US Department of the Interior

Indian Affairs

A Revised Approach To Improving School Facilities

Education Construction Site Assessment and Capital Investment Program Summary

Listening Session

October 23, 2019

Agenda

- Current NCLB Process Applied
  - Results
- IA Proposed Change
  - Purpose & Goal
- Proposed Process Summary
  - Overview
  - Assessment Selection
  - Anticipated Results
- Site Assessment Approach

Current NCLB Process Applied

NCLB Process is described in: *Broken Promises, Broken Schools: Report of the No Child Left Behind School Facilities and Construction Negotiated Rulemaking Committee*[1] (NRC Report).

- **Initiated in 2013** with effort to update deferred maintenance information in the IA Facilities Management System
- **April 2015**: 78 schools eligible to submit application
  - Applications were due at the end of August 2015
  - 54 schools submitted applications
- **January 2016:** 10 schools invited to participate in phase II
- **February 2-4, 2016:** 10 schools presented their justifications in Albuquerque
- **April 5, 2016:** IA announced the choice of all 10 schools[2]

[1] In December of 2011, the Negotiated Rulemaking Committee produced its final report, *Broken Promises, Broken Schools: Report of the No Child Left Behind School Facilities and Construction Negotiated Rulemaking Committee*.
[2]The NRC Report recommends 5 schools to be selected

Current NCLB Process Applied

The NRC Report sited that a "Federal Register notice should state clearly that those in the rankings not in the top pool of schools accepted to be funded should understand that:

1) They will not be funded in the five-year window,
2) They will have to reapply, and
3) The rankings will be recalculated based on new information in the next five-year cycle application."

<u>If this process is used again</u>: 44 of the 54 that applied and 68 of the 78 identified as eligible would have to re-apply in the next cycle if determined to still be eligible.

NCLB Process - Results

Results of Applied NCLB Process:

- Approximately 3 years to apply process
- Pre-eligibility preparation by schools and Indian Affairs
- Eligible schools required to prepare applications (54 of 78 submitted)
- 10 of the 54 applications submitted were required to make a presentation in a public forum to justify their need
- All 10 schools were selected by Indian Affairs
- In accordance with the NCLB Process in the NRC Report (page 37):
  - Process repeated at least every 5 years
  - Expectation that 5 schools would be selected.

At 10 schools selected every 5 years, it would take 30 years to accommodate the 60 current eligible schools … assuming no others become eligible

IA Proposed Change

Indian Affairs Proposed Modification to the NCLB Process:

Indian Affairs is proposing to modify the NRC Report's NCLB Process to replace the application process with a deliberate site-by-site assessment of each school, initially focusing on those schools that meet the 2 eligibility criteria cited in the NRC Report.

Purpose: To implement a comprehensive approach to assessing the conditions of bureau funded schools; determine a holistic site-by-site solution to providing a safe, secure, healthy, operationally modern, and long-lasting campus to support the Bureau of Indian Education (BIE) mission to provide quality education opportunities.

Goal: To get all schools on a path to "Good" and then keep them there.

Proposed Process Summary

- Indian Affairs, through the BIE and DFMC[1], will identify a number of schools each year (expected to initially be 10-20 per year) that will undergo a comprehensive site assessment.
- Each site assessment implements the 6 identified areas of consideration[2] in the NRC Report, and additional assessments of: detailed technical condition (building and grounds), operational capability, sustainability, and employee housing (if applicable).
- Each assessment will be conducted with school and tribal involvement.
- General understanding that all recommended future work is contingent on availability of funding.

[1] Division of Facilities Management and Construction (DFMC)

[2]The NRC Report (page 33) identified 6 areas of consideration: 1) size of school, 2) school enrollment, 3) age of school, 4) condition of school, 5) environmental factors, and 6) School Isolation. The NRC Report further stated that school isolation was not a graded selection criteria, but rather a "necessary factor in determining an equitable distribution of funds" among the schools selected for funding (page 41).

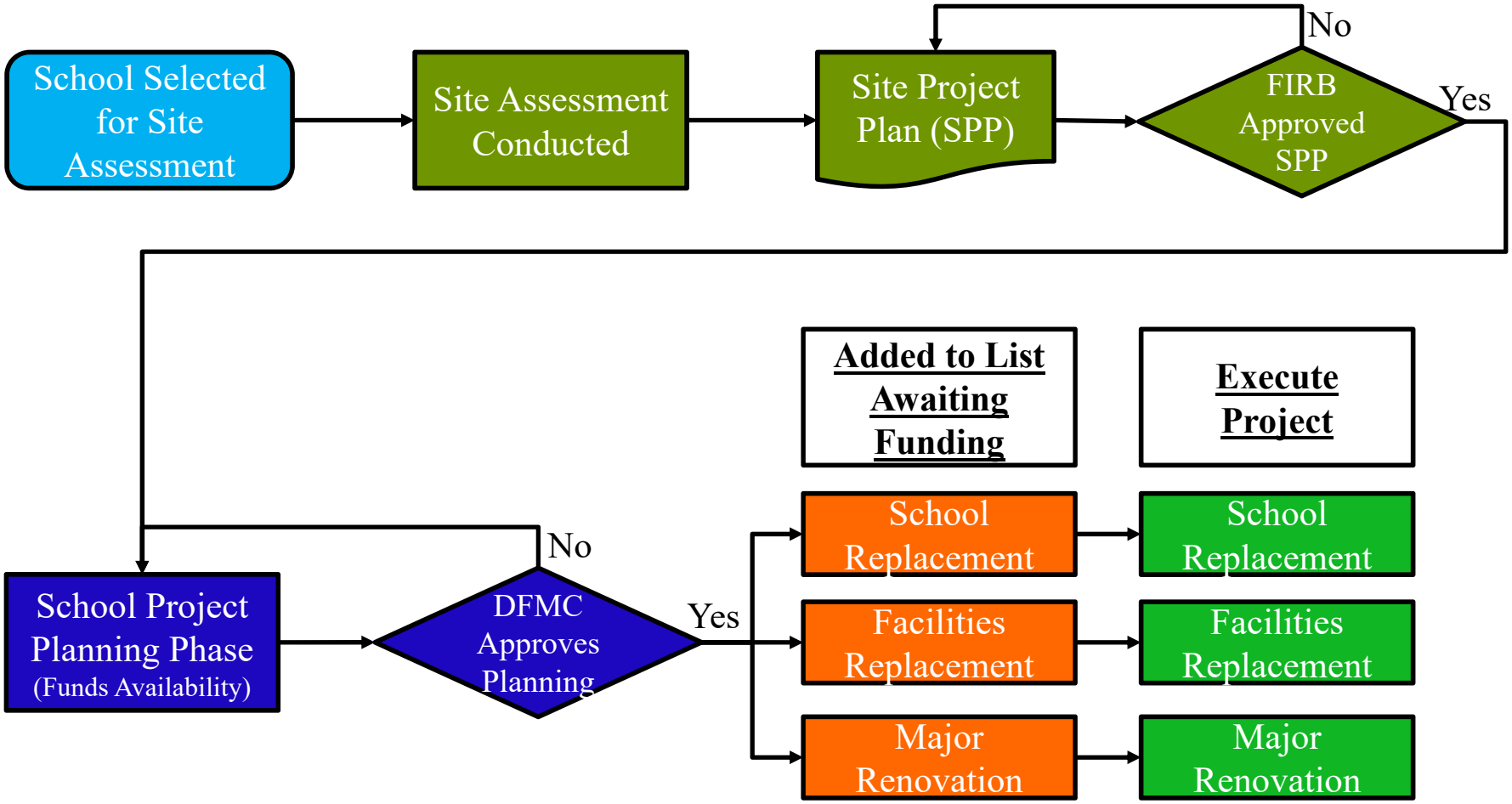
Proposed Process Summary (continued)

Each site assessment will result in a site project plan and a recommendation to the IA Facilities Investment Review Board (FIRB) to improve the school condition through one of the following approaches as identified in the NRC Report (page 35):

1. Replace the School
2. Replace/consolidate a limited number of buildings
3. Initiate a major renovation and/or focused facilities improvement & repair (FI&R)
4. Execute some combination of 2 & 3 above

The approval of a site project plan will initiate a project planning phase followed by design-build construction contingent on available funding

Proposed Process Summary (continued)



Proposed Process Summary (continued)

Annual Assessment Selection

- FY2019 Pilot Program: Indian Affairs selected the 10 schools with the highest Facility Condition Index (FCI)
- FY2020 and Beyond: Each October**,** Indian Affairs will select between 10-20 schools based on NRC Report Criteria[1] (page 35):
  1. FCI Condition of "Poor" (>.10); or
  2. Schools that are both 50 years or older and educating 75 percent or more of students in portables.
  - The ratio of schools meeting criteria 1 and criteria 2 will be applied to the total number of schools selected for assessments each year.
    a) Example: If the plan is to select 15 schools for assessment and there are 50 total schools eligible; and there are 40 schools meeting criteria 1 (80%) and 10 schools meeting criteria 2 (20%), then 12 schools with the highest FCI (criteria 1) and 3 criteria 2 schools ranked by FCI (not in the top 12 FCI) will be assessed.

[1] Not including schools previously selected for assessment or undergoing a replacement or major renovation.

Proposed Process Summary (continued)

Anticipated Results

- Within 3-4 years ALL schools meeting criteria 1 & 2 will be assessed and have approved site project plans.
- As the planning phase is completed for each school, their school or facilities replacement, or major renovation will be added to the list of similar projects awaiting funding.
- Project funding will be allocated based on the order planning is completed for each type of project (school or facilities replacement, or major renovation).
- Once ALL criteria 1 & 2 schools have been assessed, the process will continue at some rate for schools with FCI Condition of "Fair" (>.05 and <.10).

Goal: To get all schools on a path to "Good" and then keep them there.

Site Assessment Approach

- The schools will be selected for assessment each year.
- Each of the selected schools will have a detailed assessment completed resulting in a site project plan and recommendation to the IA FIRB.
- Approval of the site project plan (as modified) does NOT mean the projects are funded. All future work is contingent on availability of funding.
- Each site project plan will be a comprehensive assessment including several operational capability and technical parameters.

Site Assessment Approach (continued)

Site Assessment Process

- Three primary components of the assessment:
  - Preliminary information for each site
  - Third party (contractor) technical assessments
  - Coordinated on-site review of campus

Throughout the assessment process there will be an emphasis on academic, dormitory, and kitchen & dining facilities

Site Assessment Approach (continued)

Preliminary Information for Each Site (typically available)

1. General information on each building at the site.
   a. Age
   b. Facility Condition Index (FCI)
   c. Use
   d. Gross square footage
   e. Existing list of deferred maintenance (DM) work orders
   f. Current replacement value (CRV)
   g. O&M funding available
   h. Plot map (site map) with buildings identified
   i. Latest Facility Condition Assessment (FCA) report
2. School information
   a. ISEP count for last 10 years
   b. Identify BIE approved programs beyond the core programs
   c. Identify Tribal or non-BIE funded programs
3. Develop an initial program of requirements (POR) for each school

Site Assessment Approach (continued)

Third party (contractor) technical assessments

DFMC and OIMT will solicit for contractors to provide additional technical assessments.

1. Buildings and grounds assessments
   a. Assess energy efficiency and compliance to standards, recommend opportunities for enhancements, major systems condition and efficiency, and determine suitability for sustainability improvements.
   b. Assess each buildings structural condition and complete a site geotechnical survey.
   c. Assess the sites overall utility infrastructure to include: distribution lines for water, sewer, and electrical systems; and, viability, adequacy, and condition of utility sources.
2. Campus IT infrastructure and capability
   a. Office of Information Management Technology (OIMT) is preparing to award a contract to conduct campus assessments of information technology capabilities, limitations, and identify opportunities for enhancements.

Site Assessment Approach (continued)

Coordinated on-site review of campus

DFMC will lead the assessment efforts, provide coordination with the tribe/school and assessment team, and manage the final reports and recommendations. In order to effectively conduct the assessment of each school, a diverse team or subject matter experts will be required to participate. **Tribal and school representative participation in the assessment process is critical for success.**

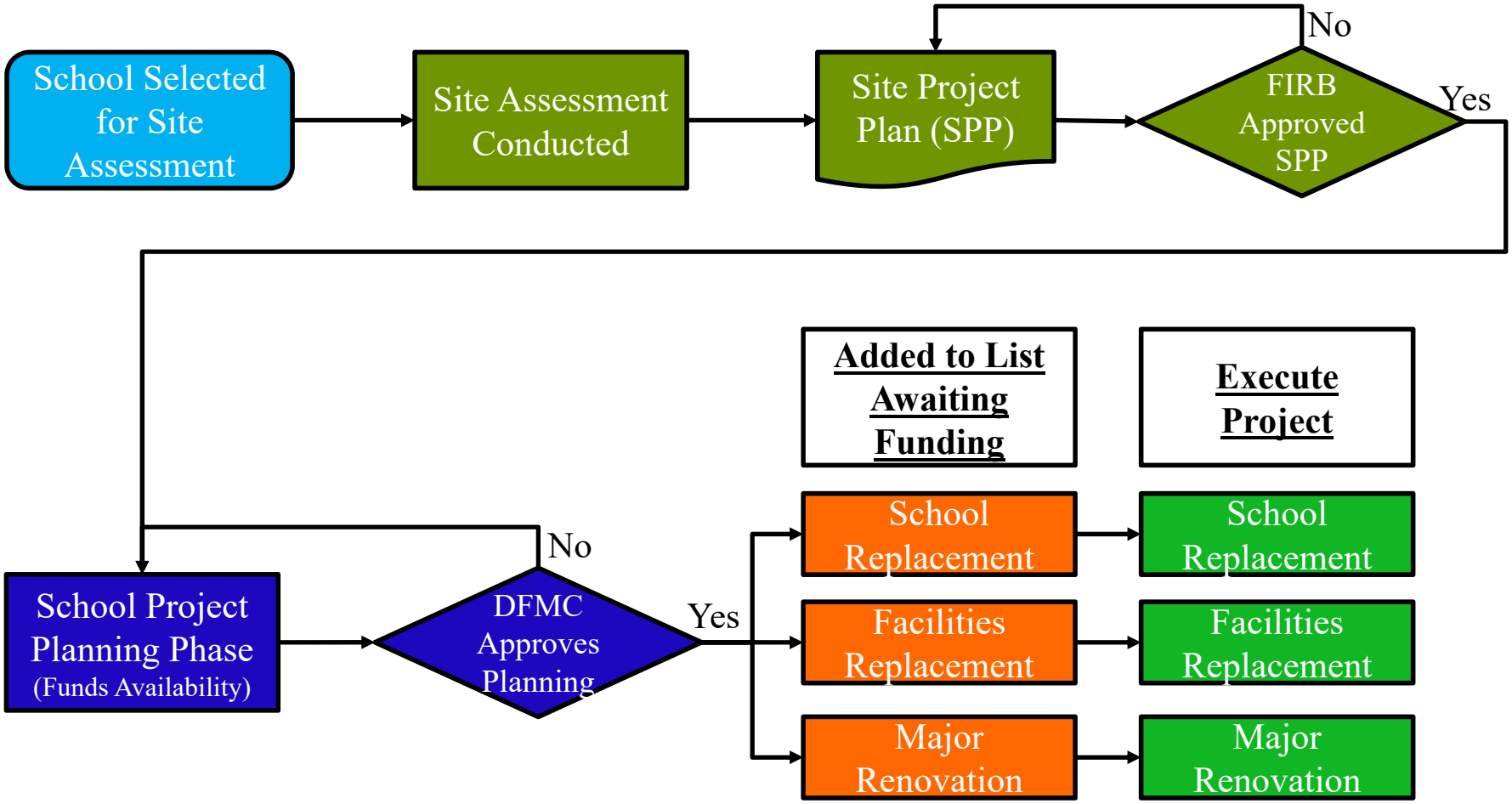
- OFPSM/DFMC:
  - Chief, DFMC; Program Lead; Engineering Team (civil, mechanical, electrical, architect); Energy Conservation Lead; Environmental Lead
- OIMT:
  - IT Systems Analyst
- BIE:
  - Education Specialist; Site Education Program Analyst (EPA); Safety Specialist
- BIA:
  - Regional Facilities Manager
- **Tribe/School:**
  - **Tribal Representative; School Representative (principal or superintendent); School Facilities Specialist; Other (security, IT specialist, etc …)**

Site Assessment Approach (continued)

Post-Site Assessment Process

- The results of three primary components of the assessment will form the basis for the site project plan
- The site project plans will be presented to the FIRB at their next scheduled quarterly meeting
- Once approved, the planning phase will be initiated (as funds are available).
- Approval of the site project plan (as modified) does NOT mean the projects are funded. All future work is contingent on availability of funding.

Site Assessment Approach Review



Pilot Project Schools

FY2019 Site Assessment Pilot Project Schools		
School Name	Region	State
Many Farms High School	Navajo	AZ
Wounded Knee District School	Great Plains	SD
Shonto Preparatory School	Navajo	AZ
Cheyenne Eagle Butte School	Great Plains	SD
Pine Springs Day School	Navajo	AZ
Aneth Community School	Navajo	UT
Cottonwood Day School	Navajo	AZ
Little Wound Day School	Great Plains	SD
Tse Ii Ahi (Standing Rock) Community School	Navajo	NM
Pierre Indian Learning Center	Great Plains	SD

FY2020

FY2020 Site Assessment Project Schools

School Name	Region	State	Criteria 1	Criteria 2
Santa Rosa Day School	Western	AZ	X	
Wa He Lut Indian School	Northwest	WA	X	
Theodore Roosevelt School	Western	AZ	X	
Turtle Mountain Elementary School	Great Plains	ND	X	
Te Su Geh Oweenge Day School (Tesuque)	Southwest	NM	X	
Kinteel Residential Inc. Aztec	Navajo	NM	X	
Northern Cheyenne Tribal School	Rocky Mountain	MT	X	
Moencopi Day School	Western	AZ	X	
Rocky Ridge Boarding School	Navajo	AZ	X	
San Ildefonso Day School	Southwest	NM	X	

Discussion/Questions?

You can send additional comments or questions to:

consultation@bia.gov