



Education Construction Site Assessment and Capital Investment Program (SA-CIP) Summary

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

April 13, 15, 16, 20, 2021



Agenda

- Purpose & Goal
- Program Approach
- Alignment With NCLB Process
- Moving Forward
- COVID-19 Impact
- Questions

Purpose & Goal



Purpose: To implement a comprehensive, data-driven approach to assessing the conditions of bureau funded schools using a holistic, site-by-site analysis to provide 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.



SA-CI Program Approach

- Pilot Program started at the end of FY2019 Q2
 - DFMC identified all BIE schools rated in “poor” condition by their Facilities Condition Index (FCI).
 - Subtracted schools already being addressed (then ranked the remaining 46 schools by FCI Selected the ten (10) schools with the highest FCI to be part of the Pilot Program.
 - Used these schools as the proof of concept and to develop lessons learned.
- In Q4 of FY2020, DFMC applied lessons learned in Pilot Program, as well as 2016 NCLB eligibility criteria to identify the next 10 schools for the FY2021 program.
- DFMC will complete a detailed assessment at each of the 10 schools and prepare 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.



SA-CI Program Approach (cont.)

The site project plan is a comprehensive assessment that includes operational needs and technical requirements.

Includes assessment of existing and future quarters program need.

Tribal and school participation throughout the assessment process is critical for success.

DFMC recommendation to the FIRB may be:

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 Options 2 & 3



SA-CI Program Approach (cont.)

Three (3) primary components of the assessment:

- Initial Program Orientation
- Third party (A-E Contractor) technical assessments
- DFMC on-site review of campus

Significant emphasis placed on academic, dormitory, kitchen & dining facilities, and site infrastructure.



SA-CI Program Approach (cont.)

Preliminary Information for Each Site

1. Technical characteristics for each building at the site.
 - a. Age
 - b. FCI
 - c. Building Use
 - d. Gross square footage
 - e. Existing DM work orders
 - f. Current replacement value (CRV)
 - g. O&M funding
 - h. Plot map (site map) with buildings identified
 - i. Latest Facility Condition Assessment (FCA) report
2. Program information
 - a. ISEP count for last ten (10) years
 - b. Identify BIE approved programs beyond the core programs
3. Preliminary program of requirements (PPOR) for each school



SA-CI Program Approach (cont.)

Third Party (A-E Contractor) 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 building(s) structural condition and site level geotechnical survey.
 - c. Assess the site level 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. Review of current IT installation and access to the Internet; assess connectivity, additional electrical requirements to support increased computer technology.
 - b. Recommendations to be included in planning and execution of FIRB approved project.



SA-CI Program Approach (cont.)

DFMC led 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 of subject matter experts participate. Tribal and school representative participation in the assessment process is critical for success.

OFPSM/DFMC:

Program Lead; Engineering Team (civil, mechanical, electrical, architect); Energy Conservation Lead; Environmental Lead

BIE:

Education Specialist; Site Education Program Analyst (EPA)

Tribe/School:

Tribal Representative; School Representative (principal or superintendent); School Facilities Specialist; Other (security, IT specialist, etc. ...)



Alignment with NCLB Process

The **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 six (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



Moving Forward

Goal is for 2021 program schools to be assessed, site project plans completed, and provide recommendations to the FIRB, by the end of the calendar year.

Technical and Site/Grounds assessments may be arranged separately.
May be multiple visits.

DFMC to support A-E Contractor assessment coordination with tribe and school officials.

Request tribe and school officials designate one primary point 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.



Covid – 19 Impact

- DFMC will proceed to award the assessment contract and perform in-briefs
- A-E assessments and DFMC follow on site visits fall under non-essential travel rule
- When travel restrictions are lifted the A-E will begin site visits, must be able to fully access the site.
- To mitigate impact DFMC may perform site visits prior to final A-E technical reports.
- Goal is to assess and prepare FIRB recommendations by the end of the calendar year but may need to reassess timeline.
- Work is paused, not cancelled.

Questions?



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?