded 32:23,24	19:18
continue 19:14 33:5	described 34:4 36:3	E	33:8	fill 4:1
continuing 13:3	describing 34:15	E 1:19 39:4,21	expanding 32:2,3,4	final 7:23 8:1,6,7
control 24:18 29:17	Desert 16:13	earlier 7:7 32:20	32:4	35:14,14,18,21
32:24	designed 15:8 20:24	earliest 23:17	expansion 1:3 32:3	financially 39:18
controlled 32:13	24:22	early 28:18,19 29:4	expansions 34:7	fire 9:4
cooperating 29:11	detachment 10:17	east 9:12 19:1 32:5	experience 26:21	first 7:12 8:21 10:17
29:15,18,23,24	10:18 15:6	effect 23:17	27:3	12:2 16:1 27:25
30:4	detail 27:16	egress 11:20	expertise 26:25	31:12,17,23
correct 39:11	determined 37:22	EIS 3:13 28:17,25	29:13	Fish 29:24 30:2
corridor 19:24	developed 30:21	29:8,9 30:18,21	experts 23:12 26:9	five 12:8 14:15 16:8
counsel 39:16,17	33:17	30:25 31:3,9	expire 31:16	Fleet 2:16
COUNTY 39:2	developing 28:25	33:11,18 34:24	explain 4:8 7:5,5	flight 11:10 14:13
couple 12:9	development 36:16	35:1,7,10,14,15	explosive 16:7	14:14,15,19
course 29:9 37:22	37:2,17	35:15,17,18,21,22	extended 17:23	flown 18:25
court 4:1 37:9 39:5	Diego 25:25 26:12	36:17 37:17	extremely 3:17	fly 10:23,24 14:14
39:8	different 12:8 13:17	either 19:20	25:16 26:5	14:20 33:5
covered 36:13	13:17,23 20:25	element 31:17,23,24		flying 10:10,10,22
crosswind 18:22	23:13 26:25 30:10	32:11,14,18 33:11	F	16:14
19:7,9,11,15	30:10 32:21 33:15	elements 31:10 33:2	F-18 5:5	focused 34:22
crucial 20:19	34:2,10,12	else's 7:15	FAA 29:22	football 5:2
cultural 30:14	dig 35:4	emphasize 23:8	fact 16:21	force 13:19,20 16:18
culturally 25:10,13	Direct 17:15 18:8	employee 39:17	factor 24:23 25:8	forced 20:22

<p>Forces 2:15 26:12 foregoing 39:10 formation 22:20 forms 4:1 fortunate 21:4 Forty 18:4 forward 5:3 8:6,8,10 28:5 found 16:13 foundational 28:21 four 8:17 9:19 10:24 11:1 12:8,16,17 13:12,14 24:10 31:10,21 33:2 fourth 32:18 free 16:9 17:21 18:15 Friday 1:14 3:2 friendly 24:13 friends 38:2 front 21:21 22:11 fuel 11:11 fueling 11:10 fully 37:20 fund 36:4 fundamental 37:2 funded 8:12 further 39:15 future 21:1</p> <hr/> <p style="text-align: center;">G</p> <hr/> <p>gas 11:10 general 28:10 generate 30:23 geographic 33:3 getting 14:10 20:10 22:5,8 giant 13:16 give 3:22 4:3 37:9 38:2 go 4:11 5:15,17 7:10 7:11,22 8:21 9:5,6 12:4,6,10,12,19 12:21,21 13:1,1 13:22 14:12,20,24 15:1,9,15,15,18 15:20 18:6,12 19:17,24 20:3,13 20:20 21:5,6 22:15 23:3,17 25:5,6,24 26:3 27:18 35:12 36:9 goes 7:8 8:10,10 going 4:6 5:14,18,23 5:25 6:4,22 7:4,21 9:7 11:19,20,22 13:12 14:11,12 16:19 18:2,14,16</p>	<p>18:17,17 19:13 20:2 21:1,8,15 22:4,9,10,14 25:1 25:3,4,4,25 26:3 26:11 27:9 28:23 29:21 30:22 36:11 36:20,22 good 13:22 25:3,22 26:15 31:9 37:24 government 27:22 28:1,5,10 governs 27:14 graduate 5:1 graphically 34:16 gray 31:21 great 34:14 ground 16:23 24:12 29:20 gunner 22:19 guns 16:21 guy 13:22 guys 14:1</p> <hr/> <p style="text-align: center;">H</p> <hr/> <p>half 14:10 16:4,12 17:4 Halloran 2:4 4:13 4:15,18,20 26:15 37:1 handle 19:11,12 22:24 happen 18:14 20:2 21:9 22:14 happened 6:15 happens 21:10 hard 31:7 harm's 16:22 Hawaii 27:8 Hawthorne 1:15 3:2 4:23 heading 18:10,13 19:6,8,9 20:1 headings 19:19 headwind 18:21 19:13,20 hear 3:14,23 4:16 5:18 26:15 31:2 heard 37:1 help 3:18 4:8 7:8,18 high 8:24 22:5 26:2 higher 16:24 highest 15:13 highly 15:16 history 21:6 hit 19:16 25:1 hits 24:11 hold 21:1 home 10:11 12:19</p>	<p>12:24 15:2 honest 24:9 hope 21:7 hours 14:15 How's 26:15 human 30:15 humanly 17:1 24:24 Humvee 22:19 Humvees 21:20 hundred 16:8 19:12 21:8 hurl 24:11</p> <hr/> <p style="text-align: center;">I</p> <hr/> <p>idea 33:23 34:5 ideas 30:23 identify 3:19 impact 3:13,21 26:22 28:14 29:3 30:8 32:7 34:1,9 37:3 impacts 28:3,4,23 30:9,17,17,19 34:10,12 37:21 implement 34:2 implementing 36:7 important 3:18 18:24 23:10 25:16 25:17 28:22 29:4 29:7,16 33:10 34:16 impressive 21:23 26:20 improved 16:20 include 30:13 35:15 36:15 information 3:23 4:4 24:2 35:9 37:13 38:1 informational 8:14 37:7 informed 37:21 input 23:10 28:15 29:5 33:21 35:7 inputs 7:18 intended 37:19 intensively 34:22 interest 36:20 interested 39:18 intermediate 9:16 introduce 4:12 introduction 26:17 invalid 19:16 involve 28:8,15 involvement 34:17 37:2 involves 28:9,9 involving 34:23</p>	<p>issue 25:24 35:8 issues 3:19 29:7</p> <hr/> <p style="text-align: center;">J</p> <hr/> <p>J-style 17:15 January 4:22 JDAM 19:8,10 jet 19:2,5,7 job 13:17 21:10 24:12 27:11 34:14 Joint 17:15 18:8 24:17,20 junior 22:4 jurisdiction 29:12 30:2</p> <hr/> <p style="text-align: center;">K</p> <hr/> <p>karaoke 4:19 keep 37:18 keeps 17:2 key 33:11 34:18 kind 26:22 28:13,20 30:15,20 31:9 33:2 34:16 35:20 36:8,13 knots 19:2,7,10,11 19:12,13,15 know 7:18 8:14 18:11 19:1 20:11 20:12 22:5,14 23:2,24 24:25 25:11 35:8 knowledge 39:13 knows 20:25 21:8</p> <hr/> <p style="text-align: center;">L</p> <hr/> <p>land 1:3,4 12:23 13:4 14:7 16:10 24:25 29:15,17 30:16 31:13,14,16 31:18,24 32:6,8 32:10,13,14,15,16 33:8 34:7 36:5 large 11:7 13:19,20 larger 33:8 laser-guided 17:16 launch 11:9 12:23 13:16,22,25 16:25 law 27:13,19 29:13 33:12 leader 26:23 learning 8:21 left 22:10,17,19,21 22:22 Lemoore 12:20 lesser 6:22 let's 17:19 24:9 27:18</p>	<p>lethal 15:17 level 9:16 10:22,22 17:24 18:3 levels 6:22 15:10 17:8 34:1 limits 6:17 37:15 line 2:14,18 5:14 15:25 listed 30:20 37:6,12 37:12 little 5:12,13 6:4,7,9 9:11 10:11 11:3 12:3 15:23 21:16 27:11,12 31:8 live 9:4 21:20 32:7 locate 11:17 long 7:1 9:21 23:15 23:15,20 look 8:3 18:18 29:25 30:9,10,11,18,22 30:25 31:3,5,20 32:12 33:11,13 35:18 looked 16:18 looking 5:3 6:2 7:6 22:9 23:5 losing 16:17 lot 16:17 19:3 24:5 26:25 27:3 29:17 low 16:14,19 19:25</p> <hr/> <p style="text-align: center;">M</p> <hr/> <p>main 27:24 31:10 maintain 17:7 25:14 maker 33:24 37:20 making 7:9 12:22 28:14 Management 29:15 mandated 5:16 maneuver 9:3 maneuvers 22:17 map 29:25 maps 31:4,5,20 March 4:23 mark 15:10 match 32:23 material 16:7 materials 37:7 matter 19:23 20:12 23:12 26:9 39:9 39:13 matters 27:1 means 24:24 meant 2:16,20 30:23 31:1 measure 15:11 meeting 1:12 3:10 35:7 38:7</p>
--	--	---	--	--

<p>members 4:7 28:9 mention 6:10 mentioned 9:24 21:13,14 28:18 29:9 mesh 7:18 meters 25:2 mic 4:17,18 microphone 4:16 26:11 middle 3:25 mile 16:4,12 miles 9:21,21 16:5 16:12 17:4,6,10 17:12,18,19,21 24:16,17 mind 37:18 mining 7:17 minutes 14:9 missile 12:7 14:3 missiles 11:15,16,21 12:12,13 14:6 16:21 18:8 missing 35:10 mission 7:23 12:4 13:13,23 14:16 15:19,20 18:6 missions 12:9 33:5 mitigate 23:25 24:1 mitigating 7:20 modernization 1:3 6:3,11 15:23,24 32:19,20,22 modernize 3:11 23:6 29:21 modernized 6:19 33:9 modernizing 29:20 MODIFICATIONS 1:3 month 13:10 14:24 15:2 months 10:14 move 16:24 36:3 moves 28:5 moving 32:2 36:6 MRAPs 21:21 multi-threat 22:24 multiple 9:25 14:4 Munition 18:9 24:20 munitions 17:15,16 24:18</p> <hr/> <p style="text-align: center;">N</p> <p>name 3:7 4:20 26:18 NAS 5:7 8:16 9:5,7 9:12 14:24 15:1</p>	<p>15:21,25 19:22 25:15,17,17,24 27:3 national 3:15 25:18 27:13,19,21,23 30:1 33:12 37:18 natural 30:13,14 nature 7:17 naval 2:15 4:13,21 5:5,7,10,14,15,20 5:25 7:10 9:25 10:17 13:10 15:5 17:9 26:12 Navy 3:8,19 5:4,12 8:1,2,7,9 9:5 16:18 21:16 23:18 24:6 27:6 29:18 31:13,13,15,25 32:9,10 33:25 35:19,25 37:3,16 37:20,23 Navy's 3:11 6:12 near 21:5,7 nearly 26:19 necessarily 7:21 need 4:16 6:1,23 15:5 16:23,24,25 17:5,11 18:10 20:14 21:2,15 22:12,23 23:4,21 24:16 NEPA 3:16 6:8 26:13 27:12,12 28:13,21 33:11 34:3,15,18 Nevada 1:15 3:2 7:4 39:1,5 nice 4:25 nine 25:18 nonfederal 32:15,16 36:5 north 9:11,12 19:6 Northern 7:4 notes 39:12 November 7:3 31:17 37:14 nowadays 16:20 number 25:12 32:20</p> <hr/> <p style="text-align: center;">O</p> <p>o'clock 36:21 38:3 Oceana 12:19 October 1:14 3:2 officer 4:13,21 official 8:9 37:16 officially 8:11,12 Okay 6:25 7:20 8:15 15:22 16:11 21:12</p>	<p>21:13 23:6,19 26:6 old 22:6 once 11:13,15,18 12:18 13:1 18:15 one-star 25:25 ones 9:15 oOo- 1:5 3:1,3 38:8 open 32:6,10 33:19 opened 21:23 OPENING 2:3 operations 17:13 opportunity 36:19 oral 4:2 organize 30:10 outside 25:7,11 overlap 30:1 overview 3:11 36:8</p> <hr/> <p style="text-align: center;">P</p> <p>p.m 38:7 Pacific 2:16 27:7 page 2:14,18 37:15 pages 39:10 painted 27:10 parade 4:24,24 part 9:17 11:4,6 20:8 26:19 28:6 32:21 33:11 34:18 37:2,16 participation 37:25 parties 39:16 parts 28:13 34:22 path 11:14 19:21 pattern 32:13 peek 21:23 peer 21:5,7 people 4:17 8:17 16:22 23:10 24:6 percent 18:4,4 24:22 period 7:3 10:9,10 10:15 13:9 35:3 35:14,23 personally 39:7 phase 28:18 phenomenal 17:9 pick 19:8,9,19 picture 6:10 27:10 piece 12:10 13:17 16:7 pieces 11:25 pilot 5:5 15:11 pilots 5:19 6:22 10:23 21:9,12 place 9:3 31:5 places 27:8 planning 14:10 27:5</p>	<p>27:6 30:5 36:2,6 plants 30:14 play 14:9 18:18 played 14:18 playing 20:14 plays 10:5 19:24 23:8 please 5:22 8:16 15:22 21:13 23:11 23:23 24:2,4 26:6 26:8 36:21,23 37:18 pleased 3:6 point 6:20 8:9 18:24 20:2 21:3 34:17 35:24 pointing 18:17 Policy 3:16 27:13,19 27:21,23 33:13 37:19 pop 22:10,11 pop-up 9:4 21:20 popping 16:15 populated 17:22 port 12:24 15:2 portion 24:12 possible 17:2 20:11 20:16 24:24 possibly 15:9,13,16 15:17 16:24 25:21 poster 4:7,11 31:6 posters 4:8 23:14 potential 3:19 28:23 29:1 37:21 pounds 16:9 practice 22:8 prefer 37:10 preflight 14:10 premier 9:14 premise 6:25 prepare 29:9 preparing 29:8 present 11:21 39:7 presentation 4:5,10 14:1 26:7 primary 32:21 prior 5:14,17,21 6:23 9:5,7 10:1,5 15:7,14 pristine 25:14 private 32:14 probably 15:24 23:17 31:19 problem 22:1 problems 8:5 PROCEEDINGS 1:13 process 6:8 7:1</p>	<p>23:15,16,20 26:13 27:12,14 28:8,8 28:19,20,21,24 29:4,6 30:6 33:19 34:15,17,18,21 35:21 36:2,6,9 37:19 proficiency 13:4 program 10:19,21 11:6 12:2,16 13:7 project 28:2,3,5 34:6 36:20 37:11 proper 20:4 22:16 22:23 properly 7:11 21:3 21:10,12 22:13 35:9 proposal 3:11,12 6:12,12 7:1,2,23 8:6,8,9,10 27:10 29:16 32:8 proposed 6:6 23:7,9 27:15 30:9 31:8 31:10,11,17,23 32:11,15,18 33:3 33:14,16 34:2 36:7 proposing 29:18,21 32:17 provide 3:10 4:3 public 1:4,12 2:7 7:6 7:8,25 8:5 24:23 28:8,9,10,11,15 29:1,10 32:13 33:24 34:18,23 35:13 37:1 public's 3:17 28:15 33:21 pull 15:1 19:18 pulls 10:7 purpose 3:10 34:8 39:8 push 15:2 pushing 15:14 put 8:3,6,8 16:3 23:23 24:2 35:14 putting 16:22 35:21 puzzle 11:25</p> <hr/> <p style="text-align: center;">Q</p> <p>qualifications 12:22 13:3 questions 4:6,6,9,10 23:11 26:10 36:23 38:4 quick 20:16 quicker 19:3 quickly 13:14 20:11</p>
--	---	--	--	---

quite 8:24 24:9	reporter 4:2 37:10 39:5,8	31:24	sorry 31:19	11:5,7,9 12:1,20 13:6,16,20 14:11
<hr/> R <hr/>	representing 26:24	Secretary 8:7 23:18 33:25 35:24	sort 26:21 27:22 31:11	strikes 9:16
ranching 7:17	REQUESTED 2:12	section 10:25	south 32:3	striking 13:23
range 1:3 3:12 5:11 5:23 8:22,25 9:17 9:22 22:2 25:7 32:24 33:14	required 6:13 28:2	see 6:11 9:14 10:2 11:2 14:17 16:1 21:22,23 22:13 23:3,13 26:24 29:25 32:12 34:4 34:12,24 35:18,22	Southern 27:7	Studies 26:22
ranges 1:3 6:18 8:17 9:13,14,19 17:23 20:23 24:9,10,14 24:22 25:15 27:4 27:6 31:22 32:23 33:1	requirement 17:7 34:3	seeing 6:23 17:23	space 17:11 22:2	study 3:20 28:2,24 30:10 33:14 34:3 35:12
rate 24:20	requirements 8:4 27:24	seeking 33:21	SPEAKER 2:15,16 2:19,20	subject 23:12 26:8 27:1
reach 20:22	requires 33:13	seen 7:13	SPEAKERS 2:3	submit 37:8,11
reached 6:16	resource 30:11	selecting 35:25	special 29:12	substance 35:4
reaching 21:17	resources 28:1 30:14,14	senate 26:4	specialist 26:21	success 17:9
readiness 10:19,20 11:6 12:1 13:7 15:10,13	response 35:22	send 12:8	specific 18:13 19:24 20:1,18 26:10 27:16 30:24 31:8 34:22	supposed 13:18
ready 7:13 15:20 20:20	rest 28:24 36:22	sense 24:8 28:12	specifically 36:12	sure 5:17 7:9 11:11 12:23 13:3 14:19 15:18 17:20,24 20:4,9,19 21:9,11 22:16 24:2 25:20 25:21 28:22 29:2 29:5 36:15
real 31:6	restricted 32:22,25	serious 25:10,14	speed 18:12	surface 11:15,16,21
realistic 6:1	resume 26:20	serves 34:8	spend 10:11 14:10	surface-to-air 12:7 12:12,13 14:3,6 16:20 18:7
reality 10:1	review 3:18 35:3,13	Service 29:25 30:3	spending 10:11	SUSAN 1:19 39:4 39:21
realize 24:14 29:6 31:7	revisions 35:15	set 3:24 4:7 15:4	squadron 10:3,6,8 10:22,23 12:18	switchology 20:4
realized 16:19,23	rifle 16:23	seven 13:23 14:15 21:7	squadrons 9:25 10:21 13:24	system 24:18
really 4:25,25 6:23 8:20 20:23 22:24 27:9,10 28:21	right 7:14,16 8:14 15:9,21 19:22 22:4,7,8,9,17,20 22:21,22 24:4,4 24:25 25:6 26:6 28:17 29:5,14 31:13,18 33:6 36:10,10	SFARP 10:19 11:6	ss 39:1	<hr/> T <hr/>
reason 15:4 18:23 23:16 24:16 28:6 28:22	role 18:19	ship 5:20 11:10,24	stage 29:14 30:5	table 3:24 37:8
reasonable 33:14	roll 16:2	shooting 22:8,19	stand-down 10:9,9 10:15	tactical 5:9 8:4,25 9:15 13:6 18:4
received 35:13 37:7 37:13	room 3:25,25 4:8 6:12 23:11 26:9 26:25	show 22:25	standardized 22:14 22:15,16 13:14 18:7,17 32:1 33:19	tactics 5:6 6:13 10:21 16:14,19 21:14 23:4
receiving 6:22	roughly 9:20 31:25 32:16	shown 21:6,21	start 10:15,16 13:14 18:7,17 32:1 33:19	tailwind 18:21 19:2 19:12,20
record 8:1 36:1 37:16	rudimentary 8:20	shows 34:16	started 7:2	take 4:2,6,9 12:11 13:12 14:19 25:20 26:4,8 33:14 38:1
rectangle 9:20,20	<hr/> S <hr/>	side 22:7	starting 5:3 11:2,3 27:14 34:15	taken 15:12 39:12
refrain 4:19	safe 24:23	sights 16:3	starts 34:19	takes 8:2 12:16 14:9
refresher 13:2	safety 17:8,24 24:23 25:7	significant 18:19 22:18	state 28:10 39:1,5	talk 5:12,23 6:1,4,6 6:7,8 7:25 15:22 23:2 24:5 25:24 26:1,8 29:16
refuge 30:2	San 25:25 26:12	significantly 20:25 23:10	Statement 3:13,21 29:3 30:8 37:3	talked 14:8 24:10 24:15 27:15 32:19 34:7
reiterating 36:13	saw 25:12	similar 33:5 35:6	States 29:23	talking 20:7 23:7 26:2 33:4 34:19 35:5
relationship 29:12	saying 8:5 23:20	simply 16:7,22	Station 4:14,21 5:7 5:10,15,20,25 7:10 10:1,17 13:11 15:6 17:9	talks 23:3
relative 39:16	scenario 19:23 20:12 22:24	simulated 9:4 21:20	starting 5:3 11:2,3 27:14 34:15	target 11:8,9,17,18 11:18 12:12 14:4 16:2,2,3,3,5,10,11
release 11:17 16:4 34:24 35:1	school 22:6	six 10:14 13:23 17:18 21:7	starts 34:19	
releasing 16:15	schoff 24:6	six-month 10:9	state 28:10 39:1,5	
remain 32:6,10	scoping 1:12 7:3,8 7:21,22 28:18,20 34:19 36:10,14	skill 39:14	Statement 3:13,21 29:3 30:8 37:3	
remarks 36:11	screen 14:16	skills 15:12	States 29:23	
renew 31:18 34:6	SEALs 8:19 9:2,5 9:10 21:16,22 22:4 23:4	slide 5:22 8:16 15:22 21:13 24:4 26:6 27:18 30:7 30:23 31:4 33:10 34:14 37:6	Station 4:14,21 5:7 5:10,15,20,25 7:10 10:1,17 13:11 15:6 17:9	
renewal 1:4 31:12		slow 20:1	Station 4:14,21 5:7 5:10,15,20,25 7:10 10:1,17 13:11 15:6 17:9	
Reno 19:3,4		slowly 13:13	stations 4:7,11	
replay 14:16		smart 17:14	stenographic 39:12	
Reported 1:19		socioeconomics 30:16	step 28:21	
		soil 30:13	stewards 25:22	
		somebody 26:2	stewardship 6:5 24:5,8 25:19	
		somewhat 24:6	Stone 2:5 6:6 26:11 26:14,18	
		soon 5:3	Storm 16:14	
			stray 25:4	
			stream 19:2,5,7	
			strike 5:6 10:19,20	

<p>16:12,15,16 17:3 17:5,6,11,12,18 17:19,20,21 18:9 18:15,16,20 19:10 19:16,18,21 20:16 24:16,17 25:1,2,6 25:7,9,12 targets 9:4 13:24 14:4,12 17:1 22:7 task 9:17 11:5,6 team 4:7 5:2 26:22 26:23,24 36:23 38:4 technological 6:14 6:18 20:21 temporary 5:8 ten 5:8 term 28:12 30:12 testimony 39:12 thank 3:5,9 4:15 26:14 36:18,24,25 37:24,25 38:3,5 thanks 26:17 thing 8:13 12:11 14:25 things 7:17 10:13 20:25 22:9,10,11 22:13 24:11,13 25:11,19 30:18 think 8:17 21:6 24:6 24:7,7 25:12 27:9 27:22,22 30:20,22 31:9 thinking 31:1 third 29:23 32:11 32:14 thousand 16:9 threat 22:2,3 threats 17:2 22:21 22:22 three 12:17,25 25:2 29:14 30:4 three-star 26:1,2 throw 17:17 throws 20:17 time 4:12 5:18 7:12 8:21,23,23 10:11 10:12 12:2 13:11 16:1 18:8 22:17 26:8 34:25 38:3 times 3:14 5:8,9 10:3 today 3:6,14 5:22,22 6:3,10 7:7 8:14 28:7 36:9 37:7,8 37:24 today's 3:10 top 16:15</p>	<p>topics 30:22,25 touch 21:16 town 20:16 traffic 30:17 train 9:2 17:25,25 18:1 20:24 21:17 21:18 trained 5:6 7:11 15:16 18:3 21:10 21:12 22:5,13 training 1:3 3:12 5:9,11,11,16,23 5:24 6:1,13,17,21 6:23 8:4,19,25 9:1 9:18,22 10:5 11:4 11:5,7 12:2,3,7,16 13:6 14:23 15:8 15:10,13 17:13 20:5,8,10,18,19 21:3,20,25 22:1 23:4 27:6 31:22 32:5,7,7 transcript 1:13 39:10,11 transit 11:12 transparent 33:19 tribes 28:10 29:2 true 39:11 try 4:19 7:19 19:14 21:2 trying 10:11 17:3 33:18 turn 6:5 19:11,14 26:11 36:11 Turner 2:4 3:5,7 36:25 twelve 17:21 twice 10:2 two 10:2,3,3,24,25 12:4,6,8,10,15,25 13:12 16:4,8,12 17:4,10,12 19:19 27:23 28:13 two-year 10:4 type 9:17 21:18 types 33:5,7 35:10</p> <hr/> <p>U</p> <p>U.S 2:16 29:24 30:2 ultimate 28:4 ultimately 33:24 unfortunately 16:17 unit 10:22 14:22 United 29:23 University 5:1 upwards 13:15 use 4:16,17,18 8:22 17:8 18:5 30:12</p>	<p>30:16 uses 32:6,10</p> <hr/> <p>V</p> <p>valid 18:24 validating 20:3,7 Valley 31:22 32:5,7 32:9 various 27:1 vehicles 9:3 verbally 37:10 versus 34:11 viable 3:20 20:5 Virginia 12:20 voice 24:1</p> <hr/> <p>W</p> <p>waiting 35:23 want 6:10 8:3 15:18 18:1,1,21 21:9,16 22:16 23:8,9 28:22 29:6 37:14 37:23 wanted 31:7 wants 8:8 Washington 19:3,4 WASHOE 39:2 wasn't 35:9 water 30:14 way 9:6 10:4 15:4 16:22 17:25 23:25 24:1 27:22 31:9 31:20 ways 33:16 34:2 37:5 we'll 4:9,11 7:24 8:6 9:17 12:3,4,6,7,9 14:22,22 35:12,12 35:14 38:2 we're 3:6,22 4:6 6:2 6:20 7:4,5,6,19,21 8:15,15 9:23 10:10,10,11,12 11:2,16,19,20,22 12:5,18 14:11,12 16:21 18:2,3 19:22 20:20 21:3 23:5,20,20 25:21 27:14 28:2,7,23 28:25 29:8,20 30:22 32:17 33:3 33:18,21 34:15 35:5 36:9,10,15 36:20 we've 11:14,18 15:23 21:3 30:20 weapon 16:4 17:10 18:19 19:25 20:6</p>	<p>20:7,13 weaponry 21:1 weapons 6:14,20 11:17 16:11,16 17:1,4,5,14 18:5 18:20 20:9,22 21:24 website 37:11 weeks 12:17,25 weighed 16:8 welcome 3:8 welcomes 37:4 west 18:25 32:2,5 whichever 19:20 wide 9:21 wildlife 29:24 30:1,3 winds 18:18,18 19:18,19 wing 9:24 14:23,23 15:6 wings 15:5 withdraw 29:18 withdrawal 1:4 31:16 36:4 withdrawn 31:13,14 31:15,25 32:9 34:6 won 25:18 work 20:15 23:2 29:9,10 work-up 10:16 work-ups 10:16 working 10:13 20:9 27:2,4 writing 4:3 37:8,12 written 37:15</p> <hr/> <p>X</p> <hr/> <p>Y</p> <p>year 23:17 37:14 years 5:4,5 6:15,19 10:2,4 16:1,20 20:24 21:4,8 22:6 27:5</p> <hr/> <p>Z</p> <hr/> <p>0</p> <hr/> <p>1</p> <p>1 24:20,25 39:10 1:00 38:7 10 17:6 27:4 10,000 24:25 100 9:21 19:2,7,9,11 19:13,15 12 2:14,18 17:19</p>	<p>24:16,17 15 17:6 27:5 150 19:2,7 16 13:14 19 9:10 22:6 1970 27:20 1991 16:13</p> <hr/> <p>2</p> <p>2,000 25:13 20 6:15,19 13:25 14:9 20:24 21:4 22:6 200,000 31:14 2004 25:17 2016 1:14 3:2 2018 7:24 2020 8:2 23:19 2021 23:18 31:17 21 22:6 22 16:1 23 5:5 24 5:4 13:15,20,22 13:25 14:2 25 14:9 25th 7:3 37:14 26 2:14 26th 7:2 23:16</p> <hr/> <p>3</p> <p>30 2:18 6:15,19 13:15 20:24 21:4 39 39:11</p> <hr/> <p>4</p> <p>40 18:4</p> <hr/> <p>5</p> <hr/> <p>6</p> <p>600,000 32:1 65,000 32:16 655 1:19 39:4,21</p> <hr/> <p>7</p> <p>7 1:14 3:2 7,000 24:21</p> <hr/> <p>8</p> <hr/> <p>9</p> <p>9,999 25:1 90 15:7 90-day 7:3 90s 31:15 99.9 24:22</p>
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