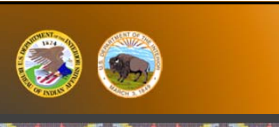


US Department of the Interior
Indian Affairs

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

July 17-18, 2019



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 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 ...)

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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*¹. The report identified 6 areas that should be included in any assessment of a school²:

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.

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 Ibid. p. 33

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Moving Forward

- The first 5 pilot program schools will be assessed and site project plans completed with recommendations to the FIRB by the December quarterly meeting. Sites 6-10 immediately to follow.
- 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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Discussion/Questions?

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