The No Child Left Behind School Facilities and Construction Negotiated Rulemaking
DRAFT COMMITTEE REPORTS[1]

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[1] See Appendix A for a list of Committee members and their Bios.

GLOSSARY OF TERMS

(API) Asset Priority Index
API is a measure of the importance of a constructed asset to the mission of the installation where it is located. API is a numeric range from one (1), for little or no importance, to one hundred (100), for very important.

(AS-IA) Assistant Secretary - Indian Affairs
The Assistant Secretary for Indian Affairs of the Department of the Interior, or his/her duly authorized representative.

(AYP) Adequate Yearly Progress
A measurement defined by the No Child Left Behind Act as "_____." The Act directs the U.S. Department of Education to determine how every public school and school district in the country is performing academically according to results on standardized tests.

(BIA) Bureau of Indian Affairs
The agency within DOI charged with primary responsibility for interactions between the U.S. government and tribal entities.

(BIE) Bureau of Indian Education
Formerly known as the Office of Indian Education Programs, BIE was renamed and established on August 29, 2006, to reflect the parallel purpose and organizational structure BIE has in relation to other programs within the Office of the Assistant Secretary-Indian Affairs. The BIE is responsible for the line direction and management of all education functions, including the formation of policies and procedures, the supervision of all program activities and the approval of the expenditure of funds appropriated for education functions.

Bureau-funded School
A Bureau school or a contract or grant school.

(The Committee) The No Child Left Behind School Facility and Construction Negotiated Rulemaking Committee
The Committee is to serve as an advisory committee subject to the provisions of the Federal Advisory Committee Act (FACA), 5 U.S.C. Appendix 2, under the authority of 25 U.S.C. 2005(a)(5) for the purpose of preparing a catalog and reports regarding the physical conditions of Bureau-funded schools.

Cultural Space
For this report, cultural space is to mean space/classroom required to provide an academic program specific for native language/cultural. This could be a requirement placed on the school through a tribal resolution.

(DFO) Designated Federal Officer
The DFO will approve or call all of the advisory committee's and subcommittees' meetings, prepare and approval all meeting agendas, attend all committee and subcommittee meetings, adjourn any meeting with the DFO determines adjournment to be in the public interest, and chair meetings when directed to do so by the official to whom the advisory committee reports. The DFO may propound or approve guidelines providing details for the administration of the Committee's operations.

(DODEA) United States Department of Defense Educational Activities

(DOI) United States Department of the Interior

(ELO) Education Line Officer
An employee of the BIE at one of 22 offices spread around the country who is the point of contact between Bureau-funded schools and the federal government. The administration and implementation of the Bureau's education programs and activities which include school operations.

Educational Facility Needs
For this report, Educational Facility Needs is to mean the complementary educational facilities that do not exist but that are needed.

(FCI) Facilities Condition Index
FCI=DM/CRV. FCI is the ratio of accumulated Deferred Maintenance (DM) to the Current Replace Value (CRV) for a constructed asset. FCI is a calculated indicator of the depleted value of a constructed asset to determine a conduction value (e.g., Good, Fair and Poor). The range is from zero (0), for a newly constructed asset, to one (1.0), for a constructed asset with a DM value equal to its CRV. An acceptable rating for BIA schools should be held below 0.10.

(FI&R) Facilities Improvement and Repair
FI&R includes major renovation or repair of an existing asset in order to restore and/or extend the life of the asset. This includes construction asset deficiencies where there is non-compliance of codes (e.g., life safety, ADA, OSHA, environmental, etc.) and other regulatory or Executive Order compliance requirements.

(FMIS) Facilities Management Information System
FMIS used by BIA to manage the entire BIA Facilities Management Program to ensure the efficient and effective stewardship of resources for planning, design, construction, improvement, repair, operation and maintenance of IA-owned and IA-funded Indian Education, Law Enforcement and General Administration program support facilities. FMIS provides the functionality and business process features that will provide information to manage IA facilities over their entire useful life.

(GAO) Government Accountability Office

Supports Congress in meeting its constitutional responsibilities and helps improve the performance and accountability of the federal government for the benefit of the American people.

(DOI/IG) Inspector General, U.S. Department of the Interior

(IA) Indian Affairs
A primary division within DOI, headed by AS-IA; BIA and OFMC are two offices within Indian Affairs.

Inappropriate Educational Space
For this report, Inappropriate Educational Space is to mean non-existent or insufficient space to provide an academic program.

(LEED) Leadership Energy and Environmental Design
An internationally recognized green building certification system, providing third-party verification that a building or community was designed and built using measurable green building design, construction, operations and maintenance solutions.

Location Score
Also known as the Final Project Score is calculated by combining both the API Score and the Ranking Category Factor score. See Appendix G for detailed calculations.

(MI&R) Minor Improvement and Repairs
MI&R program identifies and provides funds to mitigate serious health/safety and other high priority deficiencies for Education, Non-education and Public Safety and Justice (Quarters excluded). The minimum and maximum funding level follows: Minimum $ 2,500 per backlog item / Maximum $500,000 per backlog item.

(NASIS) Native American Student Information System
NASIS is a centralized system used to create statistical reports and allows BIE to track student performance, as well as, improvements through performing statistical analysis and longitudinal comparisons to determine the variables affecting student learning. Data collected through NASIS can be shared between state, federal and tribal governments. NASIS support, the maintenance of the Indian School Equalization Program (ISEP), Average Daily Attendance/Average Daily Membership (ADA/ADM) reports, student counts and placements required under the Individuals with Disabilities Education Act (IDEA), enrollment information required under No Child Left Behind (NCLB), lunch program needs and other reports such as those required under Government Performance and Results Act (GPRA).

(NCLB) The No Child Left Behind Act of 2001 (107 Pub. Law 110; 115 Stat. 1425)
The No Child Left Behind Act of 2001 is an Act of Congress supporting standards-based education reform, premised on the belief that setting high standards and establishing measurable goals can improve individual outcomes in education. The Act requires states to develop assessments in basic skills to be given to all students in certain grades, if those states are to receive federal funding for schools.

(OFMC) Office of Facility Management and Construction, Bureau of Indian Affairs
OFMC is an office within Indian Affairs, under the Director of the Office of Facilities, Environmental and Cultural Resources. The mission of OFMC is to ensure the efficient and effective stewardship of resources for new construction, renovation, and maintenance of Bureau-funded facilities.

(O&M) Operations and Maintenance
Annual O&M includes the following: recurring maintenance and repair costs; utilities (includes plant operation and purchase of energy); cleaning and/or janitorial costs (includes pest control, refuse collection and disposal to include recycling operations); and roads/grounds expenses (includes grounds maintenance, landscaping and snow and ice removal from roads, piers and airfields).

INTRODUCTION

The No Child Left Behind Act of 2001 (NCLB) includes provisions to improve the education of Native American children (Part D; 115 Stat. 2007). One of those provisions directed the Secretary of the Interior to employ the mechanisms delineated by the Federal Advisory Committee Act (5 U.S.C. Appx. 1 – 16) and the Negotiated Rulemaking Act (5 U.S.C. § 561 – 570a) to assemble a Committee for the specific purpose of preparing reports to Congress and the Secretary of the Interior. As elaborated in 25 U.S.C. § 2005(a)(5), these reports are intended to provide Congress and the Secretary comprehensive information about the conditions and funding needs for facilities at Bureau-funded schools. Congress also directed that these reports identify formulas for objectively prioritizing the allocation of funds to meet those needs.

In response to that congressional mandate, the Secretary chartered the No Child Left Behind School Facilities Maintenance and Construction Negotiated Rulemaking Committee (the Committee) (see Appendix A) in January 2010, roughly six years after the mandated time frame. Having conducted seven meetings of the No Child Left Behind School Facilities and Construction Negotiated Rulemaking Committee. The Committee received public comment and feedback from X tribes, and visited X schools between January 4, 2010, and [date of last meeting]. The Committee respectfully submits the following report(s) in compliance with the statutory mandate.

Along with reports containing recommendations as to how the Bureau should prioritize funding for construction work on Bureau-funded school facilities, the Committee is also submitting a Catalog detailing the inventory and conditions of the facilities at each Bureau-funded school (due to the length of this Catalog, drawn from existing OFMC data, we submit this as Sub-Report A). We also present an analysis of this Catalog and provide a set of recommendations for improving its accuracy so that it can quantitatively and qualitatively guide the prioritization of repair and construction funding. A narrative summary of information contained in that Catalog and collected by the Committee in preparation of that Catalog is also included in our report.

The overarching conclusion to be derived from these reports is that the funding appropriated by Congress has not been sufficient to keep pace with the deterioration of Bureau-funded school

facilities, and the inadequate use of the computer database which the Bureau relies on has hampered an effective allocation of funds. The Committee's findings contain strong support for extensive improvements in the Department of the Interior's (DOI) system of administering school facilities and allocating construction monies for Bureau-funded schools.

The Federal Government's Historical Duty to Educate Native Children

The historical connection of the Native American Indians to the earth, air, water, and other resources has a distinct identity that has been in existence since before the United States became an independent nation. Indeed, to secure a nation independent from the English crown, early U.S. governments were obliged to enter into more than one hundred treaties with American Indian tribes. Treaties have long been regarded as the most legitimate and steadfast form of agreement between two nations; according to the United States Constitution, "…all treaties made, or which shall be made, under the authority of the United States, shall be the supreme law of the land" (Art. VI). These treaties constituted contractual agreements between sovereign nations. Through these contracts, American Indian Tribes ceded vast stretches of America – their ancestral lands since time immemorial – to the United States in exchange for specific promises and considerations. Many of those treaties included solemn commitments by the United States to accept trust responsibility for the education of American Indian children.

Congress declares that the Federal Government has the sole responsibility for the operation and financial support of the Bureau of Indian Affairs funded school system that it has established on or near Indian reservations and Indian trust lands throughout the Nation for Indian children. It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children and for the operation and financial support of the Bureau of Indian Affairs-funded school system to work in full cooperation with tribes toward the goal of ensuring that the programs of the Bureau of Indian Affairs-funded school system are of the highest quality and provide for the basic elementary and secondary educational needs of Indian children, including meeting the unique educational and cultural needs of those children. (107 Pub. Law 110, section 1042 at 115 Stat 2007, codified at 25 USC 2000).

The federal obligation to American Indian children continues today. In December 2010, at the White House Tribal Nations Conference, the President of the United States of America reminded the public: "I said that so long as I held this office, never again would Native Americans be forgotten or ignored." He added, "[these cases] serve as a reminder of the importance of not glossing over the past or ignoring the past, even as we work together to forge a brighter future. That's why, last year, I signed a resolution, passed by both parties in Congress, finally recognizing the sad and painful chapters in our shared history – a history too often marred by broken promises and grave injustices against the First Americans."[2]

The origins and long history of the Federal Government's trust responsibility respecting American Indian education is both complicated and unique; it is comprehensively summarized in the leading treatise, *Cohen's Handbook of Federal Indian Law:*

> *Provisions regarding Indian education appear with the earliest colonial laws. Beginning with the 1794 Treaty with the Oneida, [7 Stat. 47 (1794)] over 150 treaties between tribes and the United States have included educational provisions. For almost as long a time, Congress has legislated to provide for Indian education generally. In 1819, Congress established a permanent "civilization fund," which, until its repeal in 1873, authorized the executive [branch] to spend an annual sum to employ teachers in Indian country to provide "against the further decline and final extinction of the Indian tribes ... and for introducing among them the habits and arts of civilization" Civilization Fund Act, Act of Mar 3, 1819, 3 Stat. 516 . . .*[3]

Beginning with the Kiowa Comanche Treaty of October 21, 1867 (15 Stat. 581), the United States entered into at least eight treaties containing identical provisions obligating the U.S. to provide school facilities for Indian education:

> *"[t]he United States agrees that for every thirty children . . . a house shall be provided, and a teacher competent to teach the elementary branches of an English education, shall be furnished, who will reside among said Indians, and faithfully discharge his or her duties as a teacher."*[4]

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[2] President Barack Obama. "Remarks by the President at the White House Tribal Nations Conference." White House Tribal Nations Conference. Washington, D.C. 16 Dec. 2010.

[3] "Cohen's Handbook of Federal Indian Law," Copyright 2009, Matthew Bender & Company, Inc Section §22.03: Education.

[4] Also: Treaty with the Cheyenne and Arapaho, October 28, 1867 (15 Stat. 593); Treaty with the Ute, March 2, 1868 (15 Stat. 619); Treaty with various tribes of Sioux, and Arapaho, of 1868 (15 Stat. 635); Treaty with the Crow, May

Unfortunately, as Cohen further explains, the US has not fulfilled its treaty obligations to Indian education:

> *[G]enerations of inadequate and inappropriate education have left a deep scar. In addition, failure to fully fund many, if not most, federal Indian education initiatives limits the efficacy of many education laws. Many Indian children attend school in facilities that are among the worst in the nation . . .*
> ***Opinions have long varied about the existence and extent of the United States' legal obligation for Indian education. Today, however, Congress and the executive [branch] both agree that the federal government has a special responsibility for the education of Indian peoples. In 2001, Congress codified this responsibility more explicitly in the Native American Education Improvement Act****.*[5] *(emphasis added)*

The Commerce Clause of the United States Constitution invests Congress with plenary authority over the relationship between the federal government and Indian tribes (*U.S. Constitution Commerce clause*). In exercising that authority, Congress plays a fundamental role in helping – or hindering – the success of America's first peoples. The No Child Left Behind Act of 2001 included mandates to implement Congress's recognition that:

> *It is the policy of the United States to fulfill the Federal Government's unique and continuing trust relationship with and responsibility to the Indian people for the education of Indian children. The Federal Government will continue to work with local educational agencies, Indian tribes and organizations, postsecondary institutions, and other entities toward the goal of ensuring that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children (115 Stat. 1907; amending 20 U.S.C. § 7401).*

Bureau-funded Schools

7, 1868 (15 Stat. 649); Treaty with the Northern Cheyenne and Northern Arapaho, May 10, 1868 (15 Stat. 655); Treaty with the Shoshonees and Bannacks, July 3, 1868 (15 Stat. 673); Treaty with the Navajo, June 1, 1868 (15 Stat. 677).

[5] "Cohen's Handbook of Federal Indian Law," Copyright 2009, Matthew Bender & Company, Inc Section §22.03: Education.

The Bureau of Indian Affairs (BIA) and Bureau of Indian Education (BIE) within the Department of the Interior (DOI) are the federal agencies responsible for executing Congress's directives regarding American Indian education. BIA funds 183[6] schools serving Native Americans ("Bureau-funded schools") located on 64 reservations in 23 states. Fifty-nine of these schools are managed directly by the BIE and 124 are operated by tribes with BIA funding (PL 100-297 and PL 93-638).

Bureau of Indian Education Schools - Location

BIA is responsible for funding and maintaining the 183 schools educating American Indian students, so its relationship to those schools is like the correlation between a state educational agency and the public schools it serves. A key distinction, however, is that state educational agencies receive tax revenues from the localities of their respective schools and federal Impact Aid money (P.L. 81-815). In contrast, Bureau-funded schools cannot draw on the local tax base; they are largely dependent upon support from the Federal Government.

[6] There are 183 schools in BIA's inventory. While two of these do not receive funds from BIA, they are still counted in their inventory, and so are included in all discussions within these reports.

Constructing and maintaining Bureau-funded school facilities is a major component of DOI's trust responsibility to American Indians; it is a requirement of many treaties and statutes (e.g. 115 Stat. 1907*; amending* 20 U.S.C. § 7401). To breach that responsibility would constitute a separate and significant chapter within the larger history of misuse, neglect, and violation of trust by the Federal Government in its dealings with Native Americans. Federal appropriations for maintaining and replacing Bureau-funded schools have not kept pace with the deterioration of these buildings nor with changing educational needs and requirements.

The United States, in its announcement of U.S. Support for the United Nations Declaration on the Rights of Indigenous Peoples, proclaims: "The Administration is also committed to supporting Native Americans' success in K-12 and higher education."[7] At the White House Tribal Nations Conference President Obama added: "We're rebuilding schools on tribal lands while helping to ensure that tribes play a bigger role in determining what their children learn."[8] This committee's research and conclusions should help the federal government to fulfill these public declarations.

The Need for and Failure to Provide Quality School Facilities

Research has explored the correlation between school facility conditions and academic performance (Appendix B). Multiple studies have found significant links between inadequate facility conditions and poor performance for students and teachers. And that the quality of physical environments – including those impacting temperature, lighting, acoustics, and age – affects dropout rates, teacher retention, test scores, and student behavior.[9] Testimony received by the Committee bolstered the conclusion that poor school facilities have negative impacts on students and teachers. For example, in a statement to a Senate Committee on Indian Affairs hearing on Construction and Facility Needs at BIE, a student testified: "With an insufficient heating and cooling system, I have some classrooms that are very cold and others that are very

[7] "Announcement of U.S. Support for the United Nations Declaration on the Rights of Indigenous Peoples", 16 Dec 2010.

[8] President Barack Obama. "Remarks by the President at the White House Tribal Nations Conference." White House Tribal Nations Conference. Washington, D.C. 16 Dec. 2010.

[9] See appendix B: Abstracts of Research Papers Associating School Conditions with Performance.

warm. This is distracting when trying to do my work[…]When students are expected to attend and work in a school like ours, it's very difficult to work and take school seriously when our building is in the shape that it is." The principal of a different Bureau-funded school reported that structural defects in the classrooms forced teachers to relocate students to a heated bathroom during winter.

These stories are not limited to a few schools. The Bureau's failure to provide environments conducive to academic achievement is well documented and longstanding. In 1997, the Government Accountability Office (GAO) reported a backlog of $754 million in needed repairs.[10] These repairs are not minor – in many cases the structural deficiencies at old and inadequately maintained facilities means that schools are literally falling down. The 1997 GAO report revealed that 25% of Bureau-funded school buildings are over forty years old. This figure has worsened to 27% in the fourteen years since GAO issued that report.

Bureau of Indian Education Academic and Dorm Buildings	
Average Age	
Schools (Buildings age 0-10)	35
Schools (Buildings age 11-20)	29
Schools (Buildings age 21-30)	36
Schools (Buildings age 31-40)	34
Schools (Buildings age 41-50)	32
Schools (Buildings age over 50)	17
	183

Source: OFMC 2011

In 2010, DOI requested $112 million for school facilities construction (*2010 Budget*). With over $967 million in estimated backlogs, this amount is clearly inadequate to address the documented needs of Bureau-funded schools.

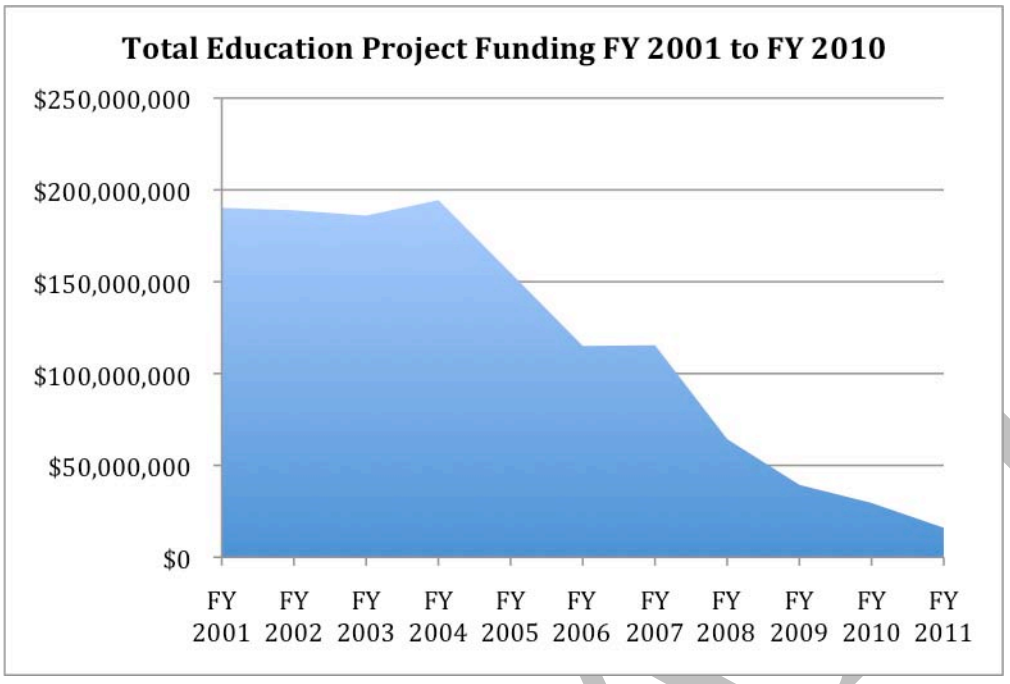
[10] GAO Report, School Facilities – Reported Condition and Costs to Repair Schools Funded by Bureau of Indian Affairs, Dated December 1997, GAO/HEHS-98-47.

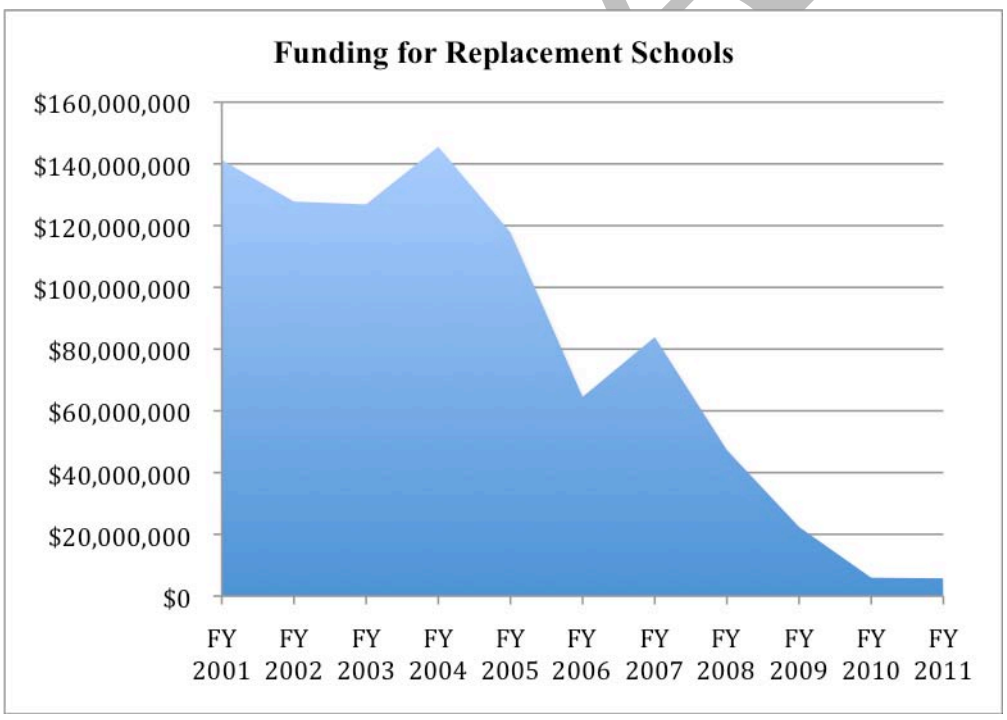
Breakdown of Number and Cost of Deficiencies by Type of School			
Type of School	# Schools	# of backlogs entered in FMIS	Estimated $ of backlogs
Bureau-operated	60	5,575	$ 461,235,377
P.L. 100-297 Grant	119	6,861	$ 497,888,744
P.L. 93-638 Contract	4	270	$ 8,493,183
Totals	**183**	**12,706**	**$ 967,617,304**

Source: OFMC 2011 As of 5-11, not including those backlogs already funded for repair or renovation.

In recent years, construction and repair budgets for Bureau-funded schools have remained woefully inadequate, and resources are shrinking annually. The DOI's budgets for school facility operation, maintenance, and construction fell from $204 million in 2007 to $112 million in 2010. These declining appropriations pale in comparison to the identified need.

Funding Levels of Bureau Schools and the Replacement School Program since 2001





Some classes are being held in buildings constructed over one hundred years ago. According to OFMC, at current support levels, it will take over sixty years to replace the sixty Bureau-funded schools rated in poor condition. Considering that the planned useful life of such schools is considerably less than sixty years, it is clear that continued funding at these levels ensures a prolonged breach of the federal trust obligation to Native American students.

As a point of contrast, a 2001 report from the U.S. GAO[11] illustrates that BIA schools had significantly more building deficiencies than schools under the US Department of Defense Education Agency (DODEA) – the only other comparable federally-funded educational system. Though this discrepancy between school facility conditions in the two systems may have decreased since then, the DODEA recently introduced a plan to replace or renovate more than one hundred schools by 2015 for an estimated cost of $3.7 billion.[12] In 2010, OFMC calculated it would require $1.3 billion to elevate the 63 schools in poor condition up to satisfactory condition; however, DOI budget request for schools facilities construction for that year was only $112 million.

Indian Affairs Cost for Bringing Schools in Poor condition to Good or Fair Condition	
State	Cost
Arizona	$663,042,527
Idaho	$12,778,000
Louisiana	$13,975,000
Maine	$8,270,880
Minnesota	$21,328,440
Mississippi	$55,305,048
Montana	$17,880,135
North Dakota	$58,786,984
Nevada	$500,000
New Mexico	$265,633,212
Oklahoma	$67,845,580
South Dakota	$101,814,874
Utah	$9,927,960

[11] GAO survey. Source: NCES, Condition of America's Public School Facilities: 1999, NCES 2000–32 (Washington, D.C.: U.S. Department of Education, June 2000).
[12] American Forces Press Service, Department of Defense Education Activity News Release August 10 2010.

Washington	$14,584,200
Total	$1,311,672,840

Source: OFMC 2011

Lack of Transparency in the Allocation Process

Another shortcoming of the Federal Government has been the inability of the DOI to efficiently utilize the funds Congress has appropriated for building and maintaining Bureau-funded school facilities. Affected tribal communities have expressed great frustration both with DOI's allocation decisions and with the lack of transparency characterizing the decision-making process. The White House promotes transparency, fairness, and objectivity in all federal agencies. In a 2009 Memorandum to the heads of executive Departments and Agencies, President Obama wrote: "Transparency promotes accountability and provide information for citizens about what their Government is doing."[13] The White House has also explained: "objectivity involves a focus on ensuring accurate, reliable, and unbiased information."[14]

DOI has not lived up to the White House's assertions, and this lack of transparency and objectivity has fostered a general tribal mistrust of the Federal Government. A Convening Report commissioned by DOI in preparation for this negotiated rulemaking, along with testimony received by the Committee, illustrated that many stakeholders perceive the prioritization of funding for repairs and renovation of schools as opaque, arbitrary, and unresponsive to the pressing needs of the schools. Lack of transparent decision-making has also contributed to suspicion that DOI made funding decisions in response to political pressure, rather than strictly basing its decisions on the actual needs of the schools.[15]

Conclusion

[13] President Barack Obama, "Memorandum for the Heads of Executive Departments and Agencies on Transparency and Open Government." 21 Jan 2009.

[14] Office of Management and Budget, "Guidelines for Ensuring and Maximizing the Quality, Objectivity, Utility, and Integrity of Information Disseminated by Federal Agencies," 66 Fed. Reg. 49,718, at 49,724; September 28, 2001.

[15] Final Convening Report, Negotiated Rulemaking Committee on BIA-Funded School Facilities Construction, prepared by the Consensus Building Institute, with the U.S. Institute for Environmental Conflict Resolution, March 5, 2008.

Providing proper educational facilities is not only essential to fulfilling the academic, social, and cultural needs of Native American children, but is also a matter of treaty rights. Satisfying these obligations involves attention to both the condition of the facilities *and* the quality of the educational experience. While many tribal schools have improved in the past decade, more progress is needed. To promote successful educational experiences, children must be able to learn in environments that are safe, enriching, culturally appropriate, and technologically advanced.

To ensure the success of our most precious resources – our children and future leaders – we must provide them with exemplary educational programs in high-quality settings. Currently, over 34% of Bureau-funded facilities are in substandard conditions un-conducive to educational achievement; thus, we are unfairly restricting the opportunities for these students to receive an education on par with nontribal school systems. As explained above, there is a great volume of research establishing a direct correlation between facility environment and student achievement. Therefore, continued failure to provide adequate educational facilities violates longstanding and current federal obligations. The Committee believes the enclosed reports will: help Congress understand the shortcomings of Bureau-funded school facilities and provide the Secretary of the Interior with processes to ensure an equitable distribution of funds.

> *"All thirteen years I've been told that education is very important, but it's hard for me to believe this when I see how my school looks compared to other schools"*
> *—as insightfully revealed by a student at the Bug-O-Nay-Ge-Shig School.*

A CATALOG OF FACILITIES

Background

The No Child Left Behind Act under 25 U.S.C 2005(a)(5)(A)(i) calls for the Negotiated Rulemaking Committee to prepare and submit a catalog of the condition of school facilities at all Bureau-funded schools which:

(I) *incorporates the findings from the Government Accountability Office study evaluating and comparing school systems of the Department of Defense and the Bureau of Indian Affairs;*

(II) *rates such facilities with respect to the rate of deterioration and useful life of structures and major systems;*

(III) *establishes a routine maintenance schedule for each facility;*

(IV) *identifies the complementary educational facilities that do not exist but that are needed; and*

(V) *makes projections on the amount of funds needed to keep each school viable, consistent with the accreditation standards required pursuant to this Act.*

An accurate catalog tracking the conditions of Bureau-funded schools is essential to keeping facilities properly maintained and providing the basis for organizing repair and replacement projects. This catalog provides a record of the conditions of Bureau-funded schools over time. It also serves as a vehicle for ensuring the fair allocation of resources for maintenance, repair, and replacement – especially in the face of scarce resources. The committee agrees that supporting the maintenance of a comprehensive and accurate catalog is as high a priority as all other school record keeping, such as attendance and academic achievement.

The Facility Management Information System (FMIS) – the school facility database operated and maintained by the Office of Facilities Management and Construction (OFMC) – provides an acceptable basis for meeting Congress's request for a catalog of the conditions of school facilities. FMIS achieves some, though not all, of the five components required by the act.

Absent from the current FMIS catalog are educational facility needs. As a consequence, there is no method for identifying educational facilities that are needed but do not exist, or highlighting insufficiencies of current educational spaces. But the greatest limitations of FMIS are due to a lack of consistent and appropriate training, connectivity, and resources to ensure that users in the field are able to keep information current and accurate.

Therefore, to fulfill the requirements of NCLB under 25 U.S.C. 2005(a)(5)(A)(i), the committee focused on developing detailed recommendations for changes in FMIS and Indian Affairs. These modifications will allow FMIS to function as an accurate and useful catalog of the conditions of Bureau-funded schools, and thus serve as the basis for a formula to determine an equitable distribution of funds.

This Report includes:

(I) An Overview of the Condition of Schools;

(II) A brief description of the FMIS system, indicating its compatibility with the five components stipulated by NCLB 25 U.S.C. 2005(a)(5)(A)(i);

(III) An identification of the primary limitations of the FMIS system as the ongoing catalog for tracking the conditions of schools; and

(IV) Recommendations for improving this system and process.[16]

Overview of the Conditions of School Facilities

Chronically inadequate funding for the operation and maintenance of Bureau-funded schools has resulted in a large backlog of repair work. As previously detailed, OFMC estimates it would require $1.3 billion to bring the 63 tribal schools in poor condition up to adequate condition, and $967 million simply to repair all of the reported deficiencies in the 183 schools. Compare this with the funding appropriation for 2011 of $46 million. This amount is woefully insufficient to reduce the overall deficiency backlog of Bureau-funded schools.

[16] The committee also includes a print-out of the current record of deficiencies contained in FMIS as of [DATE X as Sub-Report A.

Thanks to higher funding levels in the early part of the last decade, and the one-time infusion of funds under the American Recovery & Reinvestment Act (ARRA) (111 Pub. Law 5; 123 Stat. 115, at 168), the condition of many Bureau-funded schools improved dramatically. In the past ten-year period, over $1.5 billion in construction and repair funds were devoted to reducing the number of schools in poor condition (as determined by the Facilities Condition Index (FCI)) by 50 percent.

In fiscal year 2002, 35% of schools were in good or fair condition and 65% were in poor condition. Upon the completion of existing construction projects scheduled in FY 2012, there will be an estimated 66% of schools in good or fair condition and 34% of schools in poor condition. Fifty-nine schools (or 31%) have improved from poor condition to good/fair. However, given the dramatic *decrease* in funding for education construction in the past 10 years, and particularly under the current budget, we expect the number of schools in poor condition to rise.

Number of Schools New Replacement Construction/Replacement Facility Construction or Major FI&R

Fiscal Year	Replacement School	Major FI&R	Replacement Facility Construction
1998-2001	3		
FY 2002	5	8	
FY 2003	5	10	
FY 2004	8	5	
FY 2005	9	6	
FY 2006	4	6	
FY 2007	0	2	2
FY 2008	0	1	1
FY 2009	1	0	1
FY 2010	0	1	2
ARRA	3	14	0
Total Projects	**45**	**64**	**6**

Total number of schools receiving a replacement school, major renovation and repair, or replacement facilities since 2001(OFMC, 2010).

ARRA provided Indian Affairs the single largest education construction appropriation in history. As a result, $153.3 million was allocated to replace deteriorating Bureau-funded schools, and $91 million was assigned to repair educational facilities. Construction awards for these projects began in May of 2009; today all of the funds have been obligated, and some smaller projects have already been completed. More than 7,000 students will benefit through the use of adequate school facilities earlier than thought possible before passage of this Act.

Indian Affairs Education Construction Funding FY 2001- FY 2011				
Fiscal Year	Replacement Schools	Replacement Facility Construction	FI&R Project Funding	Total Education Project Funding FY 2001 to FY 2010
FY 2001	$141,238,000		$48,962,000	$190,200,000
FY 2002	$127,799,000		$61,088,000	$188,887,000
FY 2003	$124,409,000		$59,100,000	$183,509,000
FY 2004	$139,612,000		$48,873,000	$188,485,000
FY 2005	$105,550,000		$37,021,000	$142,571,000
FY 2006	$64,530,000		$50,474,000	$115,004,000
FY 2007	$83,891,000	$26,873,000	$4,670,000	$115,434,000
FY 2008	$46,716,000	$9,748,000	$7,267,000	$63,731,000
FY 2009	$22,405,000	$17,013,000	$0	$39,418,000
FY 2010	$5,964,000	$17,013,000	$6,570,000	$29,547,000
FY 2011	$5,964,000	$17,013,000	$6,570,000	$29,547,000
ARRA	$153,311,000	$0	$91,074,000	$244,385,000
Grand Total	**$1,021,389,000**	**$87,660,000**	**$421,669,000**	**$1,530,718,000**

While significant progress has been made to correct facility deficiencies, 63 schools remain in poor condition, and significant funding is required to bring all education facilities into acceptable condition.[17]

[17] The 63 schools remaining in poor condition require an estimated $1.3 billion to elevate them to an acceptable condition. This figure includes more than simply fixing the deferred maintenance items in these schools: for example, if a facility has a number of leaks in the roof, ultimately it will be more economical to replace the entire roof rather than continue to fix leaks year after year. Therefore, the cost to replace the entire roof is included in the figure above, rather than the cost to mend all the separate leaks. Likewise, it may also be more cost-effective to replace an entire building or school rather than repair a number of deferred maintenance work items. If this is the case, the cost to replace the building is included above.

Background on FMIS

Indian Affairs currently maintains FMIS – the database used to catalog the conditions of school facilities. FMIS provides the basis for budget formulation and asset management to improve, repair, and replace school facilities. While this system is not perfect, the Committee accepts it as the best available starting point for meeting the cataloging requirements in NCLB and ensuring that the formulas for prioritizing facility construction dollars is fair, efficient, and transparent. The committee sought to identify the most pressing challenges regarding FMIS and has developed a list of recommendations detailing how to improve both the accuracy of data and the process for updating the content of FMIS, as illuminated below. Software systems change from time to time; therefore, these recommendations are pertinent to both current and future systems.

FMIS is a tool for OFMC to collect and manage information about school facility conditions at the local level. For this system to contain accurate data, schools must routinely input facility deficiencies. Data is verified by contractors (remotely and during school visits) once every three years. Ultimately, the accuracy of FMIS is only as valid as the data contributed by contractors, local agencies, individual schools, and as verified by OFMC.

In addition to the module for entering deficiencies, FMIS includes components for project management, inventory tracking, health and safety needs, routine maintenance work tickets, and cost estimating and budgeting. Yet, this system does not record the educational needs or deficiencies of facilities in meeting educational requirements – it only tracks the condition of *existing* facilities, not those facilities that might be missing or insufficient. A more extensive description of FMIS can be found as Appendix C.

Finding as to the Five Requirements

NCLB requires that the Committee's catalog include the five items listed on page 13. The following section describes the extent to which the existing FMIS catalog meets these requirements and suggests ways to fill in gaps where FMIS falls short. The Committee has been assigned to create a document that:

(I) *incorporates the findings from the Government Accountability Office study evaluating and comparing school systems of the Department of Defense and the Bureau of Indian Affairs;*

NCLB 25 U.S.C. 2005(a)(1)-(4) called for the GAO, by January 2004, to submit the results of a national survey of the physical conditions of all Bureau-funded school facilities that would include an evaluation and comparison with the existing Department of Defense formula for determining the condition and adequacy of Department of Defense facilities. This report was never issued.[18] Therefore, the committee is unable to incorporate any findings into its catalog. The Committee recommends that GAO conduct this study.

In 2010, the Department of Defense announced a plan to spend $3.7 billion to elevate all of their schools into acceptable condition.[19] The Committee contends the federal duty enshrined in statutes and treaties mandates equal attention to Indian schools. **This Committee strongly recommends the Secretary of the Interior support funding for a comparable commitment to bring all Bureau-funded schools into acceptable condition.**

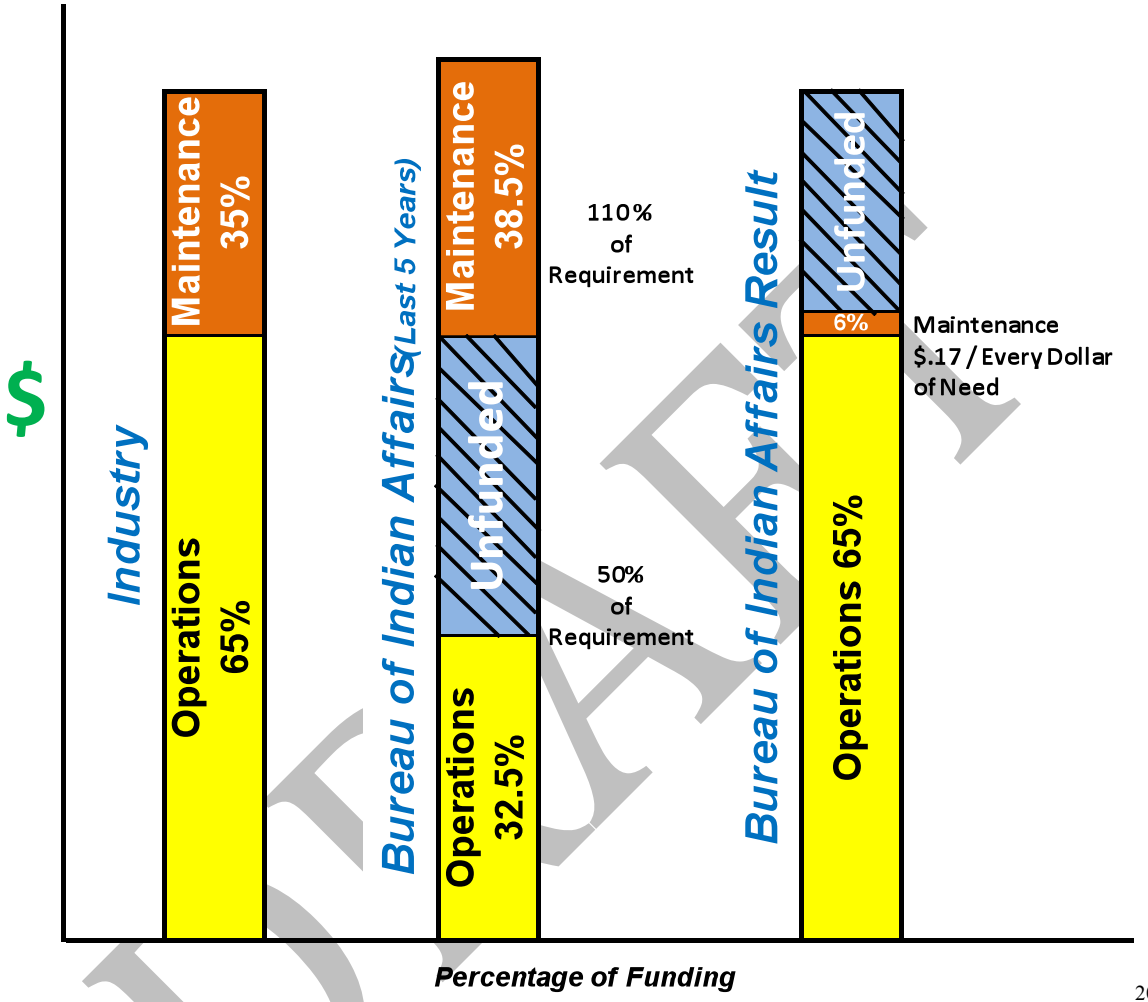
(II) *rates such facilities with respect to the rate of deterioration and useful life of structures and major systems;*

Because of the nature of school facilities in the often remote and harsh environments of Indian Country, the rate of deterioration is not a static situation, but rather is highly dynamic. Beyond weather and environmental conditions, the largest factor impacting the rate of deterioration is the directly based on the level of preventative maintenance. Due to the extreme constraints of Operations and Maintenance (O&M) funding, (in FY09 they received 52% of each needed dollar for Operations, which include

[18] In 2003, GAO issued 2 related reports: GAO-03-955, Bureau of Indian Affairs Schools: Expenditures in Selected Schools Are Comparable to Similar Public Schools, but Data Are Insufficient to Judge Adequacy of Funding and Formulas, and GAO-03-692, Bureau Of Indian Affairs Schools: New Facilities Management Information System Promising, but Improved Data Accuracy Needed. Neither of these reports fulfills the requirement of NCLB §2005(a)(1)-(4).

[19] Department of Defense Education Activity News Release August 10, 2010.

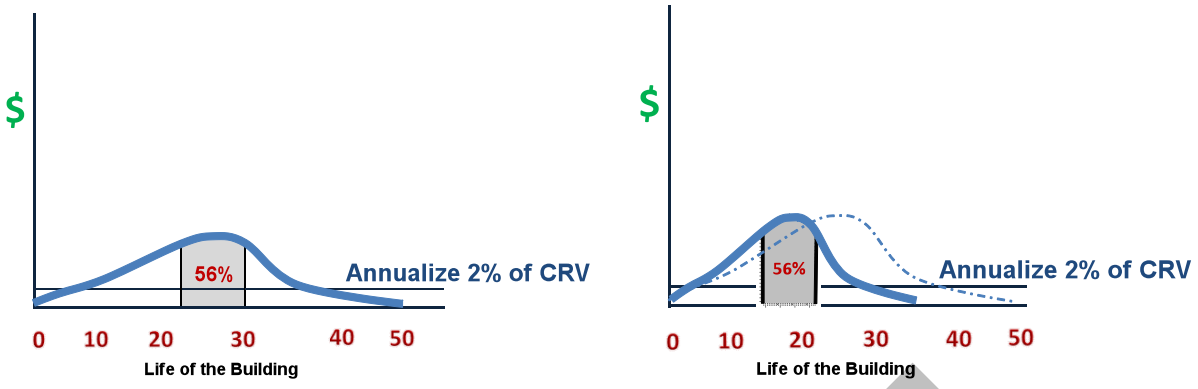
primarily fixed-cost items like fuel and electricity), much of the general maintenance funding is used to cover everyday operations.



[20]

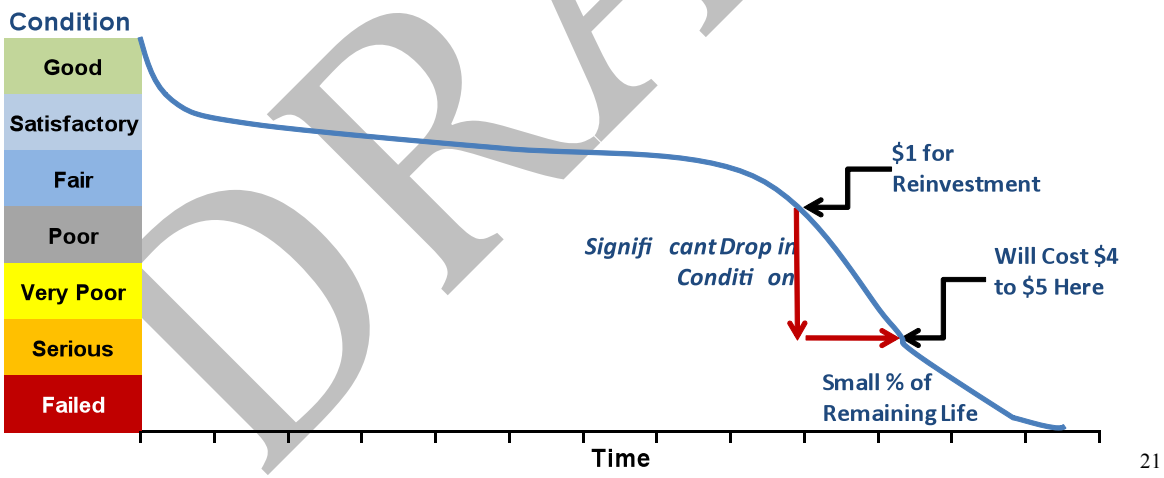
This graph illustrates unfunded operations costs resulting in schools' reprogramming their maintenance funds to cover essential operations costs. The bar furthest to the left reflects the industry standard for the distribution of operations and maintenance needs. The second bar reveals the distribution of funding for Bureau-funded schools over the past five years. The final bar depicts the actual allocation of the funding schools receive. This data exposes that a deficiency in operational costs often causes routine building maintenance to go unfunded.

[20] *Source: Applied Management Engineering, Inc., 2011*



*These charts indicate that insufficient investment in preventative maintenance results in the shorter life expectancy of a building (*Applied Management Engineering, Inc., 2011).

By not investing sufficient resources in preventative maintenance, schools not only deteriorate more rapidly, but the cost of repairs increases. For instance, if a small leak in a roof is not addressed now, it will likely lead to further structural damage that will later cost much more to repair or replace



[21]

This chart illustrates that buildings without sufficient preventative maintenance face a steep drop in condition, and that the cost of facility repairs increases dramatically as the building reaches the end of its useful life.

[21] Source: Applied Management Engineering, Inc., 2011

Many Bureau-funded school facilities are being used far beyond their useful life – forty years is the Internal Revenue Service (IRS) figure for the useful life of buildings, and there are 49 schools over the age of forty years old. Investing money to keep these schools functional is far less efficient than constructing new schools; however, funding provided for rebuilding schools that have exceeded their useful life is sorely insufficient. The average age of the buildings representing the 63 schools in poor condition, weighted by square footage, is *fifty years*. The gap between the preventative maintenance monies provided and those needed is shortening the lifespan of these facilities.

Bureau of Indian Education Academic and Dorm Buildings Average Age	
Schools (Buildings age 0-10)	35
Schools (Buildings age 11-20)	29
Schools (Buildings age 21-30)	36
Schools (Buildings age 31-40)	34
Schools (Buildings age 41-50)	32
Schools (Buildings age over 50)	17
	183[22]

Average Age of Bureau-funded Academic and Dorm Buildings.

[22] Source: OFMC 2011

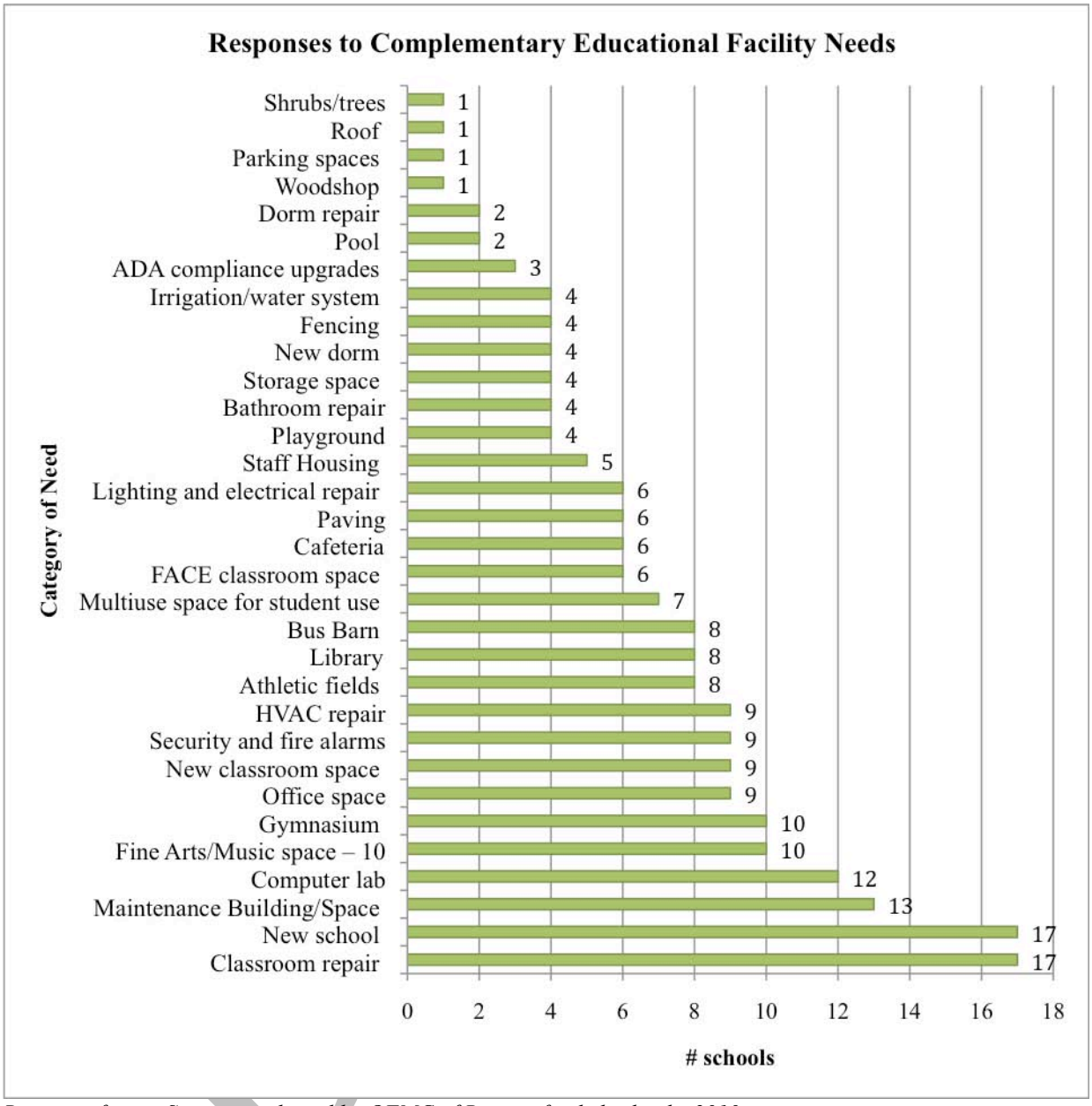
(III) *establishes a routine maintenance schedule for each facility*

FMIS adequately addresses this mandate. FMIS provides opportunities for schools to develop routine maintenance schedules through the Maintenance Management Schedule. For instance, if all maintenance recommendations for a particular furnace model are entered into FMIS, the system will automatically generate a work ticket requesting routine maintenance at the appropriate time. This feature is used at the discretion of local schools, but a recent survey determined only 34% of responding schools enter preventative maintenance into FMIS. Thus, the data in FMIS does not provide an accurate system-wide picture of routine maintenance needs. Indian Affairs needs this information for budgeting purposes; the Committee therefore advises that all schools use this module. The Committee also recommends that OFMC monitor whether schools are using this module and encourage those who are not to do so.

(IV) *identifies the complementary educational facilities that do not exist but that are needed*

Currently, FMIS does not identify complementary educational facilities, nor is there any other inventory that makes this identification. The Committee agrees this is a fundamental shortcoming of this system that must be remedied in order to achieve a complete and accurate catalog of school conditions. In July 2010, to establish a rough sense of these needs, the Designated Federal Official (DFO) undertook a survey at the request of the Committee, asking each school to send an email identifying nonexistent but essential educational facilities. Fifty-six of the Bureau-funded schools responded, offering a wide range of types of facility needs (the full report of responses is attached as Appendix D).

These were categorized in the following way:



Reponses from a Survey conducted by OFMC of Bureau-funded schools, 2010

The Committee stresses the importance of an ongoing catalog documenting essential but missing educational facilities and detailing improvements to existing facilities to make them compatible with educational needs. For example, schools could catalog a library that is too small for the school size, or a facility lacking telecommunications wiring needed for access to the Internet. Cultural spaces, reading labs, and other specialized educational facility components must be included in this system. This

catalog could then serve as an effective tool for prioritizing funding for renovation, repair, and construction.

Methods for achieving this inventory:

(I) Standardize revisions to the Space Guidelines (i.e., Educational Space Criteria Handbook Nov 2005) to include cultural spaces, reading labs, technology, etc;

(II) Survey the current space inventory of all 183 schools; and

(III) Compare existing space against these revised guidelines to identify spatial deficiencies.

The scope of work for the 2011-2013 Facilities Conditions Assessment contract administered by Indian Affairs will now include the above tasks, using the existing 2005 Educational Space Criteria Handbook and facility inventory data. This will create a database of educational facility deficiencies that can be incorporated into formulas for FI&R and new facility/school replacement.

(V) makes projections on the amount of funds needed to keep each school viable, consistent with the accreditation standards required pursuant to this Act

Indian Affairs uses FMIS to develop projections on the amount of Operations and Maintenance (O&M) funds needed to keep facilities viable. However, as previously noted, FMIS does not include the deficiencies of all schools and, more importantly, FMIS does not document missing or insufficient educational facilities, as might be needed to be consistent with the accreditation standards of NCLB.

The following chart illustrates the projected yearly funding needed for O&M – based on OFMC calculations – as compared to the amount of funding actually provided. As shown by the chart, although Maintenance funds have been provided to meet or exceed the needed funding, the extreme constraint of Operations funding requires schools to use preventative maintenance funds to pay for necessary Operations costs (e.g., electricity, heat, and other essentials).

Operations & Maintenance Need vs. Funding: FY 2006 through FY 2010					
Fiscal Year	Funded SF	Operations Need	Operations Funded	Operations Constrained	% Constrained
2006	16,022,204	$91,931,905	$52,268,045	$39,663,860	43.14%
2007	16,422,290	$99,157,997	$55,692,545	$43,465,452	43.83%
2008	16,339,267	$100,968,099	$54,720,628	$46,247,471	45.80%
2009	16,621,855	$106,313,052	$54,353,705	$51,959,347	48.87%
2010	16,411,775	$106,955,142	$51,092,600	$55,862,542	52.23%
Fiscal Year	Funded SF	Maintenance Need	Maintenance Funded	Maintenance Constrained	% Maintenance Funding above need
2006	16,022,204	$42,544,509	$48,053,510	$0	13%
2007	16,422,290	$44,779,949	$50,019,363	$0	11%
2008	16,339,267	$44,317,070	$50,295,266	$0	13%
2009	16,621,855	$45,302,029	$48,717,022	$0	7%
2010	16,411,775	$46,259,490	$51,141,560	$0	11%

Calculated funding needed and funding provided for Operations and Maintenance of Bureau funded schools 2006-2010. While Maintenance costs were funded at slightly above calculated need, the constraint of Operations funds leads schools to spend their preventative maintenance dollars on Operations needs. OFMC, 2011

Therefore, without increasing the funding for Operations and Maintenance, schools will continue to deteriorate. Moreover, as revealed earlier, insufficient funding for yearly O&M inevitably leads to higher costs for repairs in the future.

Additional Identified Challenges and Recommended Improvements

Along with the required considerations, the Committee found several additional challenges hindering FMIS from meeting its purpose of providing information to make efficient and fair decisions about the allocation of facility repair and construction resources. This section highlights each of these challenges and provides a set of recommendations for improvement. **For the proposed formulas in this report to be acceptable, these improvements to the FMIS Catalog are critical.**

Accuracy of the Existing FMIS Data

CHALLENGE: Although it constitutes the best record of the condition of Bureau-funded schools, the data in FMIS is incomplete for the following reasons:

(I) Not all schools have access to enter their own backlogs due to a lack of:

(1) connectivity to the FMIS server;

(2) computer equipment;

(3) staff trained in FMIS or with sufficient time to keep FMIS information up- to-date;

(4) staffing due to high turnover or insufficient funding to hire or task appropriate staff; or

(5) experience and/or support from administration;

(II) Costs are best estimates but may not reflect changing materials costs, actual cost of isolation, and increasing costs caused by economic circumstances;

(III) Validation of actual deficiencies by contractors occurs only every three years; and

(IIII) Educational needs are not currently factored in.

The BIE recently conducted a survey regarding FMIS use (Appendix E), asking schools about their access to FMIS, how frequently data is updated, and other questions designed to help the committee understand the extent of school use of FMIS. Some of the findings include:

Does your school have access to FMIS?	**Yes**	**No**
BIE School	27	18
Cooperative Day School	1	1
Grant or Contract School	53	17
TOTAL	**81**	**36**

How many individuals have a FMIS Account at your location?	One	Two	Three	Four	Five	None
BIE School	9	9	4	5	2	16
Cooperative Day School		1				1
Grant or Contract School	20	29	10	1	2	9
TOTAL	**29**	**39**	**14**	**6**	**2**	**26**

What do you use FMIS for?	1:Creating/ Removing deficiencies and deferred maintenance (greater than $25,000)	2:Creating abatement plans for deficiencies listed under Safety	3: Creating work tickets for maintenance (less than $25,000)	4: Responding to work tickets for preventative maintenance	5: Entering Actual Location information (electric, gas, etc)	Other: I don't know/we don't do it
BIE School	20	20	18	24	25	11
Cooperative Day School	1			1	1	
Grant or Contract School	48	41	17	15	54	3

In FMIS, does the existing open backlogs present the true construction needs for your school?	Very Well	Somewhat Well	Not Well At All	Other/Not Sure
BIE School	12	18	10	5
Cooperative Day School			1	1
Grant School	19	28	15	5
TOTAL	**31**	**46**	**26**	**11**[23]

There is a large discrepancy in FMIS reporting between the BIE-operated schools and the Grant and Contract schools. The following chart shows the total number of backlogs in FMIS by school type. This demonstrates more facility deficiencies are recorded for BIE-operated schools than for Grant and Contract schools: an average of 93 backlogs per BIE-school versus 58 for Contract and Grant schools. One reason for this may be that facility managers at Education Line Offices

[23] All four tables based on a survey conducted by OFMC of Bureau-funded schools in 2010. A full report of the findings of this Survey are included in Appendix F.

enter backlogs for some BIE-operated schools, but not for Grant and Contract schools. Whatever the cause, this discrepancy points to the likelihood that not all deficiencies at Grant and Contract schools are reflected in FMIS.

Breakdown of Number and Cost of Deficiencies by Type of School

Type of School	# Schools	# of backlogs entered in FMIS	Estimated $ of backlogs
Bureau-operated	60	5,575	$ 461,235,377
P.L. 100-297 Grant	119	6,861	$ 497,888,744
P.L. 93-638 Contract	4	270	$ 8,493,183
Totals	**183**	**12,706**	**$ 967,617,304**

Source: OFMC 2011 As of 5-11, not including those backlogs already funded for repair or renovation.

RECOMMENDATIONS: The Committee recommends all schools be brought up to equal footing in FMIS in order for formulas to function as intended. We suggest:

(I) All recommendations in this chapter will help ensure that FMIS reflects the accurate needs of schools. Prioritizing assistance for the 40 to 50 schools (i.e., not new schools and not schools known to be effective at using FMIS) that have problems with FMIS access as first to receive assistance from OFMC and their contractor on: updating backlogs; providing training; and ensuring systems are in place in each school to maintain FMIS;

(II) Guaranteeing all Bureau-funded schools have equitable means and capabilities to regularly use and update FMIS;

(III) Explaining facilities funding process and FMIS's important role in that process during educational trainings for School Administrators and School Boards; and

(IV) Requiring that minimum training for Facility Managers include a forty hour FMIS certification.

Roles and Responsibilities

CHALLENGE: The division of roles between the OFMC and the BIE leaves a gap – at the local level, no Bureau staff are tasked with monitoring FMIS use and providing technical support to

Bureau-funded schools. Schools do not know where to turn for assistance, and problems with FMIS use at many schools go unresolved. No one has the responsibility of monitoring FMIS use by Bureau-funded schools to ensure that backlogs are being entered.

According to No Child Left Behind (25 U.S.C. 2006(b)(1)), all individuals who work at or with Bureau-funded schools must be supervised by BIE. This includes custodial staff and facility managers. BIE-operated schools generally have facilities staff in charge of entering data into FMIS, but Grant and Contract schools may not. Bureau-funded schools are supported by local Education Line Offices (ELOs), which are staffed with individuals capable of supporting a wide range of educational needs. Yet, few Line Office staff have expertise in FMIS, and thus cannot provide assistance to Grant and Contract schools needing technical support with their FMIS entry loads. Most BIA Regional Offices house Regional Facility Managers employed by OFMC; however, with the exception of the Navajo Region, these Facility Managers do not oversee Grant and Contract schools. Furthermore, coordination and communication between OFMC and BIE is limited. Since BIE has no involvement with FMIS, the system has not been distinguished as a high priority for school principals, superintendents, and ELOs.

RECOMMENDATIONS: The Committee urges OFMC and BIE to develop a structure that improves communication, coordination, and teamwork to ensure that all schools receive FMIS training and technical assistance. To this end, we propose:

(I) Creating a Matrix that defines Roles and Responsibilities, including communication responsibilities, for all parties involved with FMIS – from the school level up to the headquarters level, including local schools, BIE Albuquerque, Agency Line Offices, OFMC Albuquerque, and BIA Regional Offices. The matrix needs to delineate a clear responsibility to support schools with FMIS as well as a protocol for monitoring schools to verify they are using and updating the system routinely. The matrix should then be widely distributed to all school leaders, ELO offices, Regional Offices, and other interested parties.

(II) Ensuring regular technical assistance and monitoring from OFMC and BIE for all schools using FMIS. This support should be consistently offered for all schools, including Grant and Contract schools.

(III) Highlighting the responsibility of school administrators and facility staff to guarantee that FMIS is updated. This should be reinforced from the Director's Office, at the Assistant Deputy Director level, and through ELO Offices. FMIS updates should be required at the same level of priority as each school's Annual Report and Native American Student Information System (NASIS) updates.

(IV) Enacting a policy requiring schools to use FMIS. Create expectations, deadlines, and reminders for entering and removing backlogs; offer more training in this area for school boards and administrators.

FMIS Entry Training and Support

CHALLENGE: OFMC has a 40-hour introductory training in FMIS for staff of Bureau-funded schools, which is held regularly in Albuquerque and occasionally in other Regions. OFMC also offers a two-day refresher training in Albuquerque. However, some schools face abnormally high turnover rates in their facility staff, leaving gaps in their school's access to FMIS. Moreover, fluency with the program may take several months of experience after completing training, and if FMIS isn't used regularly, it is difficult to maintain system competency. The challenge of accurate local data entry is exacerbated by the complexity of the database and some of the technical expertise needed to identify and estimate deficiencies. Thus, OFMC must increase training opportunities and provide further ongoing support to local schools to ensure they are using the system properly.

RECOMMENDATIONS:

(I) Develop a National FMIS Users Group

(II) Create Regional FMIS Support Groups. This could include a roster of people in each region who are available to provide FMIS Technical Assistance to others in their region.

(III) The 40-hour basic training, along with refresher trainings, should be offered Regionally on a regular basis.

(IV) If something in the FMIS program is going to change, FMIS users should be given advanced notice and any necessary training before new procedures take effect.

System Administration and Remote Access

CHALLENGE: FMIS users experience frequent challenges accessing the network. The program is only available on dedicated terminals, not via the Internet. This drastically limits school access as it requires all FMIS work be done in one place and cuts off access if there are technical problems with that terminal. FMIS also lacks access to the Information Technology resources of the Department of the Interior (DOI), as the Chief Information Office of Indian Affairs does not support it. Technical problems (such as the system being down) occur without warning and may persist for long periods without response. Few FMIS users know where to turn for technical support. Compare this to the administration of the Native American Student Information System (NASIS), the database used by all Bureau-funded schools to track attendance and other academic matters, which is available on the Internet through a password-protected project portal and offers extensive technical support. Reporting the condition of school facilities is critical for the success of Native American students, and FMIS should be as technically supported and conveniently available as NASIS.

RECOMMENDATIONS:

(I) Like NASIS, FMIS should be easily accessible for all users via the Internet (versus dedicated terminals), without compromising security. Schools should also be able to retrieve their FMIS backlogs from remote locations.

(II) OFMC and CIO should respond to FMIS technical challenges more quickly and efficiently, including: system issues; access and connectivity problems; and password availability.

(III) Via e-mail, warn all users when the system is going to be down, and for how long.

(IV) Provide Regional/Agency Support, or a Regional Assistance Team, to ensure backlogs are input for all Bureau-funded schools that lack access for whatever reason.

Transparency of Facility Condition Assessment Contractors

CHALLENGE: Office of Facilities Management and Construction (OFMC) hires a contractor to assess the condition of schools and confirm the accuracy of FMIS information by sending a team to visit each school once every three years. Many schools are not using FMIS, so these contractor visits take on undue importance as the only chance to update the deficiencies in the backlogs.

Nevertheless, school administrators may not be well-informed about the role of the contractor. These administrators and local facility managers are encouraged (but not required) to meet with the contractors before and after the site visit. Thus, many school officials do not accompany the contractor during their assessment. Moreover, school leaders do not feel the contractors are accountable to their schools, and administrators are not aware of what information will be added to or changed in FMIS as a result of the visit.

RECOMMENDATIONS:

(I) Improve communication between contractor and schools during assessment process.

(II) Enforce formal entry and exit interviews between school leaders and contractor team.

(III) Require OFMC to provide a final copy of the contractor's Facility Assessment Report to the school upon request.

(IV) Require the school's facility staff accompany the contractor during the visit.

(V) Thirty days prior to the arrival of the Contractor, OFMC should send the school administrator a copy of the contractor's Scope of Work and a printout of the school's list of backlogs from FMIS.

(VI) Anyone with access from that location should receive notification if gatekeepers change backlog entries.

SCHOOL REPLACEMENT AND RENOVATION

Introduction

Since Bureau-funded schools are found in many different demographic and environmental contexts, mathematical formulas can be complex in an effort to account for all the factors of such a diverse school system. Nonetheless, the objectivity and transparency that comes with using standard formulas to allocate scarce resources helps ensure the equitable distribution of resources.

The NCLB Act under 25 U.S.C. 2005(a)(5)(ii) requires that the Committee develop a report on school replacement and new construction needs, creating a formula for the equitable distribution of funds for school replacement. This formula is to address six factors:

(I) Size of school
(II) School enrollment
(III) Age of school
(IV) Condition of school
(V) Environmental factors
(VI) School Isolation

The NCLB Act under 25 U.S.C. 2005(a)(5)(i)(IV) also requires the Committee to identify complementary educational facilities that do not exist but are needed.

This Chapter seeks to provide recommendations to this end.

Overview of the Past System for Allocating School Replacement Funding

Currently no formula or other mechanism for prioritizing funding for whole-school replacement exists. In the past, the Office of Facilities Management and Construction (OFMC) used several different processes to prioritize the replacement of Bureau-funded schools. These methods were all based in part, but not primarily, on the data provided by the Facilities Management

Information System (FMIS) or its predecessor database system, FACCOM. The Replacement School Construction program focused on projects that would replace a majority of a school campus or, in the event that the existing site could not be used, the entire campus. Prior to Federal Fiscal Year (FY) 1994, the Bureau developed an annual prioritized list for school replacement. Beginning in FY 1993, upon instruction of Congress, the Bureau (through OFMC) created a multi-year priority list for fiscal years 1993, 2000, 2003, and 2004. Costs for schools replaced under this program ranged from $10 million to $60 million. Please see Appendix F for a detailed listing of all schools on these lists.

As an example of previous processes to prioritize schools for replacement, to develop the FY 1993-2003 lists, the Bureau invited schools to submit applications. The Bureau weighed applications against a set of criteria with associated points or scores that included:

(I) Building code deficiencies (15 points)
(II) Environmental risks (10 points)
(III) Accessibility (5 points)
(IV) Unmet Educational program requirements reflected by educational space utilization, inappropriately housed students, accreditation deficiencies, and students per square foot of classroom space (20 points)
(V) Building and equipment condition (30 points)
(VI) Site conditions (10 points)
(VII) Availability of alternative facilities (5 points)
(VIII) Historical enrollment trends (5 points)

An evaluation committee reviewed applications. One subcommittee ranked applications based on facilities criteria, while another subcommittee ranked applications based on educational factors. These two subcommittees independently forwarded their rankings to a steering committee that merged the education and facilities rankings into one list. The list of priority schools was then approved by the Assistant Secretary and published in the Federal Register.

School Replacement Process Problems

A review of past Federal Register notices, the Convening Report for this Regulatory Negotiation, and the reflections of Committee members indicates the listing of prioritized schools for new construction created confusion, uncertainty, frustration, and disappointment among affected tribes. Concerns raised have included but are not limited to the following:

(I) The application process, in some stakeholders' view, favored schools with the greatest skill in completing applications and making a compelling case for their school; it did not effectively prioritize the schools in actual greatest need.

(II) The process was not clear and transparent to all who participated.

(III) The list of priority replacement schools changed over a period of years and school replacement priority rankings shifted. Numerous lists were developed through these processes and schools often did not know which was the official list and if they were on it.[24]

(IV) The rank ordering on each list established expectations about the order of funding and construction among the schools listed; strong disappointment ensued if that ranking changed for whatever reason.

(V) The educational program requirements did not fully account for actual educational needs beyond a narrow set of parameters. Cultural educational needs, insufficient space for educational activities as measured against educational space guidelines, and other factors were not considered in the school replacement process.

(VI) Though the method adjusted over time, the initial application process did not allow for major repair and renovation of existing buildings or replacement of a few key buildings, to bring the whole school up to sufficient standards.

[24] *Year by year, changes in the priority list may have been due to schools not able to find suitable building sites during design, repairs in the FI&R and facilities replacement program that obviated the need for whole school replacement. However, the broad view in Indian Country was that the list changed as individual tribes with political connections were able to reorganize and prioritize the list according to their needs, rather than the needs of the system overall.*

A New Approach to School Replacement and Renovation

The Committee has developed new approaches for prioritizing schools for replacement that include both a process and a formula for generating a prioritized list of schools. The following subsections detail this new approach.

Principles

Formulas can be successfully used to prioritize funding if: 1) the data used for such formulas is comprehensive and accurate; and 2) the formulas are clear and fair. As demonstrated in the Catalog Chapter, the data for formulas, contained in FMIS, must be improved in order for a formula for prioritizing based on that data to provide adequate results. The Committee has identified additional principles to guide the creation of a new formula for prioritizing school replacement. These principles include:

- Funding should be needs based.
- Formulas must foster compliance with health and safety standards.
- Formulas must account for educational needs.
- The Bureau-assembled database providing the variables used in the formulas must be improved to ensure valid results.
- Formulas must be uniformly applied.
- Formulas must not be susceptible to manipulation.
- Formulas must be practicable.
- Formulas should be defensible legally and technically.
- Any decision making process used in addition to the formulas must also be clear, consistent, and transparent and compliant with these principles.

General Approach

Every five years (or sooner if sufficient levels of funding are allocated), the Bureau will generate a new list of schools for replacement. The list should be based on an application process, but this process should be grounded primarily on readily available data and easily measurable criteria that would increase the ability of all schools, regardless of size, resources, or grant writing

ability, to participate. The Committee recommends that schools on the FY 2004 list that have not yet received funding should be replaced prior to initiating this new approach.

The general approach is as follows:

Overview: The New School Replacement and Renovation Program should allow for a mixture of replacement and renovation activities. Some schools can be modernized with a combination of new and renovated buildings and might not require a complete campus replacement.

Eligibility for Application:

(I) FMIS should generate a list of all schools whose overall Facility Condition Index (FCI) is rated in poor condition. Only schools rated in poor condition would be eligible to apply for the New School Replacement.

(II) All Schools in poor condition will be ranked; however, if schools do not apply, they will not be considered for New School Replacement.

(III) The announcement of the initiation of the process should be well publicized and must include communication and outreach that extends far beyond the Federal Register notice process.

(IV) During the five-year process, these schools should still be eligible for MI&R and FI&R monies, as needed, to ensure the school can continue to operate and improve its physical condition to meet educational needs.

(V) The ability of a school to cost-share will <u>not</u> be a factor in the ranking of applicants. Cost-sharing will continue to be allowed in determining the final designs for a school included in the pool for funding.

(VI) The application process should be clear, relatively simple, and based on as much quantitative data as possible. The application process should also allow schools to describe their particular circumstances and needs.

Application Review and Creation of Pool of Schools for Whole School Replacement:

(I) OFMC should review the applications for completeness and accuracy within the FMIS database, and inputs location scores, which are worth up to 65 points (out of 100).

(II) A Review Committee should be formed that includes outside experts in education, school facilities, and Native American culture. Such a diverse group, including but

not limited to Bureau employees, would add necessary transparency to the process. This Review Committee would use the approved scales to rank applicants based on the other application criteria (worth up to 35 points). The Review Committee will determine 10 applicants with the highest number of points.

(III) The Bureau will publish the names of the 10 schools with the highest rankings in alphabetical order, and these schools will be invited to present at public meeting in Albuquerque.

(IV) At the public meeting, schools can present their arguments regarding their rankings, and the Review Committee can ask and answer questions.

(V) After deliberation, the Review Committee will select five schools for the funding pool for that five-years. The Review Committee would be required to clearly explain their selection process in detail.

(VI) The selected pool of schools will then be reviewed by the Assistant Secretary for final approval.

(VII) In the Federal Register, the Bureau will publish a list of all schools that applied by ranking and the list of schools expected to be funded in the five-year time frame. The Federal Register notice should state clearly that those in the rankings not in the top pool of schools anticipated to be funded should: 1) expect that they will <u>not</u> be funded in the five-year window; 2) that they will have to reapply; 3) the rankings will be recalculated based on that new information in the next five-year cycle of application. The intent of this approach is to be transparent about rankings to all schools.

Post-Application:

(I) All schools in the Replacement Pool should then undergo initial pre-planning for readiness (e.g., site availability, soils, available utilities, etc).

(II) The Bureau should develop "readiness" criteria for the pool.

(III) Schools would then be funded for construction based on: 1) ranking; 2) readiness; 3) budget.

(IV) The pool should be "fixed" for the length of the term. If the Bureau is able to fund all five schools in under five-years, it should reinitiate this application process for another round sooner than five-years to ensure there are no gaps in activity.

(V) If any of the selected schools are not built in the five-year period due to a lack of funding, they should be "grandfathered" into the next ranking of schools for the next time frame.

(VI) Naturally, emergencies/condemnations must be addressed in real time and could affect funding for other projects.

(VII) Pre-planning money for the schools in the pool would be provided to ascertain that:

(1) Tribal certification that land is available

(2) Utilities are available

(3) Soils have been tested (geotechnical surveys)

(4) NEPA review is completed

A reasonable timeline to get pre-planning completed would be provided

The following graphic summarizes the steps in this Whole School Replacement and Renovation Program. Please note that the timing of the process should be aligned with annual federal budgets to ensure monies are available for pre-planning and programming once the pool of schools is selected.

PRE-NOTIFICATION:
OFMC provides a three or more month notification of pending application process. Schools provided FCI condition, application materials and asked to update backlogs.

APPLICATION:
Application process opens and schools provided 45 days to respond. FMIS data for calculating Location Score fixed at this time. Applications should be submitted online.

OFMC INITIAL REVIEW:
OFMC reviews applications against FMIS data for accuracy and completeness, and awards up to 65 points based on FMIS data (location score).

COMMITTEE REVIEW:
A committee of educators, facility experts, and OFMC staff score applications based on the other criteria (up to 35 points). The applications are then ranked and the top 10 projects in alphabetical order (not by ranking).

PUBLIC MEETING AND FINAL COMMITTEE DECISION:
The 10 schools with the highest rankings are invited to present to the Review Committee at a Public Meeting, to make their case and answer questions. The Review Committee then completes a final ranking and the top 5 projects are forwarded to the Assistant Secretary for acceptance.

AWARD NOTIFICATION:
The top 5 schools are published, along with the scores of all schools that submitted proposals.

POOL PRE-PLANNING:
OFMC works with the awardees to complete a pre-planning package that addresses site readiness (NEPA, land, etc.) and begins to develop a program for each major project.

CONSTRUCTION SCHEDULING:
Based on pre-planning, readiness, and budgets, OFMC schedules projects in an appropriate order. Should a school not be site ready, it has 18 months to move forward or it must reapply in the next round.

Whole School Replacement and Renovation Formula

The formula for ranking schools should include the following criteria. Again, applications are only reviewed for those schools rated in poor condition as measured by the FCI, with the caveats noted about the need to improve FMIS.

The following chart summarizes the key evaluation criteria for prioritizing schools for whole school renovation and replacement.

Points	**Description**	**Method for Calculating**
65	Condition of Facilities and Educational Deficiencies	Overall School Location Score from FMIS (out of 1000) x .065 Data fixed on date application is due
5	Crowding	Actual students per square foot divided by standard for that school in Educational Space Criteria Handbook (times 100). Award points based on Chart 2.
5	Declining or Constrained Enrollment associated with Poor Facilities	Award points based on narrative provided on this criterion.
5	Inappropriate Educational Space	Award points based on % students in inappropriate educational space in portables, dormitory space, leased space, according to Chart 3.
5	Accreditation Risk	Award points based on the number and severity of citations in the accreditation, according to Chart 4.
10	School age	Award points based on the average age of school's educational and dormitory buildings, according to Chart 5.
5	Cultural space needs	Points based response to the following: 1) is there a specific tribal requirement; 2) is there a program; 3) is there a lack of space for that program or requirement.

Crowding (5 points)

Each school would first calculate students per square feet per grade based on the averages of the last three years enrollment (per NASIS), divided by the total square feet core educational space. This ratio would then be compared with the standard for that school (per grade) in the Educational Space Criteria Handbook (times 100). This would yield a Crowding factor, and points would be awarded based on the Chart below.

The Application will lay this formula out for applicants in a simple way that they can fill in, using questions like: "Enter the number of students per grade". OFMC will confirm that the numbers in the application are consistent with FMIS and NASIS data.

Chart 2: Crowding

Crowding Factor	Points Awarded
140 and above	5
130 to 139	4
120 to 129	3
110 to 119	2
101 to 109	1
100 and below	0

Declining or Constrained Enrollment Associated with Poor Facilities (5 points)

Poor facilities may cause declining or constrained enrollment. Schools should explain how the condition of their facilities is causing decreasing enrollments, inability to utilized existing space, etc. Schools must support their explanation with data such as transfer data from NASIS (students requesting moves out of their geographic boundary), student/parent surveys, demographic information, waiting lists, or other data.

Scoring would be based on the following:

- 5 points if school has closed a building due to poor conditions
- 3 points if school can demonstrate students transferring away from school because of poor facilities and/or if school has a waiting list on day 11 of school according to NASIS.

All lists and data would be verified by the Review Committee prior to finalizing rankings.

Inappropriate Educational Space

Percentage of Students Taught (based on last three year average) in portables, dormitories, or leased facilities	Points Awarded
95% to 100%	5
80% to 95%	4
60% to 79%	3
40% to 59%	2
20% to 39%	1
Below 20%	0

Accreditation Risk

Applicants should note the facilities/needs that do not meet appropriate standards and thus are deficient. For example, a school could note a state requirement for a chemistry lab that is nonexistent. Or, a school might document an accreditation for lacking a library. The applicant should provide a copy of the relevant standards in their application. The intent of this criteria would be to identify schools not meeting minimal requirements from such standard-setting bodies as: FACE program guidelines; Tribal requirements (i.e., Navajo NCA); State requirements; etc. Cultural educational deficiencies should not be indicated in this section, but noted in the section titled cultural space needs.

Citations in Accreditation named by the Accreditation body (documentation should be provided)	Points Awarded
Accreditation at highest risk (numerous, severe citations)	5
Accreditation at high risk (numerous citations, some severe)	4
Accreditation at risk (some citations, some severe)	2-3
Accreditation citations, not extensive nor severe	1
No citations	0

School Age

The average age of a school would be calculated by including the age of each building that is a dormitory or school building that the applicant intends be replaced or renovated in the program. Buildings that are not meant to be part of the program would not be calculated into the average.

Average age of school buildings or dormitories to be replaced or renovated under the application	Points Awarded
Over 60	10
50 to 59	8
40 to 49	6
30 to 39	4
20 to 29	2
Below 20	0

Cultural Space Needs

Up to 5 points could be awarded for cultural space needs. In the application, the school should answer the following questions:

1. Is there a requirement for native language/cultural education (please provide the Tribal Council requirement/resolution)?
2. Is there a lack of adequate or sufficient space to support this program and/or requirement?

If yes to both, the school would receive 4 points.
One additional point would be awarded if the school also has an existing program that requires that space**.**

Other Considerations

Applicants may provide additional information about their particular circumstances and context that the Review Committee should be aware of. This information may be used to break any ties in the overall ranking by points.

Factors not Considered

The NCLB directs that the formula developed by the Committee include "school isolation" as a "necessary factor in determining an equitable distribution of funds." 25 U.S.C. 2005(a)(5)(ii). The Committee concluded that the overarching goal of basing funding prioritization on the needs

of the schools would not be furthered by including isolation as a criterion. The Committee maintains that the schools in the worst condition should be fixed first, whether isolated or in metropolitan areas. Once schools are prioritized, geographic isolation will have to be taken into account regarding higher associated construction costs, more difficult logistics, and so forth. However, once a school is part of the pool, no matter how isolated, it should in no way be discriminated against in terms of setting the order of funding.

FORMULAS FOR MINOR AND MAJOR RENOVATION

Introduction

The NCLB Act under 25 U.S.C. 2005(a)(5)(ii) requires that the Committee develop a report on school replacement and new construction needs, creating a formula for the equitable distribution of funds for school replacement. This formula is to address six factors:

(I) Size of school
(II) School enrollment
(III) Age of school
(IV) Condition of school
(V) Environmental factors
(VI) School Isolation

The Act under 25 U.S.C. 2005(a)(5)(i)(IV) also requires the Committee to identify complementary educational facilities that do not exist but are needed.

This Chapter seeks to provide recommendations for the programs of Minor Improvement & Repair (MI&R) and Facility Improvement and Repair (FI&R). For each category of funding, the Committee recommends:

(I) Communication enhancements;
(II) Engagement improvements; and,
(III) Formula revision.

The Committee was not tasked to review and make recommendations regarding the allocation of funds for routine operations and maintenance (O&M). The Committee does note, however, that the O&M budget has a direct effect on the improvement and repair needs at Bureau-funded schools; insufficient funding for routine maintenance allows small problems to turn into significant issues that draw funding from the MI&R and FI&R programs. As stated in the Catalog Chapter (p.16-17), Operations funds have been constrained by approximately 52% per year for Bureau schools.

Overview of the Current Systems for Allocating Improvement and Repair Funding

The following briefly describes the current system for allocating improvement, repair, and renovation monies. A detailed explanation of how the current formulas for FI&R function can be found in Appendix G.

Minor Improvement and Repair (MI&R):

Most MI&R projects correct problems that put the facility out of compliance with applicable life safety codes. These codes include the American's with Disabilities Act (ADA); Uniform Federal Accessibility Standards (UFAS); U.S. Environmental Protection Agency (EPA) requirements; and National Fire Protection Association (NFPA) To qualify under MI&R, projects must exceed $2,500 in cost; they typically do not exceed $500,000 in cost. There are special MI&R programs concerning specific components, such as roofs, energy, portables, demolition, and condition assessment.

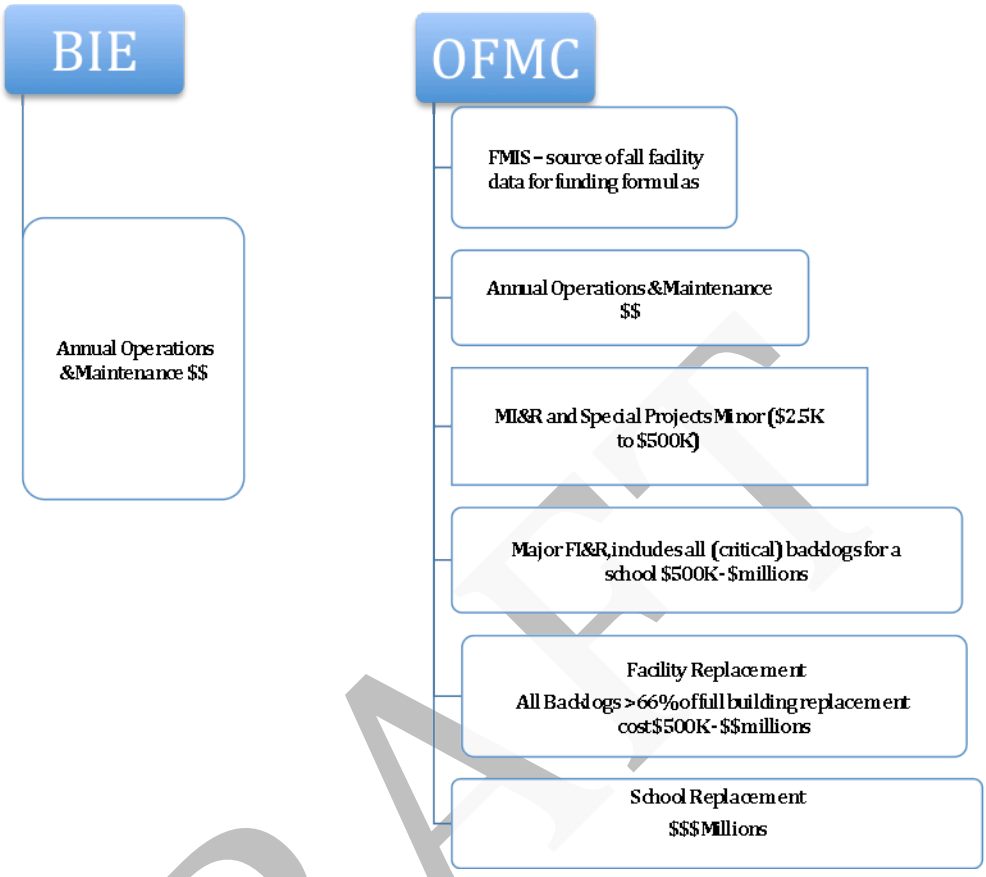
Facility Improvement and Repair (FI&R):

Most FI&R projects consist of major renovation of or repairs to an existing asset. As with MI&R, projects under FI&R can correct deficiencies that cause non-compliance with applicable codes and other regulatory or Executive Order requirements. FI&R addresses all repairs needed for a single building, or all maintenance required by an entire campus. Such projects range from $500,000 up to many millions.

Facility Replacement:

The Replacement Facility Construction program was established in FY 2007 to replace individual buildings when the total cost of all deferred maintenance exceeds 66% of the cost of replacing the building; it also provides funding for schools lacking key academic facilities required for accreditation. This program was distinct and separate from the Replacement School program. Like FI&R projects, these ventures typically ranged in cost from about $500,000 to multiple millions.

The following chart seeks to graphically explain these programs:



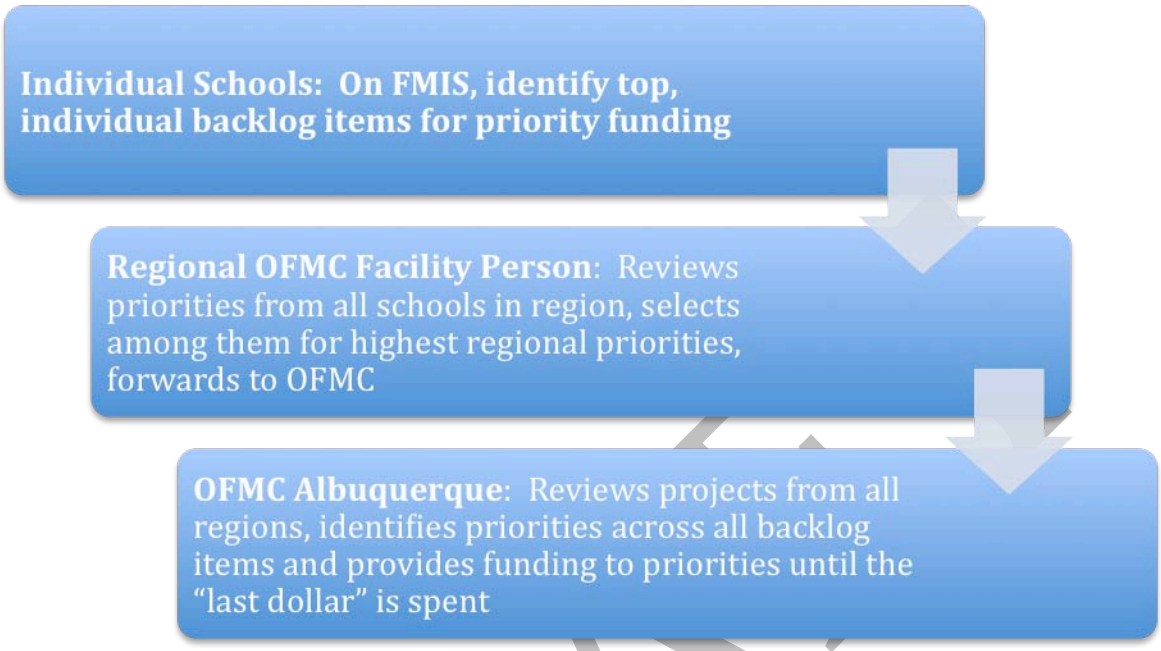
MI&R

The Minor Improvement and Repair (MI&R) program funds smaller projects that exceed $2,500. Such projects may address life and safety issues including: fire doors, alarms, structural repairs, etc.

2010 MI&R Process

There is no formula prioritizing the allocation of MI&R funds. Each year OFMC requests schools submit MI&R priorities to OFMC's regional offices, which then organize the lists of individual school priorities into a list of regional priorities. In turn, these regional priorities are reorganized at the headquarter level to establish overall priorities for the year for MI&R spending across the 183 schools.

The following chart graphically displays this process:



2011 MI&R Process

OFMC made a change in it's process of allocating MI&R funds for 2011. For 2011, the 69 schools in or nearing poor condition status based on the Facility Condition Index (FCI) will be the schools identified for minor improvement and repair funding. These schools based on FCI are considered the "worst schools" with the "worst deficiencies". This process is a collaborative effort between BIE and OFMC and will follow established criteria in utilizing risk assessment to justify deferred maintenance repairs. The process will identify and justify viable improvement and repair priorities with emphasis on stakeholder participation.

The FCI ranking will establish a base priority of targeted schools and identifying the worst deficiencies at these schools as viable projects by a fully documented validation process. The process will identify and prioritize deferred maintenance backlogs that will correct major building systems and components including any urgent critical system failures (i.e., roofs, HVAC, fire alarms, electrical systems), items which have the potential to close down the

education program. All deficiencies selected for repair must be backlogs in the FMIS system, funding is limited so it is extremely important that backlogs targeted for repair are top priority.

A team at OFMC with BIE and the Division of Safety and Risk Management representation will review and make recommendations on finalizing the Regional lists.

MI&R Problems

Problems with the current process include, but are not limited to, the following:

(I) Schools are not informed of how OFMC prioritizes individual projects within the critical health and safety category.

(II) There is too little communication between OFMC and schools once initial requests are submitted.

(1) Decisions are not transparent - schools do not understand why they receive money for some projects but not others.

(2) Inadequate communication gives poor results - projects that were submitted because they should be done together (e.g., replacing fire doors and fire alarms) are not funded together, with wasteful consequences.

(III) Ranking is done without clear and consistent criteria across regions. Without guidance from OFMC to all schools regarding what factors to take into consideration when prioritizing projects, schools identify needs that do not reflect OFMC's priorities (e.g., life and safety).

(IV) Inadequate attention to educational facility needs. OFMC and BIE are separate offices within Indian Affairs. Therefore, BIE's Education Line Officers (ELOs) have no direct authority to affect OFMC's prioritization decisions for MI&R projects. This raises the concern that the need for correcting educational deficiencies is given less weight than the need to repair and improve existing facilities, regardless of educational deficiencies.

MI&R Recommendations

The Committee makes the following recommendations for improving the MI&R process:

OFMC should improve *communication* by doing the following:

- Emphasize to the schools importance of timely entry of data in FMIS
- Annually publish a list of all **S1, F2, and M1 backlogs.** These are the backlogs eligible for MI&R funding.
- Publish the data call for schools to indicate their priority backlogs for MI&R funding
- After all funding decisions are made, issue an annual report of all Regional and Headquarters MI&R allocations, explaining each decision.
- The information provided above should be posted on the **Bureau's website**, distributed to all school principals, facility managers, and ELOs, and distributed at Bureau key conferences and trainings.

OFMC should improve *engagement* by doing the following:

- Convening Regional Committees made-up of ELOs, regional facility managers, superintendents from schools, facility managers to make decisions about the allocation of each Region's MI&R funds (a proportional amount of 2/3 of total MI&R funds).

OFMC should improve the *formula* for prioritizing the allocation of MI&R funds by establishing a formula prioritizing MI&R funding. The formula and process would work as follows:

- MI&R Funds will be divided into two pools – a Regional pool and a Headquarters pool.

2/3 of the funds will be disbursed by OFMC regional offices

- A proportion of funds will be allocated to each region based on the square footage of all schools' educational and dormitory space in that region, based on FMIS.
- These regional funds will be allocated across schools in the regions by Regional Committees consisting of ELOs, regional facility managers, superintendents from schools, and facility managers, deliberating in an open and transparent manner, drawing from the eligible (S1, F2, and M1) backlogs highlighted as priorities by the individual schools.
- Prioritized projects in each region that are not funded by regional funds forwarded to OFMC for potential funding from the Headquarters fund.

1/3 of funds disbursed by OFMC headquarters

- OFMC will allocate their portion of the MI&R funds consistent with their 2011 MI&R process, drawing from the eligible (S1, F2, and M1) backlogs highlighted as priorities by the 69 individual schools with the highest FCI rankings but not funded by the regional funds.

FI&R

The Facilities Improvement and Repair (FI&R) program funds numerous larger projects for schools that exceed the typical repair done with MI&R monies. These projects customarily exceed $500,000 and may cost millions of dollars. Typical projects include replacement of plumbing, HVAC, roofs, and other systems. Sometimes, so many MI&R projects are needed that a major rehabilitation of that building is in order, and can be done under FI&R monies. Occasionally, the combined cost of FI&R and MI&R projects for a specific building exceed 66 percent of the replacement cost of the building. In such cases, the facility may be eligible for complete replacement.

Current FI&R Process

The current FI&R process for allocating funds is based on data collected in the FMIS system:

(I) Individual schools enter all backlogs and costs into FMIS. The data is reviewed and revised as described in more detail in the Catalog chapter of this report.

(II) Through a complex formula, OFMC generates an overall project score for a school, giving it a priority ranking versus all other schools in the system for facilities and repair funding (see Appendix G for detailed description of the existing approach).

(III) The current formula to develop an overall project score is as follows:

(1) (Relative weighed score of specific backlog for the facility (based on FMIS backlogs) *** 75%**) + (Asset Priority Index (API) average ***25%**) = Final Project Score

(2) API is a consideration of the criticality of the buildings with backlogs within the school to the overall educational mission. For instance, outbuildings, shops, and other non-education buildings would have lower criticality

(IV) OFMC reviews these project scores generated automatically by the formula in FMIS, checks for mistakes, removes irrelevant backlogs, and "re-ranks" the school according to the same formula.

(V) OFMC then incorporates rankings into a five-year project plan. To provide consistency and certainty, projects are "locked in" during the first and second years,

However, the last three years' rankings are subject to change based on new information from FMIS.

(VI) FI&R money only funds renovation of existing facilities and their square footage. Currently, it cannot be used to expand square footage or fund new buildings.

Key Summary Points to the FI&R Formula

While the calculations in the FI&R formula are detailed and complex, there are, in general, a few key points the Committee identified as most important in understanding this formula:

(I) The number/total cost of backlogs does not affect a school's overall FI&R score. Schools with the most backlogs or the highest costs are not necessarily ranked the highest in overall score. Thus, small schools with large relative needs may rank higher than larger schools with more expensive, but less serious needs.

(II) Overall the score *is* affected by:

(1) The critical/essential categories of backlogs (i.e., health and safety issues);

(2) The relative value of those critical backlogs as compared to all backlog costs (i.e. if critical backlogs make up a large percentage of the total backlog costs in that school); and

(3) The criticality of the buildings with backlogs (i.e., if the buildings with critical backlogs are essential to education).

(III) The formula does not discriminate in any way based on tribe, geography, ability to pay, or size of school. The FI&R formula has no inputs relative to these items.

(IV) The formula does not prioritize backlogs against any educational criteria. Currently, the FI&R formula does not account for the critical impact of a project on a school's quality of education. Nor does it include essential educational needs that cannot be represented by deferred maintenance backlogs.

Facility Condition Index

Another calculation related to the FI&R program is the Facility Condition Index or FCI. FCI provides a numerical rating of the condition of a school as a whole, based on the ratio of cost of deficiencies to current plant value. It serves as one justification to repair/replace a school rated in poor condition.

Facility Replacement

The current FI&R formula serves as a basis for considering a building's whole replacement. Once a school ranks high for FI&R monies, as OFMC reviews that school to plan a set of construction activities, they evaluate each building with deficiencies and determines if that building should be wholly replaced versus repaired/renovated.

FI&R Formula Strengths and Weaknesses

The Committee has identified several strengths with the current process. The FI&R formula:

(I) is specific, data-based, and reasoned;

(II) does not discriminate by school size, project size (in $$), location, or ability to pay; and

(III) helps ensure a fairer allocation of money that cannot be easily changed due to politics, personalities, and individual influence.

However, the Committee has also identified several shortcomings in the current FI&R process. For instance, the formula:

(I) is quite complex and not well understood by schools: most schools do not know of the formula, how it works, and what inputs or criteria are key.

(II) is completely dependent on the accuracy and comprehensiveness of FMIS data to generate a needs-based ranking. Thus, the formula is only as good as the data it is based on, and FMIS remains inadequate as noted in other chapters.

(III) does not account for any educational needs. The current approach has no way of accounting for two important educational space deficiencies:

(1) The system does not identify backlogs that have significant negative educational impacts (e.g., inability to use a reading lab).

(2) It does not account for space that is either entirely missing (e.g., we have no reading lab at all) or space that is far too small (e.g., the reading lab can only handle half of our children). Thus, while the formula is based on need in terms of physical space, it is in no way based on educational deficiencies.

(IV) does not account for inappropriately housed students in portables. An FI&R ranking may be low in a school dependent on numerous portables because FI&R only focuses on the condition of buildings, not their adequacy.

(V) does not calculate whole building replacement, putting even greater pressure on FI&R dollars for repair and renovation when a building is identified in the FI&R ranking as needing complete replacement.

FI&R Recommendations

The Committee makes the following recommendations for improvements to the current FI&R process regarding communication, consultation, and formula:

(I) OFMC will increase and enhance *communication* by implementing the following recommendations:

(1) Distribute the FI&R ranking of schools annually to all schools, tribes, and Regions along with a brief explanation of how the rankings were obtained;

(2) Annually publish the schools and projects to be funded that year along with the rankings;

(3) Announce the overall budget for FI&R funding that year along with above information;

(4) Explain FI&R project/school selection in more detail than location ranking in the Green Book; and

(5) Identify the individuals who compile and complete the ranking process for FI&R, and make clear their roles and responsibilities. OFMC should publish these "roles and responsibilities" annually.

(II) OFMC will improve the formula for prioritizing and allocating FI&R monies by implementing certain recommendations. In order to *identify educational needs and develop a means to rank these needs*, OFMC must:

(1) Conduct a study of all schools, comparing the Educational Space Criteria Handbook (and state accreditation requirements) to existing conditions to determine Educational Deficiencies (see the Catalog Section of this report for further detailed recommendation);

(2) Add all Educational deficiencies into FMIS, and incorporate them into the FI&R formula as *Critical Health and Safety Capital Improvement (Educational Space Deficiencies)* backlogs, given a weighting factor of 9.

(3) Factor Educational Deficiencies into the overall Location Score for FI&R formula.

(III) Including educational needs into the FI&R formula with a ranking factor of 9 will be incorporated into OFMC policy to ensure future compliance.

(IV) The Committee recommends the following revised formula

–(Relative weighed score (based on FMIS backlogs) * **75%**) (Weighed Education Deficiency score is included in above)

–(API Average ***25%**) (normalized so that all school buildings are worth 100 points) = Overall Final Project Score

(V) This new FMIS formula will generate a prioritized list arranged worst first (combined building and educational deficiencies), and FI&R monies will be used as available each year to fund these projects.

APPENDICES

Appendix A: Committee member names and bios

Appendix B: Abstracts of Research Papers Associating School Conditions with Performance

Appendix C: Extensive description of FMIS

Appendix D: Full report of Complementary Educational Facilities Survey Findings

Appendix E: Full report of FMIS Survey Findings

Appendix F: Previous whole school replacement priority lists

Appendix G: Current FI&R Formula Description

Appendix A: Committee Members and Alternates

Tribal Representatives

Albert Yazzie

Albert Yazzie is a retired Indian educator who worked in Navajo public school education for 24 years as a teacher, principal, associate superintendent and superintendent. He was involved in school construction planning for Ganado public schools at the elementary, intermediate and high school level. Mr. Yazzie was instrumental in bringing impact aid monies to Indian public schools, working to change legislation at the national and state level. Mr. Yazzie also served as executive director for the Wide Ruins Community School and as principal at the Rock Point High School, both grant schools. Mr. Yazzie was appointed by George HW Bush to serve on the National Indian Education Advisory Council, served on the board of the National Indian Education Association, and was president of the Arizona Indian Impact Aid Association. He is currently serving on the U.S. Census Advisory Committee for Native American on the 2010 Census. In addition to his current involvement on the No Child Left Behind Negotiated Rulemaking Committee, Mr. Yazzie is giving back to the community where he grew up as a member of the Red Lake farm board, and takes care of the family ranch. Mr. Yazzie has three children- Melanie, Darryle and Tarajean, who all work in education.

Andrew Tah

Andrew Tah has been in education for 39 years as a teacher and administrator (vice principal, principal and superintendent). He is the superintendent of schools for the Department of Dine Education, Navajo Nation, and is retired from the federal government, where he was an Education Line Officer.

Arthur Taylor

Arthur Taylor currently serves at the Native American Tribal Liaison for the University of Idaho, and is responsible for coordinating, planning and implementing open dialogue between members of the Native American Tribes in the Northwest and members of the University of Idaho in order to best serve the people of the reservations and surrounding areas. Arthur spent five years as Assistant Director of Multicultural Student Programs and Services at the University of Notre Dame and six years on the Nez Perce Tribal Executive Committee. He holds an MA in Organizational Leadership from Gonzaga University, an MA in Cultural and Educational Policy Studies from Loyola University and is currently an Ed D candidate in Education at the University of Idaho. Arthur is from Lapwai, Idaho and is a member of the Nez Perce tribe.

Betty Ojaye

Betty Ojaye, Navajo, is the Executive Director of Navajo Preparatory School, Inc., Farmington, NM. In her 20-year leadership role at Navajo Prep School, she helped fundraise to oversee a $40 million school campus revitalization project that included restoration of historic buildings, as well as the Navajo Nation's first GOLD Certificate for LEED Construction established by the U.S. Green Building Council.

Bryce In the Woods

Bryce In the Woods is a District I Council Representative for the Cheyenne River Sioux Tribe. He was re-elected in 2008 after serving a four year term. As Council Representative, he has served in many roles, including as Wolakota Chairman, Veterans Affairs Chairman and Education Vice-Chairman. He has also worked as a Certified Chemical Dependency Counselor for the Four Bands Healing Center and as a Youth Outreach Worker for the Cheyenne River Sioux Tribe Healthy Nations initiative. He is a veteran of the US Army. Mr. In the Woods serves as an alternate member of the Committee.

Fred Colhoff

Fred Colhoff is an enrolled member of the Oglala Sioux tribe, and has been involved in school facilities and maintenance for 20 years. Mr. Colhoff worked with the Head Start transportation department and the Lakota Community Homes in housing maintenance, before attending the Western Dakota Vo-Tech Institute for building and grounds maintenance. Mr. Colhoff worked as the Lady of Lords School Maintenance Supervisor for three years, and currently works as the Wounded Knee district school facility manager, where he is responsible for FMIS data entry.

Charles Monty Roessel

Charles Monty Roessel currently serves as Superintendent for Rough Rock Community School, a position he has held since 2007. Mr. Roessel has also served as Executive Director and Director of Community Services for the school. He has coordinated and implemented the master plan for Rough Rock Community School construction needs and worked to achieve new school construction for the K-12 school campus, including construction of two dormitories, a high school, middle school and elementary school. In 2008, he provided testimony on school construction to the Senate Indian Affairs Committee. Mr. Roessel holds an Ed.D in Educational Administration and Supervision from Arizona State University, an MA in Journalism, and a BS in Photo-Communication and Industrial Arts. Mr. Roessel is a published writer and photographer, and has worked as vice-president and editor for the Navajo Nation Today and managing editor for the Navajo Times Today. He is serving as a co-chair for this NCLB School Facilities and Construction Negotiated Rulemaking Committee.

Catherine M. Wright

Catherine M. Wright currently serves as Director of the Hopi Board of Education for the Hopi Tribe, where she works with members of the Board of Education, the Hopi Department of Education, the Bureau of Indian Education and local school boards on issues including revisions to the Hopi Education Ordinance, developing strategies for enhancing and promoting education opportunities, and surveying facility needs for local schools. She has served as a member of the Polacca Day School Board/First Mesa Elementary School Board, acted as President of the Polacca Day School Board and as Vice President of the Hopi Board of Education. An attorney, Ms. Wright worked extensively on trust asset issues involving the Hopi Tribe, acted as Senior Attorney for the Hopi Legal Services, and ran a private practice. She holds a JD from the University of Texas and an MA in Anthropology from Washington University. Her son Nicolaas recently graduated from University of California at Berkeley after attending K-12 on the Hopi Reservation

Faye Blueeyes

Faye Blueeyes is a Program Director and Director of Finance/Special projects at Dzilth-No-O-Dith-Hle Community Grant School, where she is, amongst other tasks, responsible for special projects pertaining to facilities. Prior to this, she worked for Shiprock Alternative Schools, Inc. for twenty-four years, holding numerous positions including Director of Facilities and New School Construction Project Director. In this role, she directed the completion of a $26.9 million new school construction, and managed all school facility and FMIS data. She has provided testimony to the House of Representatives on issues involving budget and education, and also served on an earlier No Child Left Behind Negotiated Rulemaking Committee. Ms. Blueeyes holds an MA in Curriculum & Instruction and a BA in Elementary Education. Ms. Blueeyes serves as an alternate member of the Committee.

Frank Lujan

Frank Lujan is the Lieutenant Governor of the Pueblo of Isleta, a position he has held since 2007, and is responsible for monitoring over 32 tribal government service provider programs and supervises department directors and operations. Mr. Lujan possesses over 31 years of professional experience in project management for facilities management and construction. He oversaw construction of the Isleta Elementary School as project manager, and worked as an engineering technician and as supervisory facilities operations specialist with the Southwest Regional Office of the Bureau of Indian Affairs. Mr. Lujan has served as an elected tribal council member of the Isleta Tribal Council, studied Civil Engineering at New Mexico State University, and received a certificate in Architectural Drafting from Draughton's Business College.

Fred R. Leader Charge

Fred R. Leader Charge is a member of the Rosebud Sioux Tribe, and graduated from St. Francis Indian School in 1976. Mr. Leader Charge worked at the Rosebud housing authority, now SWA Corps, rising from maintenance main to executive director over course of his tenure, and trained in maintenance, inspection and administration. Mr. Leader Charge returned to St. Francis in 2001 as maintenance supervisor, and in 2004 was appointed to his current position of Operations and Maintenance director. When Mr. Leader Charge started at St. Francis, FMIS was not in use at the school, and Mr. Leader Charge has coordinated an effort to get training and technological resources in place. Mr. Leader Charge is married with three children and two step-children, and is grandfather to 10 grandchildren and four step-grandchildren. Mr. Leader Charge serves as an alternate member of the Committee.

Gerald "Jerry" Leroy Brown

Gerald "Jerry" Leroy Brown was born at the Flathead Reservation on January 7, 1940 at St. Ignatius, Montana. His mother, Dorothy Morigeau Brown was Salish and Kootenai and his Father, Thomas W. Brown, Sr. was Oglala Lakota. They had eight children, 7 boys and 1 girl. The family moved to San Francisco, CA under the BIA Relocation Program in 1957. Jerry graduated from Merino High School in 1958. After serving in the U.S. Army, Mr. Brown attended college at San Francisco State College, Carroll College, Helena, Montana, University of Colorado workshop on Indian Affairs, graduating from Montana State University in 1965 with a BA in Sociology. After college, Jerry directed the Community Action Program for his tribe, Confederated Salish and Kootenai Tribes until he entered UCLA School of Law in 1968. He received his JD from UCLA in 1971. His primary professional career was in school desegregation, working in various regions of the country. He is currently retired and living on the Flathead Reservation, where he serves as Chair of the Two Eagle River School Board and teaches part time for the Salish Kootenai College at Kicking Horse Job Corps Center. He is serving as a co-chair for this NCLB School Facilities and Construction Negotiated Rulemaking Committee.

Gregory Anderson

Gregory Anderson is the Superintendent of the Eufaula Dormitory in Eufaula, Oklahoma. He has been involved in Indian education for 27 years at many levels and has served on numerous Federal committees for improvement and reform in Indian education. Mr. Anderson was appointed in April 2002 by President George W. Bush to serve on the National Advisory Council on Indian Education and was re-appointed by President Barack Obama to continue serving on NACIE in August 2010. He was selected in 2002 to serve on the Department of Interior-Bureau of Indian Affairs Negotiated

Rulemaking committee. He served as co-chairman for the committee which developed recommendations for proposed regulations for the No Child Left Behind Act of 2001. In July 2010 Oklahoma Governor Brad Henry appointed Mr. Anderson to the Oklahoma Advisory Council on Indian Education. He is involved in public service at the local level, and has served as Vice-Mayor and Council President for the city of Eufaula, Oklahoma. Mr. Anderson is a graduate of Eufaula High School and went on to earn his B.A. Degree in Journalism from the University of Oklahoma, a Masters Degree in Education Administration from East Central Oklahoma University and his Superintendent's certification through the Oklahoma State Department of Education. He resides in Eufaula, Oklahoma and is married to Becky Anderson. They have two children, son Brett, 17, and daughter Alex, 13, who attend Eufaula Public Schools. He is serving a co-chair for this NCLB School Facilities and Construction Negotiated Rulemaking Committee.

Janice Azure

Janice Azure, a member of the Turtle Mountain Band of Chippewa Indians, has worked in education with the Dunseith Public School for 18 years. She also has worked for the Tribe in the Tribal NEW program, the Tribal Work Experience Program and the Tribal Child Care Block Grant Program, rising to Tribal Secretary and Program Director. She also served two terms on the Tribal Council. She and her husband own and run a family business in Dunseith. Ms. Azure also volunteers her time in community fundraisers for members of the community who are ill. She is the mother of six children, and has 22 grand children and 2 great-grandchildren.

Jerald Scott House

Jerald Scott House has been employed with the Navajo Nation, Division of Community Development, Design and Engineering Services for the past 25 years, and is responsible for project management services to plan, initiate, implement, monitor/control, and close-out capital outlay projects. This involves the planning, design, and construction of public facilities on the Navajo Nation funded by various agencies through federal, state, and tribal appropriations. Mr. House attended and majored in Civil Engineering at the University of New Mexico and Project Management courses from the University of Wisconsin. He is currently involved in revising the Navajo Nation's policy and procedures for project management, procurement, and contracting for project implementation and development. Mr. Scott House serves as an Alternate Tribal member of the Committee.

Jerome Wayne Witt

Jerome Wayne Witt has worked in construction for most of his life. He worked in facilities management for the BIA Pine Ridge Agency for 18 years, becoming a facility foreman. Mr. Witt then joined the Rosebud agency as a facilities manager for the BIA and the school

system. The Rosebud agency was a pilot agency for the development of FACOM, and Mr. Witt has been involved with FACOM and FMIS since the programs began. Mr. Witt retired from the BIA, and joined the Shannon county School District as the maintenance director before working at the Loneman School as a special projects manager. He is now the project manager for the design and construction of the new kindergarten-8th grade 54,000 square foot Loneman school. Mr. Witt is married with five grown children. He also raised a grandson who graduated from Loneman, and he works there to give back to the school. Mr. Witt is an enrolled member of the Oglala Sioux tribe.

Jimmie C. Begay

Jimmie C. Begay is a member of the Navajo Tribe and has been in Indian Education for more than thirty years as a teacher, school principal and executive director of Grant/Contract Schools. He also was a Health Director for the Grant School Entity. He also served on Association of Tribal Schools Board of Directors for more than fifteen years, this an association consisting of national grant/contract schools. Mr. Begay has over nineteen years in design/construction project management; namely Rock Point Community School, Jeeh'deza' Academy Inc., Lukachukai Community School and two others. He was involved with working with architects, contractor and the federal government to complete these projects. For the last four years, Mr. Begay performed duties on the Navajo Nation Board of Education for the reservation schools. He was elected for four more years to serve on the Board.

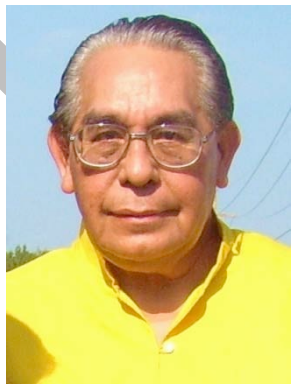
Joy Culbreath

Joy D. Culbreath graduated from Lubbock High School and attended Southeastern Oklahoma State University where she received a Bachelor's degree in Business Education and Elementary Education, Master of Behavioral Studies (Certified Professional Counselor) and Master of Administration. Joy worked for Southeastern Oklahoma State University for twenty-seven years in TRIO programs and teaching in the Business Department. After her retirement, Joy was asked by the Choctaw Nation of Oklahoma to help build an adult education program. She began the program as its only employee, doing everything from teaching GED classes to clerical work. After directing the Adult Education Program for four years, she was named as Executive Director in charge of all Education programs within the Choctaw Nation. Another program under Joy's direction is Jones Academy, a legacy school founded by the Choctaw Nation in 1891. This residential school is rapidly becoming a nationwide example of excellence in Tribally operated schools (see www.jonesacademy.org). In 1997 Chief Pyle asked Joy to build a language program for the Choctaw Nation. Other tribes have looked to this language program as they try to build their own. Joy serves as an officer on the Jones Academy Foundation Board of Directors and on the alumni board for Southeastern Oklahoma State University. Joy has a great love for children and young people. Among other awards, she was recognized by the Oklahoma State Board of Regents as the first recipient of the "Champion for Student Success" award.

Judy DeHose

Judy DeHose is a member of the White Mountain Apache tribe, where she has been active in tribal development and education for her entire career. She was a Tribal Council member for the White Mountain Apache Tribe for eight years, and also has worked as the supervisor for the Cibecue Complex and as the tribe's Title VII Program Director. Ms. DeHose has as a member of the White Mountain Apache Committee, as Chair of the White Mountain Apache Health Authority Board, as an elected tribal council representative for Cibecue Community on the White Mountain Apache Tribal Government, and as Cibecue Community President.

Dr. Kennith H. York



Dr. Kennith H. York has worked in education and development over the course of his career. He served as school principal for the Choctaw Tribal Schools for eight years, in two kindergarten through eighth grade schools. He also worked as an Educational Planner for the Choctaw Tribal Schools and Tribal Courts, developing educational strategies and plans for youth and planning a youth/adult drug court within the judicial system. For the past five years, Dr. York has worked for the Mississippi Band of Choctaw Indians Tribal Administration, where he is currently the Director of Development Division. Dr. York holds an Ed. D in Educational Administration with collateral in American Indian Studies from the University of Minnesota, an MA in Educational Administration from the University of Minnesota and MS in Management from Belhaven College. Dr. York is a member of the Mississippi Band of Choctaw Indians.

Lester Hudson

Lester Hudson currently serves as the Chief Executive Officer of Ch'ooshgai Community School in Tohatchi, New Mexico, a position he has held since 2007. Previously, Mr. Hudson worked as an Education Program Administrator for the Office of Indian Education Programs at three agencies. Mr. Hudson received his Masters of Education Administration from the University of New Mexico, and a BS in Science Education from New Mexico State University. He is a licensed New Mexico K-8 Instructional Leader and a New Mexico K-12 Education Administrator.

Lorena Zah Bahe

Lorena Zah Bahe has been involved in education for 35 years. She holds a degree in Elementary Education, attended Northern Arizona University and Arizona State University, and was both a teacher and school administrator. Ms. Zah Bahe's career has been in work with tribally controlled schools. She currently works at the Department of Dine Education, where she monitors and provides technical

assistance to Bureau funded schools. Previously she was the Director of the Association of Navajo Community Controlled Schools; she spent over 20 years with the organization. Her experience includes lobbying Congress, reviewing Indian education legislation to improve the status of Indian education on a national level and working as an advocate for Indian self determination and tribally operated programs and schools. Ms. Zah Bahe is a former president of the National Indian Education Association. She is serving as an Alternate co-chair for this NCLB School Facilities and Construction Negotiated Rulemaking Committee.

Margie R.S. Begay

Margie R.S. Begay is Navajo, and was born and raised on the Navajo reservation at Wheatfields, Arizona. Her parents are the late Tom Slim Begay and Marie N. Begay. She has eight brothers, a deceased brother and four sisters. Margie has two children, Ashley, her daughter, and Ryan, her son, who with his wife Aldercy, have two children, Ariyah and Seth. Her grandchildren are her pride and joy. Her interest and involvement in education came from being a parent and her love of doing local work. Ms. Begay holds a BA in Administration. From 1998 to the present she has acted as School Board president to Lukachukai Community Board of Education, Inc., and as the Secretary/Treasurer of the Tsaile/Wheatfields Chapter of the Navajo Nation. She has been president of the Associated Navajo Community Control School board Association, and vice-president of the Native American Grant School Association. She has also served as the vice president, and formerly as secretary, of the Chinle Agency Council. Ms. Begay has worked as the Chinle Agency Commissioner for the Navajo Nation to the Government Development Office. In addition to her elected and volunteer positions, Ms. Begay works as a Senior Planner to the Division of Transportation, and on her farm. Ms. Begay serves as an Alternate Tribal member of the Committee.

Merrie Miller White Bull

Merrie Miller is a second term tribal council representative for the Cheyenne River Sioux Tribe. She represents District 4 which is the second largest district on the Cheyenne River Reservation. Merrie was elected to the tribal council in December of 2006. Merrie is the chairman of the Education Committee, Chairman of the Election Board Committee, and Vice-Chairman of the Judiciary for the Cheyenne River Sioux Tribe. Merrie is married to Kevin White Bull and they have three children ages 21, 19, and 13. Merrie has a Bachelor's Degree in Elementary Education and is currently certified in the State of South Dakota. Before Merrie was a tribal council representative she worked for the Bureau of Indian Affairs at the Cheyenne Eagle Butte School. Merrie has dedicated her life to serving children, she has coached over 150 girls as a dance coach throughout the years working at the C-EB school, and choreographs routines for the C-EB school drama club. Merrie also coached a dance team ages 4 to 12 years old. Merrie continues to look for ways to help out in her community. She is serving as a co-chair for this NCLB School Facilities and Construction Negotiated Rulemaking Committee.

Nancy Martine-Alonzo

Nancy Martine-Alonzo is a member of the Ramah Band of Navajo Tribe, part Yaqui and Spanish heritage born and raised in Pine Hill, New Mexico, recently retired with thirty seven years of services as an educator with public school, BIE schools, state and tribal governments. She is currently the Executive Director for the Albuquerque Area Indian Health Board Inc., a consortium of seven tribes in New Mexico and Southern Colorado for Audiology and HIV/AIDS Prevention programs. In 2007, services expanded to include an Albuquerque Area Southwest Tribal Epidemiology Center (AASTEC) which serves twenty seven tribes in the southwest region to provide health-related research, surveillance and training to improve the quality of life of American Indians; and to provide accurate and timely health data to member tribes. She has a bachelor degree, two master degrees, education specialist certificate and education doctorate candidate all in the field of education and organizational administration. She holds a lifetime K-8 teaching certification and K-12 administration certification. She serves on numerous local and national education and health task force, advisory council and is President of the Ramah Navajo School Board, Inc. She is the parent of seven children, and ten grandchildren. Ms. Martine-Alonzo serves as an Alternate Tribal member of the Committee.

Shirley Gross

Shirley Gross has been Program Coordinator for the Pierre Indian Learning Center for thirty-two years, where she is responsible for the day to day management of the fiscal affairs of the organization, and managed construction of a new dormitory. She works with facilities staff on a day to day basis for operations and maintenance issues and is responsible for communications with the Director of the Office of Facilities Management and Construction. Prior to her tenure at the Learning Center, Ms. Gross spent thirteen years as Business Manager for the Fort Pierre Public Schools, where she was also involved in coordination for new school construction.

Willie Tracey Jr.

Willie Tracey, Jr. served as a 21st Navajo Nation Council delegate to the Education Committee from 2007-2011, where he worked cooperatively with education providers to assure educational goals achieve Navajo Nation established policies and laws. He also served the 20th Navajo Nation Council assigned to the Transportation and Community Development Committee. Mr. Tracey has worked in construction, maintenance and project development as vice-president of the Intertribal Transportation Association, a Senior Transportation Planner for the Navajo Department of Transportation and a planner with Apache County District II. Mr. Tracey Jr. serves as an Alternate Tribal member of the Committee.

Federal Representatives

David Talayumptewa,
Deputy Director – Bureau of Indian Education
David Talayumptewa is an enrolled member of the Hopi tribe with over 25 years of service with the Office of Indian Education Programs, which is now the Bureau of Indian Education. He has served as the Chief Administrative Officer for the Hopi tribe, a Business Manager and Education Line Officer for OIEP/BIE at the Hopi Education Line Office, Special Assistant to the Deputy Director, School Operations, BIE and currently serves as the Assistant Deputy Director, Administration for the BIE. He was honorably discharged from the U.S. Army Reserves as a 1st Lieutenant.

Emerson Eskeets
Deputy Director, Bureau of Indian Affairs
Office of Facilities Management and Construction
Emerson Eskeets started his career in the early 80s with the U.S. Army Corps of Engineers, and served in both the Seattle and Sacramento Districts. He joined the Bureau of Indian Affairs in the early 90s. As the Deputy Director for the Office of Facilities Management and Construction's, his responsibilities include management of the day-to-day operations of education, detention and housing construction projects as well as operations and maintenance across Indian Country. This includes preparation of cost estimates and bids, preparing contracts and/or project administration of $500-600 million in construction projects across Indian Country. Emerson earned his Bachelor of Science in Mechanical Engineering from the University of New Mexico. He is a member of the Navajo Nation and a Veteran. He enjoys outdoor activities including camping, fishing and hunting and family time. Mr. Eskeets serves as an Alternate member of the Committee.

Jacqueline Cheek
Special Assistant to the Director, Bureau of Indian Education
Ms. Cheek is the Special Assistant to the Director, Bureau of Indian Education (BIE) at the Department of the Interior. Ms. Cheek has worked in various positions in Indian Affairs in the Department since the mid-1980s. Prior to working in the BIA, Ms. Cheek was a consultant with Native American Consultants, Inc., in Arlington, Virginia. Her first job in Washington, D.C. was as the Public Information Officer for the Presidential Commission on Indian Reservation Economies in 1984. Ms. Cheek came to Washington, D.C. by way of Boston, Massachusetts, serving as the Director of Education Programs at the urban Indian Center known as the Boston Indian Council. She has held various positions in Indian education since 1973, as a teacher's aide for summer youth programs, as an afterschool teacher for troubled youth, as the lead coordinator of a

curriculum development project, a culture based curriculum development consultant, and as a Head Start teacher and administrator for the Seneca Nation of Indians, just to name a few. She holds two Master's Degrees; one in Human Development and another in Education, from the Harvard Graduate School of Education. She also has a Bachelor of Arts Degree in English from the State University of New York at Fredonia. Ms. Cheek is an enrolled member of the Seneca Nation of Indians, Allegany reservation in New York. She continues her education in various subject areas, encourages the use of interns within her office, volunteers web publishing skills upon request, enjoys cooking, making fry bread and beadwork, and loves to dance to her Seneca songs. Ms. Cheek serves as an Alternate member of the Committee.

James Porter
Attorney Advisor, Office of the Solicitor
Division of Indian Affairs

Jim Porter is an Attorney-Advisor in the Division of Indian Affairs, in the Solicitor's Office of the Department of the Interior. Jim worked for twenty years in the construction trades before earning a BA in English followed by a law degree, both from George Mason University. Since joining the Solicitor's Office in 2007, Jim has worked on a variety of matters affecting American Indians and their relationship with the federal government.

John "Jack" Rever
Director, Office of Facilities Environment and Cultural Resources

As a licensed professional engineer, Jack has spent more than forty years in the engineering, design, construction, and program management industries. He holds a BSEE from the University of Maryland and an MBA with an emphasis on Financial Management from The George Washington University. During his twenty-eight years of service in the U.S. Navy, Jack served as a member of the Civil Engineer Corps, overseeing design and construction projects in Asia, Europe and the U.S. He is a Vietnam veteran and served in the battle for Hue during the Tet Offensive of 1968. Following his retirement from active duty, Jack was named a Vice President for one of the leading U.S. engineering firms where he managed a design office and was later named as a Principal in a consortium of firms overseeing the design and construction of the last rail tunnel section of the original Washington Metropolitan Area Transit Authority system. Additional assignments at the engineering firm included appointment as the Director of Construction and Deputy Director of the New Construction Division for the Los Angeles Unified School District. The Los Angeles Unified School District is the largest single, nonfederal education construction program in the U.S. As the Director of Construction, Jack provided oversight of the design and construction of more than 330 schools in Los Angeles and as Deputy Director, his oversight responsibilities included planning, design, construction and real estate acquisition. In 2005, while continuing his service to others, Jack accepted his current

position with the Department of the Interior where he oversees engineering, design, and construction of schools, detention facilities and tribal support facilities across Indian Country. He would enjoy more time to hunt, fish and play golf.

Michele Singer
Director, Office of Regulatory Affairs and Collaborative Action, Office of the Assistant Secretary – Indian Affairs

Ms. Singer is responsible for the review and revision of all federal regulations governing Indian Affairs at the Department of the Interior. She is also currently charged with implementing a dispute resolution program for Indian Affairs. Ms. Singer's regulatory work began in 2005 with the largest and most comprehensive revision of trust management regulations undertaken at the Department in many years. This has involved coordination with employees from throughout the Department, tribes, individual Indians, Congress, and state and local governments. Ms. Singer first became involved in Interior's trust management reform efforts as an attorney in the Office of the Solicitor working on individual Indian and tribal litigation matters. Then, as Chief of Staff for the Office of the Special Trustee for American Indians (OST), Ms. Singer worked on the Indian trust business process reengineering effort as well as the reorganization of both OST and the Bureau of Indian Affairs (BIA). Michele received a law degree from Georgetown University and worked as a litigator in Washington, DC and for the Attorney General of the Cheyenne River Sioux Tribe prior to coming to the Department of the Interior. She is a member of the California, Washington, DC and Cheyenne River Sioux Tribal Court Bars.
Ms. Singer serves as the Designated Federal Official for the NCLB School Facilities and Construction Negotiated Rulemaking Committee.

Regina Gilbert
Regulatory Policy Specialist, Office of Regulatory Affairs and Collaborative Action Office of the Assistant Secretary – Indian Affairs

Regina has earned a Bachelor of Science in Business Administration from Northern Arizona University, as well as a Masters in Business Administration from the University of New Mexico. Regina has worked in the private sector before joining the federal government in February 2003. During her time with the Office of Regulatory Affairs and Collaborative Action, Regina has performed various duties that include; participating in various Indian Affairs committees, providing technical assistance to improve the efficiency and effectiveness on various land trust issues, and ensuring compliance with related laws and regulations. Regina is a member of the Hopi Tribe and returns often to the Hopi reservation to visit family and continued involvement with the Hopi culture. Ms. Gilbert serves as an Alternate member of the Committee.

TITLE: School Facility Conditions and Student Academic Achievement

AUTHOR: Earthman, Glen I., Virginia Polytechnic Institute and State University

PUBLICATION DATE: October 1, 2002

ABSTRACT: This paper shows that the condition of school facilities has an important impact on student performance and teacher effectiveness. In particular, research demonstrates that comfortable classroom temperature and noise level are very important to efficient student performance. The age of school buildings is a useful proxy in this regard, since older facilities oftern have problems with thermal environment and noise level. A number of studies have measured overall building condition and its connection to student performance; these have consistently shown that students attending schools in better condition outperform students in substandard buildings by several percentage points. School building conditions also influence teacher effectiveness. Teachers report that physical improvements greatly enhance the teaching environment. Finally, school overcrowding also makes it harder for students to learn; this effect is greater for students from families of low socioeconomic status. Analyses show that class size reduction leads to higher student achievement.

1. School facility conditions affect student academic achievement.
2. School building design features and components have been proven to have a measureable influence upon student learning.
3. Among the influential features and components are those impacting temperature, lighting, acoustics, and age.
4. Researchers have found a negative impact upon student performance in buildings where deficiencies in any of these features exist.
5. Overcrowded school buildings and classrooms have been found to be a negative influence upon student performance (especially for minority/poverty students).
6. In cases where students attend school in substandard buildings they are definitely handicapped in their academic achievement.
7. Correlation studies show a strong positive relationship between overall building conditions and student achievement.
8. Researchers have repeatedly found a difference of between 5 – 17 percentile points difference between achievement of students in poor buildings and those students in standard buildings (when the socioeconomic status of students is controlled).

9. Ethnographic and perception studies indicate that poor school facilities negatively impact teacher effectiveness and performance and therefore have a negative impact on student performance.

10. All of the studies cited in this report demonstrate a positive relationship between student performance and various factors or components of the built environment. The strength of that relationship varies according to the particular study completed; nevertheless, the weight of evidence supports the premise that a school building has a measurable influence on student achievement.

TITLE: Testimony of Kathleen J. Moore, Director of the School Facilities Planning Division, California Department of Education (to the Committee on Education and Labor United States House of Representatives)

DATE: February 13, 2008

1. There is a growing body of research on the importance of school facility condition, design, and maintenance on student performance and teacher workplace satisfaction.
2. U.S. Dept. of Education cites over 40 academic research papers …Researchers have repeatedly found a difference of between 5-17 percentile points between achievement of students in poor buildings and those students in above-standard buildings.
3. Design Council of London review of 167 sources… Showed clear evidence that extremely poor environments have a negative effect on students and teachers and improving these have significant benefits.
4. Poor building conditions greatly increase likelihood that teachers will leave their school.
5. Numerous studies have confirmed the relationship between a school's physical conditions and improved attendance and test scores, particularly in the areas of indoor air quality, lighting, thermal comfort and acoustics.
6. There is a consensus in the research that newer and better school buildings contribute to higher student scores on standardized tests.
7. Student attitudes and behavior improve when the facility conditions improve.
8. Teachers report that adequate space and access to technology are important variables to deliver curriculum.
9. Facility directors report that new and renovated schools can provide better opportunities for small schools
10. Building design such as large group instruction areas, color schemes, outside learning areas, instructional neighborhoods, and building on the student scale had a statistically significant impact on performance.
11. School quality can affect the ability of an area to attract businesses and workers.
12. The physical condition of school facilities impact student achievement and experience as well as teacher retention and community vitality.

TITLE: Do K-12 School Facilities Affect Education Outcomes? (Staff information report for Tennessee Advisory Commission on Intergovernmental Relations)

DATE: January 2003

1. Almost all of the studies conducted over the past three decades have found statistically significant relationship between the condition of a school, or classroom, and student achievement.

2. In general, students attending school in newer, better facilities score five to 17 points higher on standardized tests than those attending in substandard buildings.

3. School facility factors such as building age and condition, quality of maintenance, temperature, lighting, noise, color, and air quality can affect student health, safety, sense of self, and psychological state.

4. Research has also shown that the quality of facilities influences citizen perceptions of schools and can serve as a point of community pride and increased support for public education.

5. Of special importance is the effect that facilities have on time in learning, which is universally acknowledged as the single most critical classroom variable. Every school year, many hours of precious and irreplaceable classroom time are lost due to lack of air conditioning, broken boilers, ventilation breakdowns, and other facilities related problems.

6. It is unreasonable to expect positive results from programs that have to operate in negative physical environments.

7. The quality of the learning environment is known to affect teacher behavior and attitudes toward continuing to teach.

8. Review of 141 published studies, 21 papers presented at professional conferences, 97 published studies published studies … summary:

    a. Age of Facility:

        i. Students had higher achievement scores in newer facilities (Math, reading, composition)

        ii. Fewer disciplinary incidents in newer facilities

        iii. Attendance records were better in new facilities

iv. Social climate factors perceived by students were considerably more favorable in a new school

b. Condition of Facility:

i. As the condition of the facility improved, achievement scores improved

ii. Stimulating environments promoted positive attitudes in students

iii. Higher student achievement was associated with schools with better science labs

c. Thermal Factors:

i. 8 or 9 studies found significant relationship between the thermal environment of a classroom and student achievement and behavior

ii. Consistent pattern of higher achievement in air conditioned schools

iii. Excessive temperatures caused stress in students

d. Visual / Lighting

i. Light in the classroom seemed to have a positive effect on attendance rates

ii. Light had a positive effect on achievement

iii. Daylight in the classroom seemed to foster higher achievement

e. External Noise:

i. Higher student achievement was associated with schools with less external noise

ii. Outside noise caused students to be dissatisfied with their classrooms

iii. Excessive noise caused stress in students

f. Air Quality:

i. Poor air quality causes respiratory infections, aggravates allergies, and causes drowsiness and shorter attention spans

ii. When students do not feel well when they are in school, or miss school due to air quality problems, learning is adversely affected

TITLE: Do School Facilities Affect Academic Outcomes? (National Clearinghouse for Educational Facilities)

AUTHOR: Mark Schneider, Professor of Political Science at the State University of New York, Stony Brook.

DATE: November 2002

1. How can we expect students to perform at high levels in school buildings that are substandard?
2. Clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning
3. Synthesis of earlier studies correlated student achievement with better building quality, newer school buildings, better lighting, better thermal comfort and air quality, and more advanced laboratories and libraries. More recent reviews report similar links between building quality and higher test scores
4. Students in newer buildings outperformed students in older ones and posted better records for health, attendance, and discipline
5. Good facilities had a major impact on learning
6. Research does show that student achievement lags in shabby school buildings – those with no science labs, inadequate ventilation, and faulty heating systems
7. Other studies tie building quality to student behavior…Vandalism, leaving early, absenteeism, suspensions, expulsions, disciplinary incidents, violence, disruption in class, tardiness, racial incidents, and smoking all have been uses as variables in these studies
8. Good teaching takes place in schools with a good physical environment
9. The general attitudes, behavior, and relationships amongst pupils and staff are more conducive to learning in those schools which have had significant capital investments

TITLE: Good Buildings, Better Schools, An Economic Stimulus Opportunity With Long Term Benefits (Economic Policy Institute Briefing Paper)

AUTHOR: Mary Filardo, founder of *21st Century School Fund*

DATE: April 29, 2008

1. Many of the key educational initiatives designed to give the nation's children the tools and knowledge they need for the future have facility related implications
2. Building deficiencies impair the quality of teaching and learning and contribute to health and safety problems of staff and students
3. Building design and facility conditions have also been associated with teacher motivation and student achievement
4. Classroom lighting and thermal comfort are commonly cited by teachers as determinants of their own morale and the engagement of their students
5. 53 studies linked design features to student achievement

SOURCE: National Clearinghouse of Educational Facilities (Author Jack Buckley and Mark Schneider)

DATE: February 2004

1. A myriad of factors clearly affect teacher retention, but most teaching takes place in a specific physical location (a school building) and the quality of that location can affect the ability of teachers to teach, teacher morale, and the very health and safety of teachers
2. Many schools suffer from "Sick Building Syndrome" which in turn increases student absenteeism and reduces student performance
3. Ability to control classroom temperature as central to the performance of both teachers and students
4. Teachers believe thermal comfort affects both teaching quality and student achievement
5. Classroom lighting plays a particularly critical role in student performance
6. The consensus of 17 studies is that appropriate lighting improves test scores, reduces off task behavior, and plays a significant role in the achievement of students
7. Good acoustics are fundamental to good academic performance
8. Higher student achievement is associated with schools that have less external noise
9. Outside noise causes increased student dissatisfaction with their classrooms and excessive noise causes stress in students
10. Teachers believe that noise impairs academic performance

TITLE: The Effects of the School Environment on Young People's Attitudes Towards Education and Learning (Summary report for England's National Foundation for Educational Research)

AUTHORS: Peter Rudd, Frances Reed, and Paula Smith

DATE: May 2008

1. There is a good deal of evidence to indicate that student attitudes had become more positive after the move into a new school building
2. Those students who "felt safe" most or all of the time increased from 57 to 87 percent
3. Those students who "felt proud" of their school increased from 43 to 77 percent
4. Those students who "enjoyed going to school" increased from 50 to 61 percent
5. Those students who perceived that bullying was a big problem decreased from 39 to 16 percent

TITLE: Acoustics in Schools (Ceilings & Interior Systems Construction Association white paper report)

DATE: November 2009

1. Children, especially those younger than 13 years of age, have an undeveloped sense of hearing, making the impact of background noise on hearing, comprehending, and learning more pronounced for children than adults.
2. Students with learning, attention, or reading deficits are more adversely affected by poor acoustic conditions than the average student
3. Loud of reverberant classrooms may cause teachers to raise their voices, leading to increased teacher stress and fatigue

TITLE: Relationship Between School Facility Conditions and the Delivery of Instruction; Evidence From a National Survey of Principals (Journal of Facility Management)

AUTHOR: Ibrahim Duyar

DATE: 2010

1. Six of ten facility conditions are statistically and positively associated with the delivery of instruction
2. Facility conditions accounted for 43% of the explained variation on the delivery of instruction with medium sized effect
3. The paper supported the notion that educational facilities do matter and they affect the delivery of instruction

TITLE: Teacher Attitudes About Classroom Conditions (Journal of Educational Administration)

AUTHORS: Glen I. Earthman and Linda K. Lemasters

DATE: 2009

1. Differences between the responses of teachers in satisfactory buildings are significantly different than those of teachers in unsatisfactory buildings (responses concerning attitudes and impressions)
2. Physical environment influences attitudes of teachers, which in turn affects their productivity and such effects could cause morale problems in the teaching staff
3. The conditions of the classroom can cause morale problems with teachers

TITLE: Having an Impact on Learning (School Planning & Management)

AUTHOR: Deb Moore

DATE: August 2009

1. Facilities DO impact learning
2. Research shows that facilities can be an asset or a detriment to the educational process and to student achievement
3. Researchers have repeatedly found a difference of between 5 – 17 percentile points between achievement of students in poor buildings and those students in above-standard buildings. (When controlled for socioeconomic status). The average is around 10 points
4. Building age, windows in the instructional area and overall building condition were positively related to student achievement
5. Results showed a direct correlation between better facility conditions and student outcome
6. (1,100 schools in Canada) … shows substantial differences between schools with different facility conditions.
7. In all cases, schools in top-ranked facility condition have better learning environments than schools in bottom ranked condition. Students work with more enthusiasm. The moral of teachers is higher. There is less disruption of classes by students. Teacher expectations of students are higher
8. Facilities are one of the things we can change that will positively affect students and staff

Appendix C: Extensive description of FMIS

FMIS – Facility Management Information System

FMIS was developed by Indian Affairs/Office of Facilities Management and Construction as a modernized Facility/Asset management application to carryout IA's responsibility for planning, design, construction, operations and maintenance of Bureau-funded facilities.
FMIS is used to assist Indian Affairs, Bureau of Indian Education and Tribal staff in managing the entire Indian Affairs Facilities Management Program. The data is used to identify, plan, perform and evaluate all Facilities Program-related work. All major facilities management work processes are supported in FMIS including planning, scheduling, designing, construction, operations and maintenance.
FMIS Features and Benefits

- Provides concise, organized information to make value-based decisions
- Improved project planning and management of construction activities
- Provides cost justified project management and construction management
- Automated project prioritized and ranking capabilities
- Continuous Maintenance Improvement Practices
- Instant retrieval of data on-line
- Strategic Planning – meeting Indian Affairs Five Year Planning Requirements
- Ability to track level of commitments, obligations and expenditures
- Improve project capitalization of assets
- Ability to apply inflation indexing for inventory asset replacement
- Values and backlog items to improve project cost estimating
- Improve cost estimating process that conforms with Industry Standards
- Improved automation and procedural support for Employee quarters program
- Improved reporting for Environmental, Health and Safety Programs and provides for accurate accounting of resources utilized on these and all Facility Management programs.

FMIS Modules

- Inventory
    - FMIS Inventory module manages all Indian Affairs inventory including all buildings, towers, site and utilities. Site inventory also includes inventory equipment and landscaping, roads, sidewalks, etc.
- Backlog/Inspections
    - FMIS Backlog module collects the specific work items needed to improve and repair buildings, towers, sites and utilities. The work items are tracked from identification of the need through all stages to completion.
- Project Management
    - Project Management tracks all stages of projects from Planning, Design and Construction including Warranty.
- Budget

    - Budget Module provides and accounting for funds appropriated to operate, maintenance and repair or construction new Indian Affairs facilities
- Work Ticket/Work Planning
    - This module is used for the day to day operations and maintenance activities for planning, scheduling and execution of corrective work on the Building assets, equipment and infrastructure.

FMIS is used for recording the identification of all improvement and repair, health and safety issues, abatement plans for the health and safety issues, and execution of new and renovation of construction projects from conception through project completion.
FMIS serves as an on-going communication link with all of its users. It provides management planning, engineering, operations and maintenance and fiscal control to central office, regional offices, agency offices and school locations.

Appendix D: Full report of Complementary Educational Facilities Survey Findings

Complementary Educational Facilities Needs
Summary of Responses 1/10/2011

AZ Navajo Central
Chinle Boarding School BIE On-Reservation School K-8
Jeehdeez'a Academy Inc. (Low Mountain) Grant Day School K-5
Lukachukai Community School Grant Boarding School K-8

AZ Navajo North
Chilchinbeto Community School Grant Day School K-8
Kayenta Community School BIE On-Reservation School K-8
Richfield Residential Hall Grant Peripheral Dormitory 9-12
Rocky Ridge Boading School BIE On-Reservation School K-8
Tonalea School (Red Lake) BIE Day School K-8
Tuba City Boarding School BIE On-Reservation School K-8

AZ Navajo South
Crystal Boarding School BIE On-Reservation School K-6
Hunters Point Boarding School BIE On-Reservation School K-5
Pine Springs Day School BIE Day School K-4

AZ North
Havasupai Elementary School BIE Day School K-8
Hotevilla Bacavi Community School Grant Day School K-6
Moencopi Day School Grant Day School K-6

AZ South
John F. Kennedy Day School BIE Day School K-8

Billings
Blackfeet Dormitory BIE Peripheral Dormitory 1-12
Northern Cheyenne Tribal Grant Day School K-12
Shoshone Bannock School District 512 Grant Day School K-8
St. Stephens Indian School Grant Day School K-12
Two Eagle River School Grant Day School K-12

NM Navajo Central
Dibe Yazhi Hablti'n O'lt'a, Inc. (Borrego Pass) Grant Day School K-8
Dzilth-Na-O-Dith-Hle Community School Grant Boarding School K-8, Dorm, 9-12
Mariano Lake Community School BIE On-Reservation School K-6
Na'Neelzhiin Ji'Olta (Torreon Day School) BIE Day School K-8
Pueblo Pintado Coummunity School BIE On-Reservation School K-8
T'iists'oozi'Bi'Olta (Crownpoint) BIE On-Reservation School K-8

Tse'ii'ahi' Community School (Standing Rock) BIE Day School K-4

NM Navajo North
Navajo Preparatory School Grant Boarding School 9-12
Shiprock Reservation Dormitory Grant Peripheral Dormitory 9-12

NM Navajo South
Alamo Day School Grant Day School K-12
Baca/Dlo'ay Azhi Community School BIE Day School K-6
Bread Springs Day School BIE Day School K-3
Chi Chil' Tah Community School (Jones Ranch) BIE On-Reservation School K-8
Pine Hill School Grant Boarding School K-12
Tohaali' Community School (Toadlena) BIE On-Reservation School K-8
To'Hajiilee-He Day School Grant Day School K-12

NM North
Ohkay Owingeh Community School (San Juan) Grant Day School K-8
San Ildelfonso Day School BIE Day School K-6
Santa Clara Day School BIE Day School K-6
Taos Day School BIE Day School K-8
Te Tsu Geh Oweenge Day School (Tesuque) BIE Day School K-6

NM South
Jemez Day Schoool BIE Day School K-6
Laguna Elementary School Grant Day School K-5
Laguna Middle School Grant Day School 6-8
T'siya (Zia) Elementary and Middle School BIE Day School K-7

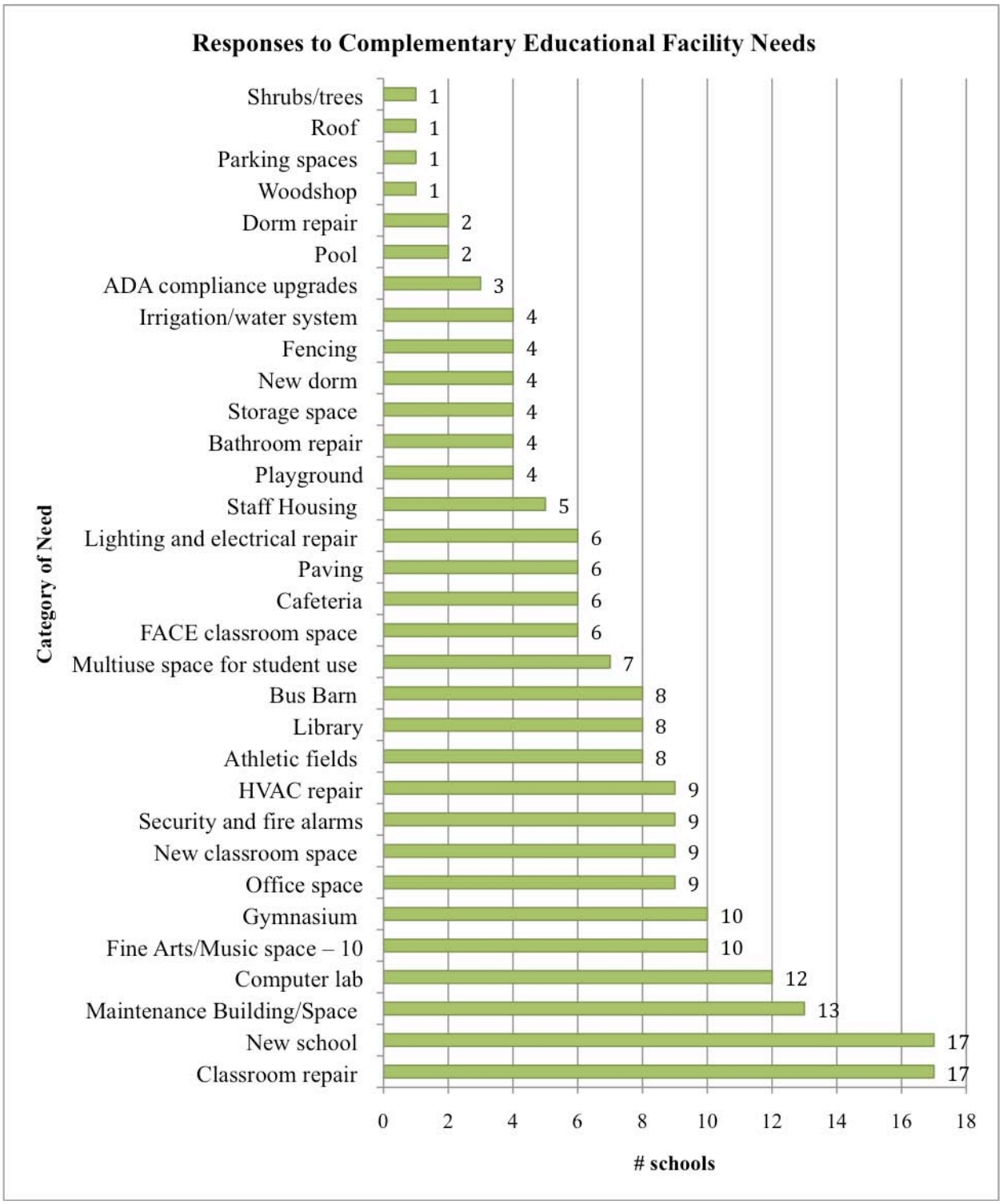
Oklahoma
Chickasaw Children's Village Grant Peripheral Dormitory 1-12, Dorm
Eufaula Dormitory Grant Peripheral Dormitory 1-12
Jones Academy Grant Peripheral Dormitory 1-12
Kickapoo Nation School Grant Day School K-12
Sequoyah High School Grant Off-Reservation Boarding School 9-12

Rosebud
Sicangu Owayawa Oti Grant Peripheral Dormitory 1-12

Seattle
Chemawa Indian School BIE Off-Reservation School 9-12
Quileute Tribal School Grant Day School K-12
Yakama Tribal School Grant Day School 9-12

Turtle Mountain
Mandaree Day School Grant Day School K-12

TOTAL SCHOOLS RESPONDING: 56
SUMMARY OF TYPE OF NEED REPORTED BY SCHOOLS*



**as summarized by the Consensus Building Institute based on narrative submitted by the schools.*

Alamo Day School

Hwy. 169, P.o. Box 907
Magdalena NM, 87825
(505) 854-2635

Detailed Explanation
FACE building to replace the existing building that does not meet the FACE guidelines.

Baca Community School

PO Box 509
Prewitt, NM 87045
(505) 876-2769

Detailed Explanation
A bus barn to shelter school buses from the elements with electrical plugs to keep bus batteries charged in the winter months. A building to house a chlorination system is requested for this location.

Navajo Preparatory School

Navajo Preparatory School, Inc.
1220 West Apache Street
Farmington, NM 87401
(505)326-6571

Detailed Explanation
In order to complete the Campus Master Plan for Navajo Preparatory School, Inc. additional funds are required for a Fine Arts/Music Building, Maintenance Building, Baseball Field and various site-work that include paving, lighting and fencing. The 83.24-acre school site is located at 1220 West Apache Street, Farmington, San Juan County, New Mexico. The land is owned by the Navajo Nation. The Navajo Preparatory School was established by the Navajo Nation Council in 1991 as a college preparatory boarding school for Navajo and other Native American students in grades in grades 9-12. Navajo Preparatory School, Inc. sends 95%-100% of its graduates to colleges and universities each year. The School has met Adequate Yearly Progress (AYP) for nine (9) consecutive years since the No Child Left Behind Act was established in 2002.

Campus Master Plan: The Navajo Preparatory School Campus Master Plan is being accomplished in a three-phased construction project costing over $40 million. The Phase I project was funded at $7.5 million by the Navajo Nation and includes four new dormitories. Phase II was funded in the amount of $13 million as a BIA Facility Improvement & Repair Project and includes renovation of three historic buildings and a new

gym addition. The $14 million Phase III project is also completed and occupied in December 2009. It includes a 25,000 sq. ft. Student Center, Football/track field and soft-ball field. The Phase III project is funded by the BIA under Replacement School Construction. Supplemental funds in the amount of $2.8 million was acquired from the Navajo Nation, State of New Mexico and Abandon Mine Lands to support all three phases of the projects.

The following facilities are required to fulfill school needs in terms of academic curriculum, school safety and support services. Statement of Need to Complete the Campus Master Plan

- Music/Fine Arts Building $3.2 million Design 100% complete, Construction ready
- Maintenance/Transportation Bldg. $600,000
- Athletic Fields (baseball, sitework) $350,000
- Fencing $ 85,000
- Electrical Work (site lighting) $100,000

Total: Need: $4,335,000

Blackfeet Dorm

Browning, MT

Detailed Explanation
1. Windows throughout the Dormitory need repairs as some of them can't be opened or closed all the way as they are double pain window that are old and are out dated and hard to find replacements as they no longer use these types of windows.
2. The Old Arts and Crafts Building has been listed as demolished but is still up and is not useable. It has been gutted out as required and special equipment was utilized because of the concerns with abatement issues and removal.
3. Repairs to the old apartment that were used for the staff housing need to be completed as there are several needs in each of those including carpeting, bathrooms, closets, Kitchen cabinets, and various other little items.
4. Some of the sidewalks are decaying and need repairs or replacement.
5. Parking over by the gymnasium need to be surfaced as drivers are destroying our grass around the gym by parking on it.
6. We hope to get a new playground and these parking area looks like the best location for that new equipment. If approved a new area for parking will need to be identified.
7. Some new doors are needed throughout the dormitory as several need replacement due to wear and tear. Security doors for the exits with alarm system attached would be ideal. As we have no way of knowing who maybe coming in doors that we don't have sight of during the day. We do have a camera system, but we have to be viewing it to know or see someone coming into the building.
8. Lighting around the building needs to be improved as there are areas that need additional lighting as they are dark and we do have blind spots in our camera system that we had hope we could solve with upgrading our system. However, do to the Safe and Secure Schools funding not being available we don't have the available funding to complete this project at this time.
9. Repairs in the craft room under the gym where the rock polishing equipment sat need to be

completed as it is in very poor condition. We are unable to use this area at the present time because of the damages needing to be repaired.

Bread Springs Day School

PO BOX 1117
Gallup, New Mexico

Detailed Explanation
A transportation and maintenance office is needed at the newly built facility as none was constructed at the new location.

Chemawa Indian School

3700 Chemawa Road
Salem, Oregon 97305
(503) 399-5721

Detailed Explanation
Chemawa Indian School is located in Salem Oregon and is the oldest continually run Off Reservation Boarding School (ORBS) in the United States. Chemawa will be celebrating its 131st birthday. The boarding school has a student population from 23 different states that come from over 70 federally recognized tribes.

Chemawa Indian School was last built back in the 1970's. The design of the building was modeled after a southwest building in Arizona. The flat roof is not something that works in the Pacific Northwest as the amount of rain creates leaks and rain is a constant in the Northwest. The material used was to rust over time, again with the amount of rainfall the building started rusting with in the first year of construction and has deteriorated beyond its expected lifetime in an expeditious fashion.

Another design flaw was the academic building was built with no walls separating the classrooms, only partitions separated classrooms. Since then walls replaced the partitions and in doing so created some safety issues. The venting and duct work is not placed where needed after the walls were constructed. You might have a really hot room where another room is getting no heat at all etc… Fire safety is another major concern as there is not an egress system and only a false ceiling in place that would not stop or slow down the spread of a fire.

ChiChilTah Community School

PO BOX 278
Vanderwagen, New Mexico

Detailed Explanation

A new dormitory is being requested to replace the existing dormitory that was built in the 1960s. The school building is in need of a FI&R project to renovation the existing school building. It is recommended that the FACE adult education building to be replaced at it is out dated and run down. The program space is currently congested and if the space guidelines allow a larger facility is needed. The FACE children classroom is also in need of replacement as it is run down and not up to current building code standards.

Chickasaw Children's Village.

Kingston, OK

Detailed Explanation
The Chickasaw Children's Village is located in southern part of Oklahoma. We provide servics seven days a week to approximately 64 students in grades 1st thru 12th. There are approxiately f ourteen different tribes represented at our school. Our campus is very unique in that our students are housed in quarters, which we call cottages. There are eight students per cottage. The biggest need for a complementary educational facility would be a wellness /multi-purpose center.

The multi-purpose facility would include the following:
1) Computer
2) Student union for recreational activities (space for 50-70 students).
3) Wellness /exercise room.
4) Tutoring room

Currently our students use the computer room for their tutoring room. This is due to lack of spac e. Computer time in cut down to keep from distracting students in tutoring. At present the stude nts are in need of a place to assemble and to socialize. We also see the need for a exercise/health teaching room.

We see the need for educating our students on the wellness of their body and their minds.

Chilchinbeto Community School, Inc

Kayenta, AZ

Detailed Explanation
Iwould like to respectfully add four new houses--2 three bedroom, 1 two bedroom, and 1 efficie ncy to our wishlist. Here our need for additional buildings:

1. A beautiful new FACE building to complement the area. We have three component progrm o f FACE, Preschool (early childhood) 15 or more students plus 15 or more parents.
2. Homebase program: 40 or more students, and 40 parents.
3. Adult education: 15 or more parents enrolled.
4. Govering Board and Parent Center. We really need a large board building and parent centr bu ilding for meetings, activites, and conferences.
5. Storage building. We don't have any storage space.

6. Office building. We really need additional office space. The offices we have are very small.

Chinle Boarding School, Inc.

Detailed Explanation
1) Full K-8 Academic Building w/Library & Gymnasium
2) Navajo Culture/Language Classroom
3) Facilities Building
4) Transportation Barn
5) K-8 Play Field

Crownpoint Community School

Crown Point High School
1500 South Main Street
Crown Point, IN 46307

Detailed Explanation
A new facility was constructed at a new location and without buildings for the transportation and facility maintenance programs. The school also needs a bus barn with electrical plugs in at the new school site. There is also a special education ancillary staff comprised of about 14 staff members needing a building to house their program. The building would need to be equipped with a sound room to test student hearing. In all 3 new buildings and 1 bus barn are being requested for this site.

Crystal Boarding School

Crystal Boarding School
P.O. Box 1288
Navajo, New Mexico 87328

Detailed Explanation
Crystal Boarding School facilities were built in the early 1930s. It is a K-6 school with an average enrollment of 140 per school year. The buildings are considered historical buildings. The 1st, 2nd, 5th, 6th, Kindergarten, and Special Education are housed in portable buildings. There are two residential halls, however, only one is in use and the other building has many deficiencies. The multipurpose building where meals are cooked and served has a perpetual leaking roof although it has been repaired many times Therefore, Crystal Boarding School is in DIRE need of new school facilities. School construction design had been submitted several years ago, however, funding was diverted elsewhere.

Dibe Yazhi Habitiin Olta, Inc

Dibe Yazhi Habitiin Olta, Inc
Borrego Pass School
P.O. Box 679
Crownpoint, New Mexico 87313

Detailed Explanation
Main School Building unmet needs as of today's date.
*New doors and locks for all exterior and interior doors.
*New windows and screens for all rooms in the main school building.
*Solar energy panels replaced and new ones installed for better energy use and consumption.
* Wind Driven energy units for our whole school to help defray the high costs of electricty at our school.
*Refurbish and replace all built in cabinets and cubbies and fixtures in the whole school.
*All bathrooms upgraded with new handicap accessable fixtures for age appropiate sizes.
*New carpet in all classes due to old carpet and tile in each classrooms.
*Cafeteria - replace old and outdated equipment and applicances.
*Cafeteria - replace all tables with new modern more sturdy units.
*Gym - replace the bleachers and equipenment that came with the gym when it was built.
*Gym - redo and refurbish the locker rooms and showers since they are outdated and unusable due to sediment in the lines and pipes.
*Gym - redo the floor and replace worn wood and tiles.
*Gym - New Lighting and fixtures for all the lights in the gym.

Modular units - we have one used one and it is in need upgrades with carpet and electrical and floor tiles.

Dzilth-Na-O-Dith-Hle Community Grant School

5 Road 7585, Box 5003
Bloomfield, New Mexico 87413
(505) 960-0356 or (505) 960-3066

Detailed Explanation
Our school is a K-8 school with a residential program. It would be a great benefit to our students if we had facilities for a music room, swimming pool, art room, science lab., indoor-recreation room due to harsh winters, and cultural center.

EUFAULA DORMITORY

716 Swadley Drive
Eufaula, Oklahoma 74432

(918) 689-2522

Detailed Explanation
1. Additional classrooms (2) for academic/tutoring programs. Sufficient space for 20 students per classroom.

2. Multi-purpose facility (i.e. Student Union, Rec Hall) for residential program residents. These programs are required to offer recreation/ leisure time activities, group counseling, etc. for residents of these programs per CFR 25 and BIE homeliving requirements. Sufficient space for approximately 60-80 students at any given time.

Havasupai Elementary School:

Lake Havasu City, Arizona

Detailed Explanation
1. School using two portables for classrooms
2. Currently the school has a small space for physical education; 30feet by 30 feet
3. Great need for updated wiring for Internet/technology
4. No classroom for computer lab
5. No classroom for OT; PT; Counseling services;
6. No Nurses' office
7. Using portable as library
8. Portables are deteriorating and are in need of renovation
9. School building does need renovation in the classrooms

Hotevilla/Bacavi Community School

P.O. Box 48
Hotelvilla, AZ 86030

Detailed Explanation
1. School building was built in 1959
2. 6 classrooms are in portable buildings- Buildings are deteriorating and are in violation of building codes
3. Computer Lab portable is in violation of EPA codes and building codes
4. School building is in need up major renovation of ceiling, walls, kitchen facilities; and classrooms
5. No classroom for music, art, etc.

Hunters Point Boarding School, Inc.

P.O. Box 99
St. Michaels, AZ 86511

(928) 871-4439

Detailed Explanation
Hunters Point Boarding School, Inc. is in need of new buildings. We are a K-5 school that would like to expand in grades; however, are not able to due to lack of space for classrooms. We also need a llibrary and a computer lab.

Jemez Day School

Jemez Pueblo, NM

Detailed Explanation
None

Jeehdeez'a Academy, Inc.,

Pinon, Arizona 86510

Detailed Explanation
Our wish list is as follow:

1. Technology: Our new school is equipped with high tech computerized equipment that operates our HVAC systems, Fire Alarms Systems and Security of Buildings. Our position descriptions for our present maintenance workers do not include computer operations. It becomes necessary to hire open- market service contractors using skilled technicians just to keep our educational buildings in operation on a daily basis. These private vendors are draining our small O&M Budget,

Suggession: Hire Skilled Craftsmen at Agency Level who will service our equipment on a scheduled basis at all BIA funded schools. These Craftsmen will not charge us like private companies.

2. Warehouses and Maintenace Shop. As stated above regarding our location. We now have to do isolation travel quite a distance to get our supplies, material and repair parts. The new School Constructions omitted these necessary buildings. Cost factor is high for isolation travel but it is necessary to operate and maintain our school programs. OSHA Laws require that all Government funded schools provide a safe work place for employees as well as a safe place to do repairs.

3. A Bus Barn with Parking Lot.

John F. Kennedy Day School

P.O. Box 130
Whiteriver, AZ. 85941

Phone: (928) 338-4593

Detailed Explanation
John F. Kennedy Day School is located near Whiteriver, Arizona. The school is almost 50 years old, it was built around 1963. It is located near a wash and sometimes we have flooding. The building is in need of constant repairs or expansion. We have a gymnasium that is too small for our k-8 students. Third - eighth grade are housed in modulars.

We just repaired our kitchen plumbing, along with the restrooms. Currently, we need new air conditioners as our old ones are worn out and needs replacements. Tiles on floors are constantly in need of replacements, the pipes for water, plumbing, electricity, etc. are also always being repaired. Originally, the building, consisted of 1 gym, plus 3 classrooms,
and a separate kindergarten classroom. Today we have 10 modular buildings on our campus.

Jones Academy

HCR 74, Box 102-5
Hartshorne, OK 74547
(918)297-2518

Detailed Explanation
Jones Academy is a peripheral dormitory located in southeastern Oklahoma. We provide services seven days a week to approximately 185 students in grades 1st thru 12th. We represent approximately thirty tribes from fifteen states. At our location the biggest need for a complementary educational facility would be multi-purpose facility.

Currently, we have to hold our girls' 7th-12th grade study hall in our cafeteria and the boys' 7th 12th study hall is held in the activity room. We do not believe that these areas lend to a conducive educational experience. We also need a place where the students (boys and girls) can congregate for special assemblies or meetings in relaxed atmosphere.

The multi-purpose facility would include the following:
1) Four classrooms for tutoring purposes (space for 20 students per classroom).
2) One large meeting area (space for approximately 80-100 students).
3) Student union for recreational activities (space needed for 100-120 students).

Kayenta Community School.

P.O. Box 188
Kayenta, Arizona 86033
928) 697-3439
Detailed Explanation

The following buildings are needed but were not funded in our new school construction:
1. Classroom for the FACE program
2. Facilities maintenance office

3. Warehouse
4. Firehouse to house our fire truck
5. Track & soccer field
6. School bus garage

Kickapoo Nation School

Powhattan, Kansas 66527

Detailed Explanation
We are a small tribal school still adequate education facilities remain a problem. For example, the rooms adjacent to the gym remain partially flooded year round. The school probably built in the 50's is slowly depreciating. The elementary was built in the 70's is outdated and has a leaky roof. We have no sporting complex so to speak just an old football field that is dire need of attention. We at the Kickapoo Nation School have little amenities or adequate facilities that students can benefit from. In addition, there are several other facilitative items that will lead to an expensive renovation. For example, our boiler is over 30 years old and several other items our in desrepair. I hope this sheds some light on the condition of our facility.

Laguna Elementary and Middle School

Laguna Elementary
PO Box 191, Laguna NM 87026

Laguna Middle School
PO Box 268, Laguna NM 87026
480-484-2400

Detailed Explanation
Listed FMIS Catalog of Conditions for Laguna Elementary and Middle School -- in hard copy.

Lukachukai Community School

Navajo Route 13
Lukachukai, AZ 86507
(928) 787-4400

Detailed Explanation
These are facilities at Lukachukai Community School that do not exist.

- Bus Garage
- Storage Facility
- Facility Office
- Restroom in the Cafeteria for students
- Extra Classroom Space, FACE and BABY FACE Program

- Office Spaces
- Receiving, Delivery Facility
- Transportation Office

Mandaree School

1 Warrior Circle
PO Box 488
Mandaree, ND 58757
701-759-3311

Detailed Explanation
Excerpt: Longer documentation with photos in hard copy

Deteriorating facility – We know that the classroom environment impacts student achievement. The original structure was built in 1954 and has many issues. It is challenging to make the environment look and feel welcoming for students. We are struggling with repair and renovation costs and looking for resources. Electrical needs for today's electronic world are not sufficient. Safety switches are blown on a regular basis. Plumbing issues with old metal pipes keeps us mopping up leaks. Roofing issues gives a definite meaning to, "When it rains it pours." Classrooms are hot in the summer and cold in the brutal North Dakota winter. Some classrooms rely on space heaters to get the temperature near comfort level. Exterior doors do not close securely. This leaves students and staff unprotected from intruders. Replacement exterior doors are estimated at $20,000 each and there are 10-14 that need replacing. We have applied for an Energy Efficiency Community Block Grant Application for $275,000 to repair some heating system deficiencies. This does not even begin to address the many structural issues.

Deteriorating and insufficient housing – Not enough housing existing and existing housi

Mariano Lake Community School

PO BOX 787 in Crownpoint, New Mexico

Detailed Explanation
The school is requesting for 2 new portable building classrooms to house the growing enrollment. For long term an addition to the existing school building to put all the classrooms now in the outlying portable buildings is recommended.

Moencopi Day School

South Highway 264, PO Box 185
Tuba City, AZ

Detailed Explanation

1. 8 classrooms in portable buildings
2. School building is in need for renovation
3. Portable buildings are OK but will eventually be in need of repair
4. Bigger Space for Gym/cafeteria
5. Build school with all classrooms in the building
6. No classroom for music, art, etc.

Na'neelzhiin Ji'olta (Torreon) School

Cuba, New Mexico

Detailed Explanation
An addition to the main school building to house all the programs under one roof is recommended. In the short term there is one portable classroom building that houses 4 classrooms that needs to be replaced as it is old and run down. The portable is requiring a lot of maintenance and repairs.

Northern Cheyenne Tribal School

One Campus Drive P
Busby MT, 59016
(406) 592-3646

Detailed Explanation
Main school building #204:
• Building #204 was built in 1968
• 39,902 Square footage
• 19 classrooms, High school and elementary
• Cafeteria is located in building #204
• Front office (principal, NASIS, counselor, registrar)
• Needs: All doors replaced, exterior/interior
All door knobs w/security locks replaced, exterior/interior
All windows needs to be replaced
Fire/smoke alarm system needs to be replaced/updated
New plumbing for the building
Handicap bathrooms need replaced or upgraded
Electrical system needs to be upgraded
All lights and switches replaced
Technology upgrade for each classrooms, smartboards needed.
New flooring is needed throughout the building, halls/classrooms.
Irrigation water wells needed for grounds
All new School building is needed

Gymnasium/Classrooms building #302:

• Building #302 was built in 2004

• 28,300 Square footage
• Gymnasium with three (3) classrooms
• Junior High School, 7Th and 8th grades.
• White Buffalo Center, Alternative Education/Adult Education
Needs: Divider curtain needs to be replaced
Irrigation system needs to be replaced
Water pressure tank needs to be replaced
Flood lights needs to be replaced
Alarm control panels throughout the building needs to be replaced
Technology upgrades needed

Ohkay Owingeh Community School
PO BOX 1077
San Juan Pueblo, NM

Detailed Explanation
New facilities are needed for:

- Ohkay Owingeh Community School (needs a new school)
- Multi-purpose gym/indoor wellness centers (for winter months) and classrooms with computer labs
- School libraries/computer labs are needed (needs library - priority!)

OhkayOwingeh Community School

Ohkay Owingeh, New Mexico.

Detailed Explanation
The bureau has promised this school a new facility for over 12 years and nothing has been done. All of the classrooms are portables, one of the portables is breaking in half, the other is sinking. The electical wiring is faulty. The facility division at one time destroyed a building and promised to replace it. To date, that has not been done. We have no library and no gymnasium.

We are in dire need of fencing, and pavement. Once again, please help before this becomes a serious is

Ohkay Owingeh Community School is a grant school located in Ohkay Owingeh, New Mexico. Part of the original school was burned down over 15 years ago. The bureau promised the school would get actual buildings to replace these portables. The Bureau replaced the buildings with portables and stuccoed them to make them look like actual buildings. As of today, one of them is literally breaking in half, the other one is sinking, and the last has faulty electrical wiring, all of them a serious safety issue. The students, in my opinion are unhoused. I have reported this several times and to date have received no response.

The bureau demolished an adobe building that was falling down approximately three years ago and to date nothing has been done to restore that building.

The school has increased in enrollment, yet we have no library, no gymnasium and our children are coming to school in deploreable conditions. The entire school is not accessible as is required by ADA. I recently had an individual come to the school in a wheelchair and she needed to use the restroom. We could not get her into the restroom because the doorway was too narrow.

Pacific Northwest Schools

Detailed Explanation
The seven other Bureau funded schools in the Pacific Northwest are relatively new and in excellent shape. Our latest is a 47 million dollar school at Muckleshoot Tribal School that would be considered world class. It is clear that when the students are in a setting to where they are proud of the overall effort to improve is quite evident. PRIDE…

Pine Hill School

P.O. Box 220
Pine Hill, NM 87357

Detailed Explanation
Pine Hill school had a residential building built about 3 years ago and we lacked a dining hall with kitchen facilities for the residential students. Would this qualify as complementary education facilities?

Pine Springs Day School

Phone: (928) 871-4311

Detailed Explanation
Pine Springs Day School has an educaiton facility that was built and moved into 1999; however, we have inadequate staff housing to attract highly qualified motivated teachers for our students.

Pueblo Pintado Community School

Cuba, NM 87103.

Detailed Explanation
A new facility was constructed at a new location and without buildings for the transportation, facility maintenance programs. The school also needs a bus barn with electrical plugs in at the new school site. In all new buildings are being requested for this site.

Quileute Tribal School

La Push, Washington

Detailed Explanation
Quileute Tribal School is located in LaPush Washington on the Quileute Indian

Reservation. On a good day with a strong arm you can throw a rock into the ocean from the front door of the Quileute Tribal School. On another note you can see the whales pass by depending on the migration and the time of the year. Although this is appealing to the eye it creates safety issues as the school is in harm's way of tsunami's that take place from time to time with the amount of earthquakes that generate unusual wave patterns. It would be in the best interest if the school could be relocated to higher grounds by the newly constructed high school/gymnasium. By doing so this would ensure that the K-8 classrooms and the students would be on safe grounds.

Richfield Residential Hall

(435) 896-5101 office

Detailed Explanation
Richfield Residential Hall is in need of a new dormitory and a gymnasium/multi-purpose facility. Richfield Residential Hall consistently leads BIE residential programs in student performance, achievement and growth and is recognized as one of the top residential programs in the country.

Despite being recognized as one of the leading programs in the country in almost every aspect of educational and social growth, Richfield Residential Hall does not meet federal space and privacy requirements outlined in the CFR. Richfield Residential Hall is housed in the original facility that was constructed between the years of 1954 and 1956. While it is exceptionally maintained, student and program needs have changed drastically since the construction of our current facility some five and a half decades ago. No longer do we only feed an house students as was the case when our dormitory was constructed almost sixty years ago. We now offer a wide range of programs and services for our students.

Research indicates that there is a clear correlation between functional facilities and academic performance. Student behavior and academic performance has been cited as being significantly better when students have comfortable and functional facilities in which to sleep and study.

The students, staff, administration and governing board of Richfield Residential Hall respectfully request your consideration of our need for a new facility.

Also indicated in the opening paragraph is the need for a gymnasium/multi-purpose facility. At this point, we do not have a location to meet with the entire student body at one time. Also of concern is the fact that our only exercise area is an outdoor basketball court. As you are aware, the CFR mandates a minimum of 1 hour of structured physical activity a day with students. Our location is very cold, and often snow covered for 4-5 months out of the school year. An indoor gymnasium would allow us to provide year-round physical education and activity programs for our students as well as a safe way for us to meet with the entire student body at one time. Ideally, this facility would be incorporated into the new dormitory design.

Rocky Ridge Boarding School

P.O. Box 299
Kykotsmovi, AZ 86039
(928) 725-3650

Detailed Explanation

Rocky Ridge Boarding School is an old facility (approx. 50 years old) and we are dire need of many items. The following
is a list of things I believe the school could use but do not currently have.

1. Art Room
2. Music/Band/Orchestra Room
3. Computer Room
4. Industrial Arts Room
5. Fueling Station for Buses on Campus
6. Central Air Conditioning
7. Playground Equipment
8. A Playground that is not just a dirt field
9. A Baseball Field. Not just a backstop fence
10. Storage Area Facility for Equipment
11. Science Room
12. Weaving Room
13. Home Economics Room
14. Nurse's Office
15. School Nurse
16. Early Childhood Room
17. Room for Service Providers (PT, OT, PSY. Speech)
18. Room for Community Members
19. Physical Education Office
20. Chain Link Perimeter Fence (not a horse fence)
21. Security Cameras (inside and outside)
22. Electronic Entrance Gate
23. Road Improvements inside the school property
24. New Sidewalks
25. Tinted Classroom Windows to reduce the heat and glare.
26. Public Announcement System
27. New Efficient Boiler System
28. Playground Tarps to provide Shaded areas for students.
29. Back Hoe or Bob Cat
30. New Blinds or Curtains for the Classrooms
31. New Desks and Locking File Cabinets for all Teachers
32. Locker Room for Sports
33. New Restroom Facilities for Students
34. New Restroom Facilities for Staff
35. Wind Breaking Walls to reduce dust and dirt that accumulates in classrooms and buildings.
36. More Trees and or Shrubs
37. Track & Field Facility

38. Volleyball Court (outside)
39. A New Educational Facility

Rosebud Dormitory

P.O. Box 69, Bldg 1001
Mission, SD 57555

Detailed Explanation
Our facility needs range from; need for additional space, to new facilities.

Specific Needs for Existing Building:
BIA Bldg 1003- Kitchen
New facility which meets all codes
Handicap ramp/sinks/restrooms/food service lines/accessible parking area
New fire alarm system that meet all codes
Air conditioning
BIA Bldg. 1001-Dormitory
New Facility which meets all codes
Handicap restrooms/Handicap sleeping rooms/Handicap accessibility to basement
Elementary accessibility restrooms
New fire alarm system that meets all codes
Gym

San Ildefonso Day School

Santa Fe, NM

Detailed Explanation
New facilities are needed

- Multi-purpose gym/indoor wellness centers (for winter months) and classrooms with computer labs
- School libraries/computer labs are needed

Santa Clara Day School

Santa Clara Pueblo, NM

Detailed Explanation
Santa Clara Day School K-6 (needs space, currently using tribal space)

Sequoyah Schools

Pasadena, California.

Detailed Explanation

1.New Classroom/Education/Arts Building to centralize education programs from remote buildings.
2.Cafeteria Expansion/Commons Area for Students combined for a recreation/fitness purpose and/or health/wellness purpose and/or day student gathering area.
3.New Maintenance Facility & New Campus Storage/Warehouse Building: The facility could desperately use new, purpose built, Facility Maintenance building to replace the existing. The existing facility has some structural issues, needs fire alarm & fire suppression, not to mention asbestos and being generally a building that they're fitting that purpose into. A new facility would have offices, dedicated mowing & other equipment repair, dedicated welding, carpentry & painting areas with the appropriate safety & fire suppression as well as the necessary storage for cleaners, paints, solvents, and other chemicals and items that current environmental regulations require.
4.New Transportation Facility: This building would serve as a maintenance/cleaning/fueling facility for your buses and SHS vehicles that has the appropriate environmental measures put in place for vehicles to be cleaned & serviced on site, rather than in the football parking lot. One of the complaints in the most recent environmental audit was that water from washing was being all owed to run off into storm drains, and thereby the creeks, which is not allowable under current regulations.
5. New Football Stadium: The current stadium leaks badly into the dressing facility below & dressing/restroom/concession facilities for both home and visitors are inadequate, have numerous safety violations, and do not meet basic codes. The stadium also has two press boxes that were erected w/o any type of engineering or architectural design and also do not meet safety/egress codes. Further, in order to repair the leaks, the entire stadium would have to be sandblasted/shot blasted to remove the existing paint, patch every joint between every seating riser/seating tread, then coat the entire seating structure with an industrial coating paint to seal the leaks and prevent water from seeping through the concrete. This coating would also have to be replaced every couple of years at a substantial cost. A new stadium would have expanded home and away seating for fans, adequate concession and restroom facilities for both home and visitor sides, as well as adequate dressing/changing areas for players at the stadium.
6. New Softball Fieldhouse with restrooms, changing, concessions to comply with Title IX.
7. New Water Tower/Water System w/individual building service & meters.
8. Improvements to Campus Entries for traffic safety/campus security.
9. General Campus "Mainstreet" improvements.

Shiprock Associated Schools

Detailed Explanation
see longer report in hard copy

Shoshone-Bannock School

P.O. Box 790
Fort Hall, ID 83203

Detailed Explanation

A dorm. We have not conducted a surveys, there has been no formal meetings, there has been no land surveys or cost analysis.

St. Stephens Indian School

128 Mission Road, Po Box 345
St Stephens, WY, 82524-0345
(307)856-4147

Detailed Explanation
We have a waiting list for kindergarten every year of students that we can't accept because of limited space. We only have space for one kindergarten classroom. To assure school readiness we would like to have a pre-school project. Not all of our students can attend Headstart to help them prepare for kindergarten. Space and age appropriate facilities are necessary for a pre-school program.

At the Middle School we need to expand because our population in grades 6-8 is increasing every year. Currently our Middle School is housed in our Elementary building. A separate building would be much better and would free up space to accommodate more programs and activities in the Elementary. We also need to offer more elective classes to the middle school students such as consumer/family science, industrial arts, drafting and other technology related subjects. These classes could be housed in a Middle School facility. A Middle School that had a gymnasium/auditorium could provide our entire school system K-12 with options for programs and activities. A cafeteria in the Middle School building that could address the entire school would certainly benefit our needs. Currently both our elementary and high school cafeterias are operating at maximum capacity.

Our school looks to supplement our programs with grants which in some cases we can't go after because of space constraints. The majority of these need space to house at least the personnel associated with them. The addition of a Middle School could help us alleviate that problem. We have our track and football field (that serves our whole school system) being built at this time. We will have a cement slab to serve as a platform but we do not have an announcer's stand a concession booth and restroom facilities.

At our new High School the one area that we have identified as being a concern is the lack of an outdoor recreational area for students during lunch break. An area with basketball courts, tables and benches would be fine.

T'siya Day School

Zia Pueblo, New Mexico
(505) 867-3553

Detailed Explanation
Our school has a serious roof problem that will take an entire roof replacement to fix.

Facilities is aware of it and has requested the money to fix/replace it. The other part of the problem is that until it is fixed, every time we have a rain or snowstorm, water comes into the building. It sometimes works its way into heating and cooling systems and causes the motors to burn out. I imagine its only a matter of time until it starts affecting other wiring.

Because of a reported failure of the tribe to provide consistent quality inspections, our foundation is cracking and you can feel the cracks in the floors of several classrooms. In the tiled hallways, you can see where the tiles are separating from one another.

The builders also failed to put any speakers or public address system outside the building. This could be disastrous in an emergency situation where we need to get children inside quickly.

Our internet system is down a lot, and just slow even more often.

Taos Day School
Taos, New Mexico

Detailed Explanation
- needs a new school
- Multi-purpose gym/indoor wellness centers (for winter months) and classrooms with computer labs
- School libraries/computer labs are needed for:

Te Tsu Geh Owengeh School

Detailed Explanation
Te Tsu Geh Owengeh School K-6 (needs new school, currently has inadequate space for playground) Multi-purpose gym/indoor wellness centers (for winter months) and classrooms with
computer labs

Tohaai Community School

PO BOX 9857
Newcomb, New Mexico

Detailed Explanation
The entire campus comprised of dormitories, kitchen, academic/gymnasium, maintenance, transportation and fire station are all in need of replacement. It is recommended that the entire facility be replaced at this location.

Tohaali Community School

Po Box 9657
Newcomb, NM 87455

Detailed Explanation
see longer attached document

Tohajiilee Community School

Canoncito, NM

Detailed Explanation
The school is need of an additional classroom wing to get all the outlying portable classrooms under one roof with the main academic facility. A new water treatment facility is needed for this location to house a chlorination unit.

Tonalea Day School

P.O. Box 39
Tonalea, AZ 86044
(928) 283-6325

Detailed Explanation
1.Classroom building that meets all structural, environmental, and technological expectations to carry the students into the 21st century.
2. Science building reflective of modern scientific inquiry.
3. Play ground area and equipment that is safe and stimulating.
4.Paved highways enabling access to the remote locations many of our reservation families live.
5.Adequate highway maintenance to keep main and secondary roads open through inclement weather.
6. Dormitories that have infrastructure to enable comfort and access to technology.
7. Utility infrastructure that delivers consistent, reliable and available service.
8. Site specific and community access to 21st century communication systems.
9.Humane animal control capable of effectively keeping packs of stray dogs and cats off school campuses.
10. Sport stadiums, athletic fields and tracks,
11.Cafeterias and food service prep and storage facilities that is modern and environmentally safe.
12. Utilization of green technology in buildings and systems.
13. Maintenance facilities capable of supporting campus.
14.Modern apartment buildings for residential housing with recreation amenities that entice high quality educators to live and work at remote schools.
15.Theater, studios and auditorium with modern systems and infrastructure capable of supprting guest presenters and related school programs.
16. Swimming pool.

17. Modern security systems and campus lighting.
18. Paved parking.
19.Vehicle garage with capability to perform planned maintenance and minor body, mechanical and tire repair.
20. Fueling stations.
21. Administrative buildings supporting state of the art technology and communications.
22. Environmentally clean environments.
23. Environmentally clean communities.
24. Modern Libraries.
25.Native cultural facilities or cultural areas preserving the heritage and connecting to the future.
26. Hope.

Tse'ii'ahi (Standing Rock) Community School

Crownpoint, New Mexico

Detailed Explanation
The school is requesting for a new facility to replace the existing facility which is comprised of 13 portable buildings and 2 historic stone buildings. A building to house a chlorination system is requested for this location.

Tuba City Boarding School

Detailed Explanation

Our need is to provide energy efficient heating and cooling residential facilities, with student study halls, home economic learning facilities, computer/internet facilities, recreational facilities, canteen areas, office areas, nurse's station, isolation rooms, and councilor's facilities, private shower/bathrooms, dressing facilities, washer/dryer facilities and other away from home living facilities for remote living students.

Conditions of these two structures have been backlogged for deficiencies and non code compliance due to the age of these facilities, replacement would be cost effective in operations/maintenance and educational program needs to meet the Act of No Child Left Behind of 2001, in providing a safe and secure campus living for our 1250 students.

Two Eagle River School

Po Box 160
Pablo, MT, 59855

Detailed Explanation
D13C02-Two Eagle River School: A storage unit and shop for student to learn wood working and other hand on projects: Size-50X100 building with a 12'X12' overhead door and walk in door. Part of this building would be use to store items we cannot destroy (student/personnel records), and things that are on a seasonal basis.

Yakama Tribal School

Toppenish, Washington

Detailed Explanation
Yakama Tribal School is located on the Yakama Reservation in Toppenish Washington. Yakama just received ARRA funds to help in renovating a dilapidated building. The replacement of windows, gym floor, kitchen equipment, tanks, etc… is a good start but so much more is needed to help the staff meet the student's needs. There is no designated area to eat lunch in the current building as the students are required to eat lunch in the entrance area with portable tables. Office and classroom space is another concern as the student population is growing. A visit to the school would show the need for replacement.

Appendix E: Full report of FMIS Survey Findings

Summary of Results
School Survey Questions on FMIS
Results as of 1/10/11

Total Responses = 121
BIE Day School = 24 Responses of 29
BIE Off-Reservation School = 2 Responses of 2
BIE On-Reservation School = 19 Responses of 24
BIE Peripheral Dormitory = 0 Response of 1
Contract Day School = 0 Response of 4
Contract Peripheral Dormitory = 0 Response of 1
Cooperative Boarding School = 0 Response of 1
Cooperative Day School = 2 Responses of 2
Grant Boarding School = 9 Responses of 21
Grant Day School = 51 Responses of 86
Grant Off-Reservation Boarding School = 0 Response of 2
Grant Peripheral Dormitory = 8 Responses of 12
Post Secondary Institutes = 2 Responses of 2
Education Line Office = 4 Responses of 21

AZ Navajo Central
Cottonwood Day School
Many Farms High School
Rough Rock Community School

AZ Navajo North
Dennehotso Boarding School
Kaibeto Boarding School
Kayenta Community School
Little Singer Community School
Naa Tsis'Ana Community School (Navajo Mountain)
Richfield Residential Hall
Tonalea School (Red Lake)
Tuba City Boarding School

AZ Navajo South
Crystal Boarding School
Dilcon Community School
Kin Dah Lichi'I Otla'
Seba Dalkai Boarding School
Tiisyaatin Residential Hall
Wide Ruins Community School
Winslow Residential Hall

AZ North
Arizona North Education Line Office (Hopi)
First Mesa Elementary School
Havasupai Elementary School
Hopi Day School
Hotevilla Becavi Community School
Keams Canyon Elementary
Moencopi Day School
Second Mesa Day School

AZSouth
Blackwater Community School
Casa Blanca Community
Cibecue Community School
Gila Crossing Day School
Salt River Elementary School
San Simon School
Santa Rosa Boarding School
Santa Rosa Ranch School
Theodore Roosevelt School

Billings
Northern Cheyenne Tribal
Shoshone Bannock School District 512

Cheyenne River
Takini School

Crow Creek Lower Brule
Enemy Swim Day School

Minneapolis
Bahweting Anishnabe School (JKL)
Bug-O-Nay-Ge-Shig School
Circle of Life School
Fond du Lac Ojibwe School
Hannahville Indian School
Lac Coute Oreilles Ojibwa School
Menominee Tribal School
Meskwaki Settlement School
Nay-Ah-Shing School
Oneida Nation Elementary School

NM Navajo Central
Dibe Yazhi Hablti'n O'lt'a, Inc. (Borrego Pass)

Dzilth-Na-O-Dith-Hle Community School
Hanaa'dii Community School (Huerfano)
Lake Valley Navajo School
Mariano Lake Community School
Na'Neelzhiin Ji'Olta (Torreon Day School)
New Mexico Navajo Central Education Line Office (Eastern Navajo)
Ojo Encino Day School
Pueblo Pintado Coummunity School
T'iists'oozi'Bi'Olta (Crownpoint
Tse'ii'ahi' Community School (Standing Rock)

NM Navajo North
Aneth Community School
Beclabito Day School
Cove Day School
Navajo Preparatory School
Red Rock Day School
Shiprock Northwest Highschool
Shiprock Reservation Dormitory

NM Navajo South
Alamo Day School
Baca/Dlo'ay Azhi Community School
Bread Springs Day School
Chi Chil' Tah Community School (Jones Ranch)
New Mexico Navajo South Education Line Office
Tohaali' Community School (Toadlena)
Wingate Elementary School
Wingate High School

NM North
Ohkay Owingeh Community School (San Juan)
San Ildelfonso Day School
Santa Clara Day School
Taos Day School
Te Tsu Geh Oweenge Day School (Tesuque)

NM South
Isleta Elementary School
Jemez Day School
Laguna Elementary School
Laguna Middle School
Mescalero Apache School
San Felipe Pueblo Elementary School
Sky City Community School
T'siya (Zia) Elementary and Middle School

Oklahoma
Chickasaw Children's Village
Eufaula Dormitory
Riverside Indian School

Pine Ridge
Loneman Day School
Pine Ridge School

Post Secondary Institutes
Haskell Indian Nations University
Southwest Indian Polytechnic Institute

Rosebud
Sicangu Owayawa Oti
St. Francis Indian School

Sacramento
Pyramid Lake High School
Sherman Indian High School

Seattle
Chemawa Indian School
Coeur d' Alene Tribal School
Lummi High School
Lummi Tribal School
Paschal Sherman Indian School
Quileute Tribal School
Wa He Lut Indian School
Yakama Tribal School

Southern and Eastern States
Ahafachkee Indian School
Chitimacha Day School
Choctaw Central High School

Standing Rock
Rock Creek Grant School
Standing Rock Community Schools
Tatanka Wakanyeja Oti (Little Eagle)

Turtle Mountain
Dunseith Day School
Mandaree Day School
Ojibwa Indian School

Turtle Mountain Community Elementary School
Turtle Mountain Community Middle School
Turtle Mountain Education Line Office
Turtle Mountain High School
Twin Buttes Day School

SUMMARY OF RESPONSES

WHAT TYPE OF SCHOOL DO YOU OPERATE?	
BIE Day School	24
BIE Off-Reservation School	2
BIE On-Reservation School	19
BIE Peripheral Dormitory	0
Contract Day School	0
Contract Peripheral Dormitory	0
Cooperative Boarding School	0
Cooperative Day School	2
Grant Boarding School	10
Grant Day School	51
Grant Off-Reservation Boarding School	0
Grant Peripheral Dormitory	8
Post Secondary Institutes	2

WHAT NETWORK DO YOU CONNECT TO?			
	BIE	BIA	Other
BIE Day School	23	0	1
BIE Off-Reservation School	2	0	0
BIE On-Reservation School	17	0	2
Cooperative Day School	2	0	0
Grant Boarding School	7	1	1
Grant Day School	43	3	5
Grant Peripheral Dormitory	7	1	0
TOTAL	**101**	**5**	**9**

Other Responses:

- BIE Network, we also are connected to Laguna Department of Education network
- BIE Network, we have our own network with Golden West Technology for some of our computers
- BIE Network, www.esds.edu = non bureau/school contracted
- Both networks
- Contact IT dept-changes to a new server recently
- Local area network

- We are currently not connected to the BIE network
- I am not sure

DOES YOUR SCHOOL HAVE ACCESS TO FMIS?	Yes	No
BIE Day School	13	11
BIE Off-Reservation School	2	0
BIE On-Reservation School	12	7
Cooperative Day School	1	1
Grant Boarding School	6	3
Grant Day School	40	11
Grant Peripheral Dormitory	7	3
Post Secondary Institutes	2	0
TOTAL	**83**	**36**

No, Explain:

- All FMIS account input and correspondence is completed at the ELO
- All funds for San Felipe are allocated to the New Mexico South Facilities Maintenance Office. Mr. Nunez office personnel have access to FMIS and enter data into FMIS.
- Encoding is done at agency
- FMIS has not been set up at our facility.
- Has not been set up
- Hopi Agency takes care of our facilities
- I currently have no information re: FMIS
- In the past, implemented at Agency office.
- It is done through the old eastern Navajo Agency Facility Management shop
- All FMIS account input and correspondence is completed at the ELO
- All funds for San Felipe are allocated to the New Mexico South Facilities Maintenance Office. Mr Nunez office personnel have access to FMIS and enter data into FMIS.
- Encoding is done at agency
- FMIS has not been set up at our facility.
- Has not been set up
- Hopi Agency takes care of our facilities
- I currently have no information re: FMIS
- In the past, implemented at Agency office.
- It is done through the old eastern Navajo Agency Facility Management shop
- Need FMIS connection at location. Currently, planning to gain access.
- No computer set-up in shop
- No connection at this time
- Not set-up
- Our facilities management department is not defined. Our facilities management worker does not know how to operate or work with FMIS
- Our maintenance is centrally located at Agency office by Barbara Hanson, Director of Maintenance.

- The facility maintenance building does not have internet connection.
- The new staff is scheduled for training October 18 - October 21.
- This school never had FMIS installed. No one down in the canyon to access - no maintenance people.
- We have no personnel trained in FMIS
- We have been trying to get the FMIS program for quite some time.. We are having internet connection problems.
- We have never had access to FMIS

Yes, Explain how you connect to FMIS:

- Agency Office
- BIA T1
- Central computer, just recently gained access
- Client software
- Computer software (2 responses)
- Connect through school internet connection
- Connect to BIE ENAN VPN account
- Desktop icon which goes directly to site
- Direct access
- ELAN - VPN client
- Enter backlog
- Facilities manager desktop
- Facility Manager's password
- FMIS Network, BIE Network at the school and agency (2 responses)
- FMIS Network/BIE Network at the school and agency
- FMIS through the BIE network
- FMIS workstation (couldn't read rest of handwriting)*
- Former Facility Manager had password, resigned August 27, 2010. Interim manager is certified but no password. Received clearance 9/27/10.
- Internet (three responses)
- Log in. Access code. Took security test.
- Might need user name and password, former facilities manager is no longer with us
- Network
- Not at this time due to security
- Our school IT person has downloaded the FMIS program onto our CPU and put icon on the desktop. We select the FMIS icon. The WTS Portal Client Warning comes on, we click "OK", then the "Governmental System Access Warning" appears, we select "accept", then FMIS log in appears. We enter our "User Name" and "Password" then we are given access to FMIS
- Presently we go to Chinle Agency Office to input the dates.
- Software on the computer at the school via Clerk Helen Klain
- T1
- Technology
- The school uses the BIE network located in the office for connection
- Through BIE network

- Through Internet
- Through server and desktop
- Through the Bureau of Indian Education (BIE) Network.
- Two computers at school have FMIS on desktop
- Using a TS Client for FMIS
- Using the FMIS client loaded onto 2 designed computers set up to access FMIS and other BIE websites restricted to using the BIE network.
- Very limited when able to connect.
- Via computers on campus in facilities
- We connect through FMIS on our desktop at our worksite.
- We have a connection to the BIE network and can access FMIS through the website
- We have one computer with access to FMIS
- We have the set-up equipment (software), we don't have the passwords.
- We use the internet through the FMIS secure connection
- Wireless bridge secured
- WTS Portal Client - login

HOW MANY INDIVIDUALS HAVE A FMIS ACCOUNT AT YOUR LOCATION?	**One**	**Two**	**Three**	**Four**	**Five**	**None**
BIE Day School	4	6	1	4	0	9
BIE Off-Reservation School	1	0	0	1	0	0
BIE On-Reservation School	4	3	3	0	2	7
Cooperative Day School	0	1	0	0	0	1
Grant Boarding School	1	7	1	0	0	1
Grant Day School	17	19	8	1	0	6
Grant Peripheral Dormitory	2	3	1	0	0	2
Post Secondary Institutes	0	0	0	0	2	0
TOTAL	**29**	**39**	**14**	**6**	**4**	**26**

If none, Explain:

- Agency responsibility
- 2 others will attend FMIS training in October
- Hopi Agency takes care of our facilities
- It is done through the old eastern Navajo Agency Facility Management shop
- Facilities dept assistant director only one who has an account
- 1 presently, 2 others will be trained in October
- Facilities Dept Assistant Director is the only one who has an account to access FMIS
- No regular internet connectivity
- No one knows how to use it here

HOW OFTEN IS DATA ENTERED INTO FMIS AT YOUR SCHOOL LOCATION?	Daily	Weekly	Monthly	Yearly	None
BIE Day School	7	2	3	4	6
BIE Off-Reservation School	1	0	0	1	0
BIE On-Reservation School	6	5	3	0	7
Cooperative Day School	1	1	0	0	1
Grant Boarding School		2	2	2	2
Grant Day School	2	9	24	7	10
Grant Peripheral Dormitory	1	5	3	2	1
Post Secondary Institutes	1	1	0	0	0
TOTAL	**19**	**25**	**35**	**16**	**27**

If not, Explain:

- Agency responsibility (6 responses)
- Don't know (8 responses)
- Done at Education Line Office
- Just recently connected (9/13/10)
- At present time, no person on staff. On sick leave
- Just getting started. Will do it weekly after trained
- When BIA panics and need to put data in for funding
- Very seldom. Principal is only person trained presently and other issues prevent her from using FMIS
- None need FMIS password,
- None connectivity issues
- None, recently our system has not worked (computer problems locally)
- None, The person with FMIS access is the business manager however the duties pertaining to FMIS will be given to another person. Once they are trained they will enter weekly, daily

WHO ENTERS YOUR INFORMATION INFO FMIS?

- Agency staff
- Facility Manager (29 responses)
- Facility OA clerk (3 responses)
- Maintenance personnel (14 responses)
- Agency Facility specialist (9 responses)
- Agency Housing Manager
- Regional facility Management staff
- OFMC Facility staff
- BIE Facility Management Office"
- Automations Clerk (2 responses)

- Principal (6 responses)
- Grounds personnel
- Business Manager
- Property and Supply Clerk
- Property Facilities Technician
- School district facilities Dept Director
- ELO (3 responses)
- IT personnel
- Support services director
- Data entry is done by a trained staff member at the direction of the O&M Director.
- N/A (10 responses)
- Wingate work center enters the FMIS
- We are not sure, because the school's work tickets have not been entered in to FMIS.
- Crownpoint Facilities
- No one at this time.
- No one at this time
- Business tech/HR (4 responses)
- Local Facility Management Agency

** many responses included only names of people.

FOR THOSE INDIVIDUALS WHO ENTER DATA INTO FMIS FOR YOUR SCHOOL, WHERE ARE THEY LOCATED?	Locally, at school	Agency Office	Other
BIE Day School	9	11	4
BIE Off-Reservation School	2	0	0
BIE On-Reservation School	12	5	3
Cooperative Day School	0	2	0
Grant Boarding School	5	3	1
Grant Day School	39	8	7

Other

- With the BIA, we would prefer to do it ourselves
- Tribal Office located .5 mile from school
- School District Facilities Dept
- School district facilities Dept Director
- Work Order Clerk at Wingate High

HOW DOES YOUR SCHOOL USE FMIS?	***Creating/ Removing deficiencies and deferred maintenance (greater than $25,000)***	***Creating abatement plans for deficiencies created by Safety***	***Creating work tickets for maintenance (less than $25,000)***	***Responding to work tickets for preventative maintenance***	***Entering Actual Location (electric, gas, etc) informati on***	***Other***
BIE Day School	14	13	9	13	15	8
BIE Off-Reservation School	6	7	12	11	10	3
Cooperative Day School	1	0	0	1	1	0
Grant Boarding School	5	4	2	2	8	1
Grant Day School	40	34	15	13	41	0
Grant Peripheral Dormitory	3	3	0	0	5	2
TOTAL	**69**	**61**	**38**	**40**	**80**	**14**

Other Responses:

- Not sure
- Agency responsibility

ARE YOU ABLE TO PULL BACKLOG REPORTS FOR YOUR SCHOOL?	**Yes**	**No/Need Help**	**Other/No Response**
BIE Day School	11	11	2
BIE Off-Reservation School	2	0	0
BIE On-Reservation School	8	6	5
Cooperative Day School	1	1	0
Grant Boarding School	6	3	1
Grant Day School	37	13	1
Grant Peripheral Dormitory	7	3	0
Post Secondary Institutes	2	0	0
TOTAL	**74**	**37**	**9**

Other

- Waiting for password
- NA
- Just recently gained access, reports are limited

IN FMIS, DOES THE EXISTING OPEN BACKLOGS PRESENT THE TRUE CONSTRUCTION NEEDS FOR YOUR SCHOOL?	Very Well	Somewhat Well	Not Well At All	Other/Not Sure
BIE Day School	8	6	6	4
BIE Off-Reservation School	1	1		
BIE On-Reservation School	3	11	4	1
Cooperative Day School			1	1
Grant Boarding School	1	2	5	
Grant Day School	15	24	8	4
Grant Peripheral Dormitory	3	2	2	1
TOTAL	**31**	**46**	**26**	**11**

Very Well

- New facility and inventory mostly up to date
- New facility and inventory mostly up to date
- using backlogs we can determine accurate construction needs for our facility
- The needs for our school are general repair needs and changing law requirements: locks and doors and replace depreciated appliances.
- All construction needs are entered at Crownpoint
- Construction backlogs are usually up to date
- One person enters FMIS data, so daily is difficult because this person has other duties. Our needs to be responded to promptly and efficiently. We have some serious safety issues at our school and they have not been addressed (a sinking bldg, a portable breaking in half, poor electrical wiring)
- Costs for backlogs need to be updated to reflect inflation of today's economy.
- All construction needs are necessary.
- Costs for backlogs need to be updated to reflect inflation of today's economy.
- AME was just out for a site assessment; most of their data is correct.
- at times very well at other times slightly delayed

Somewhat Well

- We need to get proposed buildings to banded status and also need help with new construction
- Each backlog is an individual part of the big picture. Fixing one part at a time doesn't fix the big picture
- Most of the current backlog items should be addressed upon completion of the ATTA renovation project
- Voc Ed Blg and middle school need to be completely remodeled and replaced
- We need the access problem cleared up and it would be better. Only 1 has VPN access
- Explain actual costs could be more current
- Does not have an accurate dollar amount on a lot of backlogs
- Need the actual funding amount, what was obligated or de-obligated
- Short-handed and funding keeps us from getting everything done

- Current information is fairly accurate. Could be improved with additional individual at Agency level dedicated to up date of FMIS info,
- New facilities buildings are needed at our location
- Current information is fairly accurate. Could be improved with additional individual at Agency level dedicated to up date of FMIS info,
- Backlogs from energy audits not completed to date. Very viable information needed from reports. Need for handicap and disabilities deficiencies needed also
- Current information is fairly accurate. Could be improved with additional individual at Agency level dedicated to up date of FMIS info,
- Current information is fairly accurate. Could be improved with additional individual at Agency level dedicated to up date of FMIS info,
- We have no feedback from Wingate. Many of the work tickets submitted have not been addressed, such as replacement of windows.
- Needs other items to be updated - sometimes can't change.
- Our school is fairly new
- Some are completed and some are still open
- School is new and more deficiencies are repaired with O&M
- People at the location have the training but don't exercise their training so most of it is done at the agency.
- Some backlogs are never funded.
- Not quite up to date.
- Not enough experience to comment
- Due to no local access, FMIS is not up to date
- From data entered previously, it seemed to be accurate.
- Don't have access so we don't know exactly what is on the backlogs.
- More deficiencies and backlogs need to be created

Not Well, At All

- Connectivity has slowed us down
- Cottonwood Day School needs a new school. Currently, school lacks resources: HVAC, roofing, etc.
- We need a new school
- I "heard" there was nothing in our backlog
- Needs to be updated
- FMIS is not being used enough
- Our school is very run down and in need of work.
- Need more training
- Material and labor costs vary considerably year after year even with the geographical factor to compensate for the yearly updates. New environmental requirements are becoming mandatory, like lead base paint, etc. thereby we are not capturing accurate costs. For new school construction, can budgetary considerations be made for demolishment of buildings at the same time new constructions funds are being programmed so demolishing can be accomplished within 30-90 days after the occupation of the newly constructed facilities?
- Many items need to be input
- Old FACCOM data still in system

- Waiting for password
- No accurate FMIS documents
- Old data, no environmental
- No planning
- Lack of connectivity to FMIS
- No access
- No connection for data input
- Needs to be updated, not clear on how to generate new backlogs.
- Not sure if there are any open backlogs
- Currently no access to FMIS to review backlog and construction needs
- No input from FMIS, this installation

Other

- I don't know but I think so. We are building a new school under FI&R
- I don't know
- I don't know, contact the school district facilities Dept Director

WHAT WOULD HELP YOUR SCHOOL KEEP FMIS UP-TO-DATE? (EG. INVENTORY, BACKLOGS, ABATEMENTS, ETC)

Technical

- Login info
- User IDs
- More access on campus
- Full Access
  Uninterrupted daily access due to non-connectivity. A fix that keeps interruptions of connectivity from school use, this is a major problem for users when continuous updates to computer systems lock out FMIS users. It limits our usage."
- Provide the FM building with a compatible desktop computer with all necessary software and program to encode FMIS work tickets. Train all FM staff to encode so they can encode their completed work tickets.
- A reliable working internet at our school and electric
- BIE approval for FMIS access and background check delaying our access. IT assistance from BIE will be helpful
- VPN access
- Connectivity to FMIS
- Setup FMIS at school location
- I would keep FMIS up to date if I could access FMIS.
- Easier access to the FMIS system. Make a system which is web-based like NASIS, so data entry can be made at any computer (even at home) - not just through BIE/BIA network.
- All of example above with an easy accessible connection
- update FMIS to windows 7
- System to be installed for use.
- Access at the local level

- Have FMIS installed and working in the Facility Supervisors Office for daily/regular access.

Personnel

- Bring set-up and having a maintenance man authorized to do so.
- A daily check-in routine to address the needs of the school and keep work orders and replace equipment not in compliance or is no longer working properly.
- Our own facility person at our school
- We have four BIE schools we have to keep up with on a daily basis. We are short-handed and no one to keep up with FMIS or to input all info.
- Someone to help enter information. Do not have enough time to do maintenance and enter info into FMIS
- Personnel with time and experience!
- Additional staff at regional office to assist schools
- A full staff. Currently have one office worker detailed to another school. Short staffed
- Due to work load at school, we need a clerk.
- An Agency person is needed to represent our school in a task oriented team to discuss FMIS matters and disseminate information to assigned schools and developing technologies for new equipment (ex, trash compactors, grease traps, and backflow preventers, etc)
- Additional staff at regional office to assist schools
- Need an employee that the only duty they have is to put data into FMIS
- A full time person devoted to this assignment in the agency
- A FMIS person on site to encode
- More individuals to work closely with system
- Time and personnel -- it is very time consuming. We sent one of our business technicians for training
- Someone to be on FMIS daily at each location, but we are short-handed and most days are spent on maintenance.
- Have someone at the school on FMIS daily or weekly to keep up with the workload. Short-handed from the agency side.
  Someone trained in FMIS
- Facility department is trained and knowledgeable of FMIS.
- More staff and time to do it
- The need to dedicate more time to working in FMIS.
- Employ or assign someone part-time to survey the campus and encode data that would update the physical plant inventory to generate additional dollars.
- Facility Manager that has computer knowledge
- Another person to help with FMIS
- Need help entering data and keeping info up-to-date

Training

- More personnel trained on FMIS

- I need a competent individual who can attend the FMIS training, retain information, and assist our school with the knowledge. I want to attend the FMIS training
- All. Right now I need more time to get into FMIS at least monthly training - once training is complete, data input will be regular
- Refresher Course
- The principal would like to get in-service training on FMIS since he is new at the school
- I mainly use FMIS for PM and unscheduled work tickers. I would need refresher, more training on inventory, backlogs, abatements
- Have addition training in the use of the annual financial plan even though we use web-base, annual work plan, etc or do we really need this module?"
- What would really help is to have the agency hold more meetings for the managers. Maybe the agency Facility Managers conduct annual visitations to the location.
- Have more trainings and use it on daily basis
- Train new department for FMIS
- Additional training beyond basics
- Inventory and abatement training
- Learning the work ticket procedure. When I was trained in the FMIS system application there was supposed to be a Training Package to instruct participants in the use of Work Tickets and Cost Estimating.
- System is too complicated - poor or lack of training. You receive basic training on how to navigate the system but then you're on your own. Need training on how to operate - inspections, abatements, backlogs -very confusing!
- Training here at our school through the internet. The 800 number and more are very helpful.
- Training, we feel we need a refresher and I don't hear about trainings with FMIS
- Additional personnel funding to put a full time clerk on payroll
- "Administrative/Clerical Assistance
- Appropriate funding level -- not constrained."
- Have an independent contractor come in and verify the inventory. We have an AME that does a good job but they only visit the schools every 3 years and don't get into the inventory detail. Our original inventory was done by an independent contractor and they missed important details that I have since entered. It would be nice to have my work verified and the inventory updated. We need additional funding. I am the only one who works with FMIS and facility management is just one of my duties. Time constraints do not allow me work with FMIS on a daily basis. We do not have sufficient funding to hire additional staff.
- Continuous training of the system
- To receive new training and for employees
- 1. Have training and access to FMIS daily
- 2. Have access and training to FMIS daily
- 3. Have daily access to FMIS and have training
- Hands on training at school. FMIS inventory update and abatement
- Training for more staff
- More information on FMIS
- More work-ticket training
- Training for new facility manager

- More training and access to the site
- Time management is a challenge. Annual training to stay fresh with programs not used as frequently as others
- Onsite training, or in the area training
- A refresher course on all the FMIS programs and updates.
- Time and training to ensure that inventory is updated and reflects current

Other

- Inventory, backlogs, abatements, deficiencies, work tickets & daily communication via fax, telephone or email.
- Closing out all backlogs that have been done from 2008 and back!
- Backlogs and inventory
- Self motivation and discipline
- Updating the inventory, clearing out old FACCOM data, help from engineers in inputting backlogs
- Abatements on safety and deficiency (?) backlogs and inventory.
- Continued data entry of inventory changes or upgrades of buildings. Continual input of backlogs need for each school and building
- Backlogs need to be encoded and closed out
- Abatements would need to be encoded; assigned with work tickets
- Work tickets on a daily basis
- Easier ways to access information and better descriptions of information and locations internet access and easier way to enter work tickets, inventory, and add new users Communication and updates with backlog abatements to ensure that everyone is on the same page
- Just apply more time to FMIS.
- Having the FMIS will help us keep it up to date. FMIS is an excellent program to work with. Abatements help operate the school to ensure the safety of our students. Not having the system has been a big problem for us.

DO YOU UNDERSTAND THE INTENT OF FMIS?

Yes – 95
No - 8

APPENDIX F: TABLE OF PRIORITY LIST SCHOOLS FOR WHOLE SCHOOL REPLACEMENT
FY 1993 to FY 2004

The following table lists the schools that were identified by the Bureau of Indian Affairs in a Federal Register notice as prioritized for funding for whole school replacement. Please note that all schools listed, with the exception of those marked with an "asterisk," have been funded and construction is either underway or complete.

A few points to note:

- Prior to FY 1993, the Bureau developed an annual prioritized list of schools needing complete replacement. However, this generated multiple yearly lists, and many schools on these lists went unfunded due to a changing list the next year. Consequently, Congress directed the Bureau to create a continuous, multi-year priority ranking list for new school construction as of FY 1993.
- For both FY 2000 and FY 2003, the Bureau (through the Office of Facilities Management and Construction (OFMC)) administered an application process allowing all interested schools to apply; OFMC provided detailed application instructions, created a comprehensive scoring system, and selected, via an Evaluation Committee, prioritized schools in rank order.
- In FY 2004, Congress requested that the Bureau develop another list of priorities for new school construction to identify a sufficient number of schools to allow continual replacement through FY 2007. The Bureau, via OFMC, created this FY 2004 list by reviewing FMIS data and identifying likely schools in need. In turn, OFMC retained a contractor who conducted a site review and rating of visited schools.

RANK	FY 93 Priority List	FY 2000 Priority List	FY 2003 Priority List	FY2004 Priority List
1	Pinon Community School Dorm	Tuba City Boarding School	Turtle Mountain High School	Dilcon Community School
2	Eastern Cheyenne River Consolidated School	Second Mesa Day School	Mescalero Apache School	Porcupine Day School
3	Rock Point Community School	Zia Day School	Enemy Swim Day School	Crown Point Community School
4	Many Farms High School	Baca/Thoreau (Dlo' Ayazhi) Consolidated Community School	Iselta Pueblo Day School	Muckleshoot Tribal School
5	Tucker Day School	Lummi Tribal School	Navajo Preparatory School	Dennehotso Boarding

				School*
6	Shoshone-Bannock//Fort Hall School	Wingate Elementary School	Wingate High School	Circle of Life Survival School
7	Standing Pine Day School	Polacca Day School	Pueblo Pintado Community School	Keams Canyon Elementary School
8	Chief Leschi School Complex	Holbrook Dormitory	Bread Springs Day School	Rough Rock Community School
9	Seba Dalkai Boarding School	Santa Fe Indian School	Ojo Encino Day School	Crow Creek Elementary/Middle/High School
10	Sac and Fox Settlement School	Ojibwa Indian School	Chemawa Indian School	Kaibeto Boarding School
11	Pyramid Lake	Conehatta Elementary School	Beclabito Day School	Blackfeet Dormitory*
12	Shiprock Alternative School	Paschal Sherman Indian School	Leupp School	Beatrice Rafferty School*
13	Tuba City Boarding School	Kayenta Boarding School	-	Little Singer Community School*
14	Fond du Law Ojibwe School	Tiospa Zina Tribal School	-	Cove Day School*
15	Second Mesa Day School	Wide Ruins Community School	-	-
16	Zia Day School	Low Mountain Boarding School	-	-
17	-	St. Francis Indian School	-	-
18	-	Turtle Mountain High School	-	-
19	-	Mescalero Apache School	-	-
20	-	Enemy Swim Day School	-	-

Schools with asterisk (*) have not been replaced as of January 2011.

APPENDIX G: CURRENT FI&R FORMULA DESCRIPTION

The following appendix provides a detailed background on the existing FI&R scoring and rankings processes.

FMIS Categories and Ranking:

FMIS itself, based on policies applied to the entire Department of the Interior, categorizes each proposed construction or maintenance project into one of nine "ranking categories." (e.g., "Critical Health or Safety Deferred Maintenance"). Each of these categories has a weighting factor of from one to ten.

	DOI Weighting Factors that IA-OFMC Uses	
CHSdm	Critical Health and Safety Deferred Maintenance A facility deferred maintenance need that poses a serious threat to public or employee safety or health. Examples: -Repair Fire Alarm -Fire Sprinkler Protection System-Repair	Score 10
CHSci	Critical Health and Safety Capital Improvements A condition that poses a serious threat to public or employee safety or health and can only be reasonably abated by the construction of some capital improvements. Examples: -Install a fire alarm or sprinkler system when one did not originally exist. -Repair or replacement of a facility with structural failure.	Score 9
EPHPBSci	Energy Policy, High Performance, Sustainable Buildings CI Policy Act of 2005 or the guiding principles of the Memorandum of Understanding (MOU) for High Performance and Sustainable Buildings Deferred Maintenance and/or Capital Improvement Needs.	Score 5
CMdm	Critical Mission Deferred Maintenance A facility deferred maintenance need that poses a serious threat to a Bureau's ability to carry out its assigned mission. Examples: -Replacement of a deteriorated generator that supplies power to a mission critical asset. -Repair of deferred maintenance items that if not accomplished quickly compromises the public's investment in the structure.	Score 4
CCci	Code Compliance Capital Improvement A facility capital improvement need that will meet compliance with codes, standards, and laws. Example: -Providing accessibility to comply with ADA	Score 4
Odm	Other Deferred Maintenance A facility deferred maintenance need that will improve public or employee safety, health, or accessibility; complete unmet programmatic needs and mandated programs; protection of natural or cultural resources or to a Bureau's ability to carry out its assigned mission. Examples: -Facility repair or rehabilitation to increase program efficiency. -Repair or maintenance of existing systems or system components.	Score 3
Oci	Other Capital Improvements Other capital improvement is the construction of a new facility or the expansion or rehabilitation of an existing facility to accommodate a change of function or new mission requirements. Examples: -Construction of a new school or dormitory. -Major alterations to a school dormitory to convert its function to academic classroom use.	Score 1

	DOI Weighting factors that are not used	
CRPdm	Critical Resource Protection Deferred Maintenance A facility deferred maintenance need that poses a serious threat to natural or cultural resources. Serious decline in fish or wildlife resources; repairs to a building housing a museum collection; repair of a sewage system and leaking into a perennial stream system; or repairs to cultural/historic facilities and or fabric to prevent loss.	Score 7
CRPci	Critical Resource Protection Capital Improvement A condition that poses a serious threat to natural or cultural resources. Dike construction to keep wetlands from draining resulting in the loss of endangered species habitat; installation of a fire sprinkler system for the protection of a building or its contents where the system did not previous exist; or construction of a structure to protect petroglyphs and pictographs from deterioration.	Score 6

Relative Weighted Score per Backlog:

The FI&R formula then weights each backlog in the system for a particular school. For instance, our example school has a Critical Health and Safety deferred maintenance backlog at an estimated cost of $26,976. To get the relative weighted score for this backlog, the estimated cost of the backlog is divided by the overall estimated cost of all backlogs for this school multiplied by the category weighting (in this case 10, the highest ranking or weight). So, if the overall estimated costs of all backlogs for a school is $492,495, then this particular backlog has a weight of 0.5319. To keep the scores clear, this initial weighting is multiplied by 10 to get the final relative weighted project score. The formula and our example:

- (Backlogs cost/total cost of all backlogs) x weighted factor for that backlog x 100 = Weighted Relative Score for that Backlog
- *($26,976/$492,495) X 10 X 100 = 53.19*

Location Name	FCI	Category	Rank	DOI Category	Weight Factor	# of Backlogs	Backlog Cost	Category Weight Factor	Weighted Relative Cost
School A	0.11046	E	3	EPHPBSci	5	1	$ 6,657	0.81%	6.76
School A	0.11046	H	1	CHSdm	10	4	$ 26,196	6.36%	53.19
School A	0.11046	M	1	CHSdm	10	13	$ 342,778	83.25%	696.00
School A	0.11046	M	2	CMdm	4	7	$ 44,049	4.28%	35.78
School A	0.11046	M	3	Odm	3	9	$ 72,815	5.31%	44.35
						Totals	$ 492,495	100%	836.08

Two things to note: 1) if the backlog is not entered into the FMIS system, it is never given a score, and this may affect the school's overall eligibility for FI&R funding; 2) the cost estimates are important because if they are substantially skewed, the project score is affected.

Relative Weighted Score per School:

Once the relative weighted scores per backlog are calculated, the calculation for the school as a whole is simple. All of the relative weighted project scores are added to get the total relative weighted score per school. There are a few important things to note about this calculation. The relative weighted score per school is not affected by the number or cost of backlogs. A school rated in high need under the FI&R formula would have several critical backlogs in health and safety (i.e., high category weights) relative to the school's overall backlogs and their cost. Schools with the most backlogs or the highest scores do not necessarily come out with the highest relative weighted score per school across the system. For instance, in a past fiscal year, the Yakama Tribal School had the highest overall FI&R ranking with a total estimate backlogs cost of just under $500,000. There were several schools with much more costly total backlogs (in the millions) who ranked lower in the total scoring, but whose expense backlogs ranked lower in severity or criticality.

Also, it is important to note that this score does not account for any critical educational need. Scores are based on facility or physical issues such as health and safety, energy, and so forth. There is not a category for high or essential educational need. So, for instance, a critical mission

deferred maintenance backlog has a lower category ranking than a health and safety backlog. A room essential for teaching first graders reading may not be usable without a critical mission backlog project, but since that project has a lower category score (4 versus 10), it's possible it won't get funded for some time. And, say the reading room is in suitable condition (i.e., no backlogs) but is simply too small for the number of students to be useful, then that educational need is in no way noted by the current FI&R formula.

Asset Priority Index:

To calculate the full FI&R formula, the calculation does not stop the relative weighted score per school. The formula also takes into account how critical the particular buildings with backlogs in that school are to the overall educational mission. Thus, an Asset Priority Index (API) is also calculated. Every building within a school is given an asset priority ranking. That ranking is generally based on the criticality of building to overall education (e.g., maintenance shed as less critical than a classroom building). Each building can have a maximum score of 100. The ranking has three components: mission criticality (is it critical to education); operations (is it critical to the functioning of the school); and substitution (can the function be done in a different building). Each building with a backlog is scored and these individual building scores are combined. Then, to scale or average the scores, the sum of the individual building scores is divided by the total number of buildings. This yields an API average. For instance, in our example school, there are six buildings, all with an API score of 100, and so the school as a whole has an API of 100.

Overall School or Location Score (Final Project Score):

To get the final score used to compare a school against all other schools with backlogs in the FMIS system, the two scores need to be added together: the relative weighted score per school and the asset priority average score. The FI&R formula gives a greater weight to the overall relative score versus the API score. To get the complete school or location score, the API is multiplied by 25% (x 10 again just to keep the same relative scale in numbers) and the relative weighted score is multiplied by 75%. In our example, the school relative weighted score of 836.08 is multiplied x 75% and added to 100 times 25% times 10 to yield an overall location or school score of 877. The formula and our example:

- Weighted relative weighted scores of all backlogs x 75% + API Average (the priority of all the buildings with backlogs in that school X10 for scaling) X 25% = Final Overall Project Score
- *836.08 X 75% = 627 and 100 X 25% X 10 = 250, and 627 + 250 = 877*

The following matrix illustrates the calculations to obtain this overall location score in more detail.

Location Name	FCI	Category	Rank	DOI Category	Weight Factor	# of Backlogs	Backlog Cost	Category Weight Factor	Weighted Relative Cost	Final Project Score
School A	0.11046	E	3	EPHPBSci	5	1	$ 6,657	0.81%	6.76	
School A	0.11046	H	1	CHSdm	10	4	$ 26,196	6.36%	53.19	
School A	0.11046	M	1	CHSdm	10	13	$ 342,778	83.25%	696.00	
School A	0.11046	M	2	CMdm	4	7	$ 44,049	4.28%	35.78	
School A	0.11046	M	3	Odm	3	9	$ 72,815	5.31%	44.35	
						Totals	$ 492,495	100%	836.08	627

API	Building	Building Type	Mission Critically	Operations	Sustitutability	Total API	API Average		
School A	1T	Schoo, Day	60	20	20	100			
School A	2T	School, Day	60	20	20	100			
School A	3T	Office	60	20	20	100			
School A	4T	Office	60	20	20	100			
School A	5T	School, Vocational Shop	60	20	20	100			
School A	6A	Office	60	20	20	100			
					Total	600	100		250
								Final Project Score	**877**

Comparison of Schools:

Once the location or school score is determined, it can be compared to all the other schools location scores to establish a rank ordering of priority needs across the system. An example of a location score ranking from a previous fiscal year is included below:

Location Name	Fiscal Year	Loc Score	Location FCI	Number of Backlogs	Total Backlog Cost
Yakama Tribal School	2009	833.3794	0.1105	34	$492,495
Cibecue Community School	2009	632.5658	0.2577	78	$2,709,091
Lukachukai Boarding School	2009	629.8443	0.3817	74	$2,942,192
Coeur D'Alene Tribal School	2009	628.6586	0.0861	22	$957,673
Bug-O-Nay-Ge-Shig School	2009	606.2827	0.0243	27	$411,524
Kin Dah Lichi'i Olta (Kinlichee)	2009	579.9163	0.1935	17	$798,118
Hotevilla Bacavi Community School	2009	567.9706	0.5464	70	$2,383,182
Sho-Ban School District No. 512	2009	559.0765	0.0382	9	$296,514
Cottonwood Day School	2009	554.0987	0.3174	4	$619,294
Marty Indian School	2009	551.4163	0.0614	48	$1,339,255
T'Iis Nazbas Community School	2010	547.4448	0.3834	204	$7,778,987
Nenahnezad Boarding School	2009	528.4948	0.2418	117	$3,464,395

Facility Condition Index

The Facility Condition Index is a separate index that uses a different formula for calculation. Note that "facility" in this usage means an entire school, and not a particular building. It is related to the FI&R rankings in that, if a school does not a have a "poor" condition as determined by the FCI, then it is not likely to receive FI&R monies even if its FI&R score and ranking is high. Thus, the FCI serves as a kind of "check" to make sure schools in most need are receiving the limited funding available.

The Facility Condition Index (FCI) formula is:

FCI = Cost of Deficiencies / Current Replacement Value

The FCI provides a simple, valid, and quantifiable indication of the relative condition of a facility or group of facilities for comparisons with other facilities, groups of facilities: the higher the **FCI**, the worse the condition. In general, the condition of the schools is based on FCI values as follows (note that FCI is usually expressed as a proportion of 1, or in decimal places less than 1 so these values are scaled for ease of reading, that is 5 = .05, 10 = .10):

- 0-5 = Good condition
- 6-10 = Fair condition
- > 10 = Poor condition

Because this facility index is calculated per an entire school, not a particular building within that school, the FCI ranges from less than 5 to as high as in the 50s. This FCI is related to, but separate from another typically mentioned number. A general construction practice is that individual buildings whose backlog costs are 66% or greater than the replacement of the whole building should simply be replaced, not renovated or repaired. The FCI, since it's a reflection of an entire school campus, not a building, rarely exceeds 60 or that 66% because at least some buildings on campus are likely to be in fair or good condition. That does not mean, however, that individual buildings in a school don't need replaced and it does not mean that a whole new school is not needed.