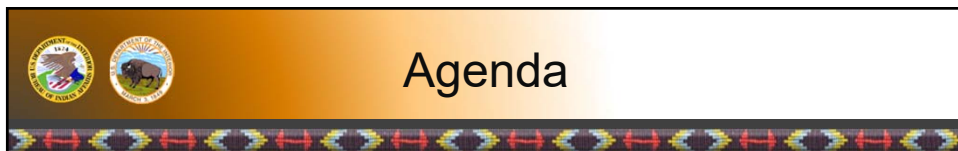


US Department of the Interior  
**Indian Affairs**

Office of Facilities, Property, and Safety Management (OFPSM) and Division of Facilities, Property, and Safety Management (DFMC)

Schools Education Construction Site Assessment and Capital Investment Pilot Program Summary

January 27-29, 2020



**Agenda**

- Purpose & Goal
- Pilot Program Approach
- Alignment With NCLB Process
- Moving Forward



## Purpose & Goal

**Purpose:** To demonstrate 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.

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## Pilot Program Approach

- At the end of FY2019 Q2, OFPSM/DFMC identified all the BIE schools that were rated in “poor” condition by their FCI.
- Subtracting all schools that were currently being addressed, the remaining 46 schools were ranked by FCI.
- The 10 schools with the highest FCI were chosen to be part of the Pilot Program.
- Each of the 10 schools will have a detailed assessment completed resulting in a site project plan and recommendation to the IA Facilities Investment Review Board (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.

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## Pilot Program Approach (cont)

- The site project plan will be a comprehensive assessment including several operational capability and technical parameters.
- Tribal and school representative participation in the assessment process is critical for success.
- In general, the recommendation to the FIRB will be to:
  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

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## Pilot Program Approach (cont)

- 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

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## Pilot Program Approach (cont)

### Preliminary Information for Each Site

1. General information on each building at the site.
  - a. Age
  - b. FCI
  - c. Use
  - d. Gross square footage
  - e. Existing list of 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

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## Pilot Program Approach (cont)

### Third party (contractor) technical assessments

OFPSM/DFMC and OIMT are soliciting 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.

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## Pilot Program Approach (cont.)

### Coordinated on-site review of campus

OFPSM/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 of 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 ...)

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## Alignment With NCLB Process

The *Schools Education Construction Site Assessment and Capital Investment Pilot Program* incorporates the intended areas of concern outlined in the *Negotiated Rulemaking Committee Final Report*<sup>1</sup>. The report identified 6 areas that should be included in any assessment of a school<sup>2</sup>:

1. Size of school
2. School enrollment
3. Age of school
4. Condition of School
5. Environmental factors
6. School isolation

The report identified two criteria for eligibility for consideration:

1. FCI condition of “poor” (>.10); or
2. Schools 50 years or older AND educating 75 percent or more of students in portables.

<sup>1</sup> 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*.

<sup>2</sup> *Ibid.*, p. 33

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## Moving Forward

- The second set of 5 (sites 6-10) pilot program schools will be assessed and site project plans completed with recommendations to the FIRB.
- IT and Technical assessments are being arranged currently. Will need to coordinate their on-site visits with tribe and school officials
- Coordinated on-site assessments need to be scheduled and coordinated with tribe and school officials.
- Request tribe and school officials designate key points of contact (coordination and information distribution) and assessment team participants (facilities and other staff that know the campus)
- Approval of the site project plan (as modified) does NOT mean the projects are funded. All future work is contingent on availability of funding.

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Updates and additional information is available on the Indian Affairs Education Construction Site Assessment and Capital Investment Program Website:

<https://www.bia.gov/as-ia/ofpsm/dfmc/ecsap>

## Discussion/Questions?

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