Bond Reimbursement and Grant Review Committee Meeting Agenda

April 16, 2019 1:00 pm to 4:30 pm
April 17, 2019 8:30 am to 4:30 pm

State Board Room
801 W. Tenth Street, Juneau, Alaska

Audio Teleconference available through free online WebEx application. **Meeting Number: 807 459 398**
or Toll Call-in number (US/Canada): 1-650-479-3207

Chair: Heidi Teshner

Tuesday, April 16th — Agenda Topics

1:00 – 1:15 PM	Committee Preparation • Call-in, Roll Call, Introductions • Chair's Opening Remarks • Agenda Review/Approval • Review & Approval of Agenda and Past Meeting Minutes • New Business, Additions to the Agenda
1:15 – 1:30 PM	Welcome & Introduction • New Member Introductions
1:30 – 1:45 PM	Public Comment
1:45 – 3:00 PM	Department Briefing • FY2020 CIP Report ▪ Reconsideration & Final Lists • Report: School Capital Project Funding Under SB 237 • REAA and Small Municipality Fund Report Publication Updates • *Swimming Pool Guidelines* – Issue for Comments • *Handbook to Writing Educational Specifications* – Issue for Comments Action Item • Approve Publications for Public Comment Period
3:00 - 3:15 PM	BREAK
3:15 – 3:45 PM	Department Briefing • CIP Application & Support Materials ▪ Life-Safety, Health Scoring ▪ Reuse of School Plans ▪ Regulation Related Changes
3:45 - 4:30 PM	FY 2021 Application Review • FY 2021 Application • FY 2021 Application Instructions • FY 2021 CIP Eligibility and Scoring Criteria • FY 2021 Rater's Guide
4:30 PM	Recess

Wednesday, April 17th **Agenda Topics**

8:30 – 8:45 AM	Committee Preparation • Call-in, Roll Call • Chair's Opening Remarks
8:45 – 9:00 AM	Public Comment
9:00 – 10:15 AM	FY 2021 Application Review (continued) • FY 2021 Application • FY 2021 Application Instructions • FY 2021 CIP Eligibility and Scoring Criteria • FY 2021 Rater's Guide Action Item • Approve FY 2021 Application and Supporting Documents
10:15 – 10:30 AM	BREAK
10:30 AM – 11:15 AM	Subcommittee Activity • Overviews & Committee Assignments ▪ School Space Subcommittee ▪ Commissioning Subcommittee ▪ Design Ratios Subcommittee ▪ Model School Subcommittee
11:15 AM – 12:00 PM	Subcommittee Reports • Design Ratios (Dale Smythe) • Model School (*Tim Mearig*) • Commissioning (*Tim Mearig*) • School Space (Dale Smythe)
12:00 – 1:15 PM	LUNCH
1:15 – 2:45 PM	Cost Model Update • 18th Edition Model School Elements, Proposed Changes • HMS, Inc. Teleconference Action Item • Model School Escalation Elements
2:45 – 3:15 PM	ASHRAE 90.1-2010 Update • Draft Compliance Checklist • Compliance Implementation
3:15 – 3:30 PM	BREAK
3:30 – 4:00 PM	BR&GR Calendar and Work Plan Review & Update
4:00 – 4:05 PM	Set Date for Next Meeting
4:05 - 4:15 PM	DEED Wrap-up
4:15 – 4:30 PM	Committee Member Comments
4:30 PM	Adjourn

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE
December 12, 2018, Wednesday
Atwood Building, Anchorage
FOR REVIEW & APPROVAL - MEETING MINUTES

Committee Members Present	Staff	Additional Participants
Elwin Blackwell, Chair	Tim Mearig	Kent Gamble, HMS, Inc.
Rep. Sam Kito III	Larry Morris	Alex Mannion, HMS, Inc.
Dale Smythe	Lori Weed	
Robert "Bob" Tucker		
Doug Crevensten		
Don Hiley		

CALL TO ORDER and ROLL CALL at 8:32 a.m.

Elwin Blackwell, chair, called the meeting to order at 8:32 a.m. Roll call of members present; Sen. Anna MacKinnon and Mark Langberg are excused. Quorum of 6 members. Elwin noted he was designated in lieu of Heidi Teshner for this meeting due to her being needed for other duties related to the new governor's transition.

REVIEW and APPROVAL of AGENDA

Elwin asked for any amendments to the agenda. Lori noted an addition for a "Completed Projects" briefing paper to the 1:30pm Department Briefing Papers.

Bob moved to approve the agenda as amended, seconded by Don. Approved by unanimous consent

REVIEW and APPROVAL of MINUTES

Minutes reviewed and approved as submitted by unanimous consent.

PUBLIC COMMENT

No public comment.

DEPARTMENT BRIEFING

Tim introduced the department briefing, highlighted the FY18-FY19-FY20 comparison, which shows the downward trend of district participation. He disputed the notion that there has been a lack of funding in the program the past five years; participation issue is more complex than a lack of funding. Tim recognized that the list likely doesn't accurately reflect the statewide need, due to various administrative issues and the allocations from the major maintenance grant fund that came relatively late, although the timing of future allocations is likely to be the same.

Reviewed the initial school construction and major maintenance grant lists. New projects coming in on school construction list, which why the number has remained stable, even with steady funding. Rep. Kito asked what impact the November 30 earthquake might have for major maintenance and construction. Tim replied that he had not heard from Anchorage or Mat-Su on anticipated dollars. Each district does have at least one school that is not reopening this year due to damage. Does not know how much repair work will be needed beyond deductibles and insurance amounts, what federal money may become available.

Bob moved to recommend the list to the state board of education, seconded by Doug. Roll call vote passed by unanimous consent.

Presented materials relating to funding. Department has made allocations from all three grant funds; there have been some administrative issues, but no questions from the legislature. Department doesn't currently have a product to identifying allocated project grant funding, as interested parties have historically gone to appropriation bills. Discussion on debt funding program and potential impacts of lower reimbursement percentage when moratorium ends.

Tim reviewed preventive maintenance program certification status and visit cycle. Introduced the "Facilities Book" contents, which has been a department collection of materials used when visiting the legislature; hope is to publish collection on the web.

Lori provided update on the regulation packages, which had gone out for public comment. Only minor comments, so no changes to proposed regulation from prior version. Had been scheduled to go back to the board of education for approval at December meeting, but postponed due to governor transition.

Continued overview on publications, staff updates, committee members.

CIP BRIEFING

Tim restated that the department cannot provide a true scope of statewide need; some districts have never participated, some are off and on in participation. To remedy this, and in conjunction with end of five-year debt moratorium, department is interested in developing a robust enough database to provide forecasting of need. SB 237 required a report to analyze the effect of the REAA fund and other potential funding strategies and impacts; hope is to be able to provide that by the next legislative session (2020). A funding forecast based on renewal and replacement systems could change the way districts submit projects. Committee discussion followed on uses of renewal and replacement schedules, public facing application, and the ability to forecast need.

Reminded committee that this cycle is first of new rubric for code and life safety scoring (question 4a). A few gaps were found and the department will come to committee with additional scoring conditions, but overall it worked well. Discussion about weighting of scoring deficiencies and construction cost of the scoring condition. Some project scores may have decreased, but many of those were because of a lack of work order evidence to score at a higher level. Emergency rubric may need further committee review, as raters had difficultly agreeing at what point a lower threshold point value had been met. Tweaks to the design scoring allowed department determinations to be more consistent.

Upcoming application will need to comply to new statutory language to "encourage" reuse of school plans and committee will need to come to an understanding.

REGULATION PROJECTS UPDATE

Lori stated that no changes were made to the regulations. Department made formal responses to the public comment received, including comments by Rep. Kito in October, will be forwarded to

state board. She reminded the committee that another opportunity to comment on the regulations will occur when it comes back before the board.

BREAK

STANDARDS FOR COST-EFFECTIVE CONSTRUCTION

Updated Geographic Cost Factors

Elwin introduced Kent Gamble and Alex Mannion of HMS, who were to present the update to the geographic area cost factor within the Program Demand Cost Model. Kent stated that in additional to updating the factors, part of the task was to establish a methodology for determining factors, as the original basis was lost over the years. Reviewed draft of factor table and matrices; Kent noted final submittal will include a report on assumptions and methodologies of the study. Each geographic area cost factor is comprised of seven categories of factors: General Requirements, Labor Adjustment, Labor Productivity, Structural Requirements, Architectural Requirements, Mechanical Requirements, and Risk Factor. General discussion between HMS and committee on the factor matrices. Noted that systems customizable in the cost model are excluded from the geographic cost factors, e.g. foundations types.

Tim appreciated the additional transparency that will be available once these factors are incorporated into the model. There will be public comment between the meeting and May. Tim pointed out that the Cost Model hasn't been a BRGR product, but last year HMS reviewed the escalation model school with the committee and the committee has had an increasing role. Kent anticipated that there will be another iteration of the factors after it has gone out for public comment and local knowledge has been provided. Alex noted that everything is weighted compared to the overall cost of the Anchorage base model. Kent thanked the committee and expressed hope for local feedback before finalizing.

Subcommittee Briefings

With no commissioning subcommittee member available, Tim observed that the subcommittee has done a substantial amount of its chartered work, creating regulation language. There is an open item, as identified in the work plan, for how to use the five areas of commissioning identified in the regulation language.

Dale reported that the last effort had been to prepare the request for proposal (RFP) for modeling assistance and it is with the department procurement officer. Some of the modeling requirements were changed to allow for more local assistance, previous requirements could not be met by any known Alaskan modeler. Also opened up request to include costs: utility costs and construction costs. RFP will be issued later than the work plan called for, but has assurances that the time of effort would be more than sufficient.

Doug observed that the cost model enhancements RFP is ready to be issued. Next task for the subcommittee is to delve into cost model standards; questioned whether the committee and department could write the standards with clarity and so that they would be changeable and adaptable. As seen from other states that have adopted standards, it is difficult to keep it current with changing technologies. Offered "stair-stepping" into standards: work on mechanical one year, then interiors, and so on.

Tim stated that the department has offered to continue working on standards that align with the cost format categories. A feasibility study is still planned to begin in July to assist in determining the best approach to setting cost-effective standards. What magnitude of a document could the department maintain, or what magnitude of cost would be needed to have it maintained by a consultant and is there a consultant available that can perform the work. An alternative option may be to follow other jurisdictions and adopt only a portion of a standard like LEEDS or CHPS. Don offered that A4LE may have a role in developing and maintaining a standard. Doug commented that the harder part is the maintaining, he wondered whether an adopted standard could incorporate a way to allow evaluation and approval of better alternative construction methods or materials.

LUNCH

BRIEFING PAPERS
ASHRAE 90.1
Tim reminded the committee that it selected ASHRAE 90.1-2010 as the energy standard in 2013, which was then adopted by the State Board of Education in regulation. There had been no implementation to fully incorporate ASHRAE 90.1 requirements into projects. As the department evaluated methods, it realized that it was in a unique situation, given that no other state or municipal entity had adopted the standard for a statewide requirement. Previous codes adopted by department are managed by state entities that the department references; now department is the enforcement entity for the energy code. Larry noted a relatively recent development that the federal government has adopted the most recent ASHRAE code as its energy standard.

Larry mentioned that a statute was adopted that instructed all DOTPF project to meet ASHRAE 90.1-most current version. The U.S. Department of Energy has developed some checklists for versions 2010, 2013, 2016, and future 2019 for use during design, construction, and commissioning. Presented options for enforcement: department do full reviews, design and engineering consultants self-checking and providing a certification of compliance, or have a hybrid approach. Recommended approach is for the owner or owner's consultant to work with the department at the start of a project to develop a project-specific compliance checklist that would be referenced throughout the project. General discussion on ASHRAE requirements and areas and reasons for lack of compliance.

Dale suggested that situation is similar to the department adoption of space standards, which design teams meet and the department checks against. He observed that schools are well funded for design and asked about option for a third-party review. Tim stated that this is a first look; a working checklist will be developed and brought back to for committee review. Don and Bob asked whether the regulation should be amended to allow flexibility in enforcement.

Space Guidelines
Tim remarked that this is merely an opening to future discussion on the topic of space. Past reviews of space have occurred when a potential anomaly was observed; that impetus has come again. Department space calculations have shown instances where the calculation is not giving a supplemental footage bump to rural schools for purposes of storage. Guidelines have not changed since 2002. Some issues are accuracy concerns, e.g. interpreting "measuring to outside

of the wall", and some are adequacy issues, including structural wall framing and mechanical equipment sizing and associated space needs.

In response to Dale's question, Tim clarified that the space allocation is used for equity between schools with respect to providing equal space between space types. Discussion of net versus gross square footage and changes in interpretation. Tim brought up potential need for design ratio measurements and opportunity for establishing consistent measurement guides. The A4LE board supported creating a working group on this topic, but there was not action at the membership meeting. Bob noted they had helped the department host a workshop the last time school space was under discussion.

Dale motioned to form a subcommittee to work with A4LE and get recommendations for a space allocation study. Dale will serve as chair, Don will serve as a member. Passed by unanimous consent.

Completed Projects

Larry reviewed the statute that allows for reimbursement of project costs accrued prior to an application. Projects that are completed prior to an application may have issues, e.g. in procurement process or alternative delivery, that cause costs to be fully or partially ineligible. Department is offering to set up a pre-CIP project file to keep a record of project submittals, which will assist districts with not needing to pull potential archive documents or issues with staff turnover. A district would reference the pre-CIP project number in a project application. Rep. Kito offered that creation of a document affirming that a project was completed in compliance with requirements, making it eligible for submittal, would provide district and department with useful knowledge during CIP or grant award processes.

Tim noted the statute states an entity has to sign an agreement that it shall submit planning documents before construction award; however, it then states that if work was done prior to getting an approval, the department can reimburse and will establish a process in regulation. Rep. Kito observed that the issue has been with internal department processes, which were not set up to track un-awarded projects. Discussion about statutory authority of department to deny project costs during stages of the process.

PUBLICATION UPDATE

PM& FM Handbook

Tim reminded the committee that the department has been working on an update to the *Preventive Maintenance & Facility Management Handbook* for nearly two years; it has been a large undertaking to wrap in more facility management aspects, addressing each of the areas identified in regulation. Each section was to speak to three aspects: development, implementation, and sustaining. Providing the guidance to sustain each element is laudable, but haven't finished many of those sections. The "additional consideration" areas are also to be developed. Tim anticipates either having additional progress and a timeline for completion at the April meeting, or will bring a reduced scope version that would allow the department to finish the publication within a few months. Rep. Kito offered the department could supplement the handbook with guidance memos as new topics may arise.

Swimming Pool Guideline
Tim stated that the *Swimming Pool Guidelines* was being updated in anticipation of needing more clarity for implementing standards, not for necessarily for new facilities but also for renovation project requests. The version before the committee provides a more limited listing of essential swim programs the state will fund pool space for and provides a table stating maximum pool sizes based on a district's swim program. Rep. Kito cautioned against using Red Cross terminology because there is no longer an underlying document supported by Red Cross, any numbers, figures, or tables adopted with the update will be fully the department's product. Discussion on department funding of pool sizes supporting competitive swimming and other extracurricular activities. Acknowledgement that there is not enough space in the space guidelines to get a pool from any one school; pool construction has been funded under the lower debt reimbursement level.

Educational Specification Handbook
Tim presented the edits to the *Educational Specification Handbook*. Noted the opportunity to revise handbook to include items more prominently in the planning stage, alternative project delivery and furniture, fixtures, and equipment (FF&E) in particular. Rep. Kito stated that Anchorage previously provided educational specifications that specifically noted non-conformance to the department's space requirements and did not address the differential between department's space guideline and the school design; he wondered if the department could add that an educational specification would not be approved unless it met department requirements. Recommended adding a stronger connection between educational specification and space guidelines. Discussion on potential educational facility inequity created by the lower debt reimbursement level. Department will plan to review and revise prior to bringing the publication back to the committee and out for public comment.

WORK PLAN REVIEW & UPDATE
Lori stated there are no specific changes suggested but dates may need refreshing. Tim walked through the work plan items. Committee adjusted proposed timelines to conform to current statuses.

FUTURE MEETING DATE
Proposed February meeting based on work plan items. Department will reach out to confirm specific date with committee.

COMMITTEE MEMBER COMMENT
Rep. Kito thanked the committee for the hard work and has appreciated the level of engagement he has seen in the past two years. Doug had no additional comments. Bob thanked the committee for the work that it has done, there has been an uptick in committee activity. Dale expressed amazement at the amount of work that has been done since the last meeting and looks forward to keeping the momentum. Don expressed his thanks and the benefit having an in-person meeting. Elwin thanked members for their time and commitment to the committee; he noted that the work is never finished because it keeps changing.

MEETING ADJOURNED
The committee adjourned at 4:09 p.m.

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE
February 21, 2019, Thursday
Teleconference
FOR REVIEW & APPROVAL - MEETING MINUTES

Committee Members Present	Staff	Additional Participants
Elwin Blackwell, Chair	Tim Mearig	David Kingsland
Doug Crevensten	Larry Morris	
William Glumac	Lori Weed	
Don Hiley		
Dale Smythe		
Robert "Bob" Tucker		

CALL TO ORDER and ROLL CALL at 2:02 p.m.

Elwin Blackwell, chair, called the meeting to order at 2:02 p.m. Roll call of members present; no legislative members appointed; Mark Langberg is excused. Quorum of 6 members.

REVIEW and APPROVAL of AGENDA

Agenda reviewed and approved presented by unanimous consent.

Elwin noted he was designated in lieu of Heidi Teshner for this meeting. Welcomed new member William.

REGULATION PROJECTS UPDATE

Tim informed the committee that the State Board of Education and Early Development adopted both the commissioning and 4 AAC 31 clean up regulations projects; those will get reviewed by Dept. of Law and sent on to the Lieutenant Governor's office. It is assumed that the regulations will be finalized before the CIP application is approved in April, or at the least will be in effect by the September application deadline.

COST MODEL GEOGRAPHIC FACTORS

Tim reviewed the comments the department provided to HMS, Inc. on the updates to the geographic cost factors. HMS was directed not to incorporate the new geographic factors until department comments were addressed. Highlighted equipment packages, rural crew rotation schedule, and lack of values provided for topography for committee input. Observed that the labor productivity is heavily influenced by the US Army Corps of Engineer's weather delay information, which is based on temperature and precipitation. Discussion on usefulness of developing a weather data set from available sources that also incorporates wind. Don reminded committee that the cost model is a conceptual level tool; he does not believe that creation of a weather data table would be cost effective to maintain.

Department has asked HMS to confirm larger increases in certain geographic factors. Forwarded specific requests to create new areas based on public comment, as well as potential to combine separated areas within a district that only show a minimal variation of the cost factor. Dale asked whether the committee could provide comments after the meeting. Tim confirmed.

FY2021 CIP APPLICATION PREPARATION

Tim stated that an initial review of proposed application changes was being presented so the outgoing expertise could set the stage for the incoming April members. Larry presented the proposed edits to question 4a scoring matrix for life safety and code conditions. Discussion on comparable points between protection of structure and code conditions, as influenced by expected life cycle of building systems. Larry noted that other changes to conform to department's R&R schedule life cycles and add conditions that previously had no comparable element in the matrix.

Tim reviewed the changes brought about due to new statutory requirements to evaluate and encourage a project's use of prior construction plans and building standards. Sought committee input on pitfalls and plans. Don offered that the score should be less than the 20 point placeholder. Dale suggested that, for an evaluative scoring of plans, the department could look at plan age and the similarity to the school at hand; intent is to reduce cost to the state, so more modifications of plans, due to updates to code or otherwise, is less savings. Tim emphasized that evaluation of the factor must be included in the application, but the criteria and weight of the scoring is up to the committee. Don noted that a single site school district will be disadvantaged compared to bigger districts with multiple schools and available school designs that could be utilized; maybe could have worked if state had ownership of available designs.

Lori walked the committee through the changes to the application based on the regulation changes; most of the regulations affect the project administration instead of application process. Main changes include incorporation of retro-commissioning analysis in the energy management narrative, allowing a completed project to reuse application score for up to five cycles, and increasing minimum project value to $50,000.

CONSTRUCTION STANDARDS FOR COST-EFFECTIVE SCHOOL CONSTRUCTION

Doug stated that the cost model enhancement contract is moving along under a fairly tight timeline. Tim agreed; the contract should be finalized tomorrow with the work to be completed with the Cost Model update on April 26. In response to Doug's question, Tim stated that if it deadline could not be met, then changes would not show up until the 19th edition.

Dale stated that two proposed were received for the design ratio modeling, and the department is negotiating the contract with the top proposer. Indications is that the work will be completed prior to end of June. Tim noted that both products envision subcommittee review and input.

BR&GR CALENDAR and WORK PLAN REVIEW

Lori identified changes in work plan are new from the December-adopted document. Next meeting is likely April 16-and 17; dependent on receiving travel approval.

Doug Crevensten left the teleconference. Quorum of 5 members.

PUBLICATION UPDATE

Swimming Pool Guidelines

Tim reminded the committee that in December meeting it approved moving to a more restrictive approach for the swimming pool guidelines; old document was more negotiable. Reviewed items department is requesting committee input. Observed that, likely, no grant project would

have enough space allocation to qualify for a swimming pool; however, there is a possibility a pool could be constructed under a debt reimbursement program. Key element of document is distinction between mandatory ("learn to swim") and elective programs. Guideline proposes to set a minimum number of students before state will participate in pool construction and to limit students served by elective programs to 30% of the total served population for purposes of sizing an allowable pool for purposes of state aid.

Don questioned whether the committee was the appropriate entity to set these policy decisions, e.g. what state supports for swimming curriculum. Tim stated that the committee is an avenue to get public input, through published agendas, meetings, and notice of opportunities for comment. Any publication cited in regulation will have to be go through regulation public comment and adoption process by the State Board. Committee asked for additional time to review.

COMMITTEE MEMBER COMMENTS

Dale welcomed the new members and hoped to meet them in April. Bob stated it has been his pleasure to serve for almost 19 years, it was both rewarding and a challenge; wished committee all the best in moving forward. William thanked committee for an interesting conversation and is looking forward to being on this side of the process and contributing his experience from the district side. Don also welcomed the new members and offered humongous thanks to the prior members who have served so long and contributed so much.

Elwin pointed out the pending legislation (SB64/HB66) that would repeal the debt reimbursement program, change committee to the Grant Review Committee, and add a committee duty to consider "multipurpose function and designs to reduce overall facility costs for the affected community". Also thanked outgoing members for dedication to committee over the years and welcomed incoming members.

MEETING ADJOURNED

The committee adjourned at 4:07pm.

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

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To: Bond Reimbursement & Grant Review Committee
From: School Facilities
Date: April 16, 2019

DEPARTMENT BRIEFING

FY 2019 CIP Report

The department received reconsideration requests from three districts on three projects. In the lists issued December 20, 2018, the department reconsidered its Minto K-12 School Renovation/Addition project and adjusted the project budget.

No appeals were received to the reconsideration decisions, so no changes were made to the final lists issued January 22, 2019. The final lists are included in the packet, and were approved at the State Board of Education meeting on March 29, 2019.

The major maintenance list contains a total of 72 projects amounting to a total state share request of $112,247,626, and the school construction list contains 11 projects with a state share request of $190,353,374.

A sheet on the CIP grant request and funding history FY10-FY20 is included for reference.

Cost Model Update

The DEED Program Demand Cost Model, which is a tool used to assist school districts in estimating construction and renovation costs, will be updated again in 2019. This will be the 18th Edition of the tool and will incorporate the updated geographic cost factors and the line items enhancements identified by the Model Alaska School subcommittee. The formatting of the spreadsheets will be changed to conform to ADA accessibility requirements. The contract with HMS, Inc. calls for final products on May 7 for use in the FY2021 application cycle and will be posted on the department's website before the annual CIP training workshop.

A teleconference with HMS, Inc. has been scheduled to allow the committee to provide input on potential changes to the elements of the Model School Building Escalation Study per the Model Alaska School subcommittee recommendation. See agenda item and support materials included in the packet.

School Capital Project Funding Report

AS 14.11.035 requires, beginning in February 2013, an annual report on school construction and major maintenance funding. The statute requires reports of spending from each of the three funding programs providing state aid for capital improvement projects—school

construction and major maintenance grants under AS 14.11.011, REAA and small municipal district allocations under AS 14.11.025, and school construction debt reimbursement under AS 14.11.100. Summary tables from the 2018 report showing the funding activity by program, fiscal year, and category are included in the packet. The final report is available on the department's website.

REAA & Small Municipality Fund Report

The Regional Education Attendance Area fund was established by chapter 93, SLA 2010 (SB 237). The amount of money available each fiscal year is tied to the annual debt service incurred under AS 14.11.100. In 2013, the fund was amended to include "small municipal school districts". In 2018, the fund was amended to allow funding of major maintenance grants, but maintaining the primary function to fund school construction projects. Since the first appropriation in FY 2013, $260,953,378 has been deposited into the Regional Education Attendance Area and Small Municipal School District (REAA) fund. From FY13 through FY15, $869,528 in interest also accrued to the fund for a total of $261,822,906. A total of twelve projects have obligated 260,272,512.

The combined projected FY20 REAA fund appropriation and unobligated fund balance is anticipated to be approximately $40,420,000. If appropriated, this funding would be sufficient to provide the state share of $34,450,733 for the priority #1 project on the School Construction Grant Fund list, Eek K-12 School Renovation/Addition. Phased funding for Design could be possible for the priority #2 project, Hollis K-12 School Replacement. A summary sheet is included in the packet.

Legislative Action

Governor introduced sponsor substitutes for the budget bills for the First Session of the 31th Legislature. HB39 is the operating budget vehicle with $0 allocated for state aid for costs of school construction under AS 14.11.100 (separate legislation introduced to repeal the program, see below) and $0 to the regional education attendance area and small municipal school district fund. Actions in the House Finance Committee have both added and removed $99.8 million for debt reimbursement and $39.3 million for the REAA fund. As of April 4, 2019, the operating budget was under consideration by House Finance Committee. SB19/HB38 is the capital budget vehicle; proposed is $7,400,000 to fund "K-12 School Major Maintenance", with no school construction grant funding appropriated. The FY19 supplemental budget bill, SB39/HB54 amends the amount of FY19 debt reimbursement under AS 14.11 down to $106,057,300 to reflect the amount requested from districts.

SB 48 by Sen. Begich proposed that the state energy policy include a goal of a least 50% of energy used by state and state-funded facilities (including public school buildings) be obtained from clean energy sources by 2025. SB 48 is in the Senate Community & Regional Affairs Committee.

SB 49 by Sen. Begich proposes that the state perform energy audits of public school buildings and coordinate retrofits. SB 49 is in the Senate Community & Regional Affairs Committee.

SB 50 by Sen. Bishop re-introduces a proposal for an employment tax for education facilities. Revenues would be accounted for in the fund established under AS 37.05.560 (Educational facilities maintenance and construction fund) for the design, construction, and maintenance

of public school facilities and for maintenance of University of Alaska facilities. SB 50 is in the Senate Labor & Commerce Committee.

SB 64/HB66 by Rules Committee by Request of the Governor proposes a repeal of statutes relating to the debt reimbursement program (AS 14.11.100) and would add a committee duty to consider multipurpose (community) functions and designs. SB 64 is in the Senate Education Committee; HB 66 is in the House Community & Regional Affairs Committee.

HB 106 by Rep. Wilson proposes to extend the moratorium on the school construction debt reimbursement program from July 1, 2020 through July 1, 2025. HB 106 is in the House Finance Committee. A first hearing occurred on April 1, 2019.

Regulations Update

The State Board of Education and Early Development adopted the two sets of proposed regulations on commissioning and 4 AAC 31 clean-up at its February 4 meeting. The regulations are currently under review with the Department of Law, prior to forwarding to the Lieutenant Governor's office for filing and publication.

Construction Standards

Committee work continues at several levels in the long-running effort to develop and implement criteria for construction of schools in the state. Current efforts are all tied to the committee's December 2017 report to the Legislature on this topic. That report, which identified 11 recommendations and detailed implementation elements, can be found on the department's website. Reports from the three subcommittees created to work on cost-effective school construction standards are provided in this packet and will be presented as scheduled in the meeting agenda.

ASHRAE 90.1

In response to committee review of the department briefing paper on this topic, the department is developing an Alaska-schools specific checklist for 90.1 compliance. This checklist will be the basis for a collaborative compliance effort teaming the department staff, district design consultants and district construction inspection. See agenda item and support materials in the packet, which include a separate briefing paper detailing the review process and a draft checklist.

Publications Update

Following is a list of publications currently managed by the department along with an estimated revision priority, and the year of publication or latest draft. Those in bold are publications proposed for committee approval.

1. **Swimming Pool Guidelines** (1997) *[Proposed update 2019]*
2. **A Handbook to Writing Educational Specifications** (2005); and Educational Specifications Supplement (2009) *[Proposed update 2019]*
3. **Alaska School Facilities Preventive Maintenance Handbook** (1999) *[Proposed update 2019]*
4. **Guide for School Facility Condition Surveys** (1997) *[Proposed update 2020]*

5. **School Design and Construction Standards Handbook** (new) *[Proposed 2020]*
6. Cost Format – *EED Standard Construction Cost Estimate Format* (2008 2nd Ed.)
7. **Space Guidelines Handbook** (1996)
8. Site Selection Criteria & Evaluation Handbook (2011 2nd Ed.)
9. Facility Appraisal Guide (1997)
10. Renewal & Replacement Schedule (2001)
11. Outdoor Facility Guidelines for Secondary Schools (new)
12. **Guidelines for School Equipment Purchases** (2016)
13. Capital Project Administration Handbook (2017)
14. Project Delivery Method Handbook (2017)
15. **Life Cycle Cost Analysis Handbook** (2018)
16. Professional Services for School Capital Projects (2018)

Swimming Pool Guidelines
Included in the packet is a draft update to the *Swimming Pool Guidelines*; the 1997 edition is available for reference on the department's website (education.alaska.gov/facilities/publications/SwimmingPool.pdf). This draft incorporates the move toward a more clear and prescriptive document that provides maximum pool tank sizes and maximum facility sizes based on the number of students in the approved instructional learn-to-swim program. The publication is sited in regulation 4 AAC 31.020(a) and establishes department criteria to apply to AS 14.11.013(d) and AS 14.11.100(h). A publication update summary is provided that identifies pending decision points and action items.

A Handbook to Writing Educational Specifications
Included in the packet is a draft update to the *A Handbook to Writing Educational Specifications*; the 2005 edition is available for reference on the department's website (education.alaska.gov/facilities/publications/EdSpec.pdf). The department has prepared this update to the publication based on input from the committee at the December 12, 2018 meeting and based on department management of funded school capital projects. Key revisions/additions to the publication address the following:

- Furnishing & Equipment
- Alternative project delivery
- Sustainability determinations

A publication update summary is provided which identifies pending decision points and action items.

Committee Member Update

The vacant committee seat with experience in urban or rural school facilities management (term 2/28/21) was filled February 8, 2019, with the appointment of William Glumac.

Three committee seats were filled with new appointments for terms through February 28, 2023:

1. Randy Williams, Professional Degrees & Experience in School Construction
2. James Estes, Experience in Urban or Rural School Facilities Management
3. David Kingsland, Public Representative

Alaska Department of Education and Early Development
FY2020 Capital Improvement Projects
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Final List

Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate State Share
1	1	1	Lower Kuskokwim	Eek K-12 School Renovation/Addition	$37,186,905	$37,685,822	$2,532,013	$35,153,809	$703,076	$34,450,733	$34,450,733
2	2	2	Southeast Island	Hollis K-12 School Replacement	$10,634,956	$10,240,205	$0	$10,240,205	$204,804	$10,035,401	$44,486,134
3	3	3	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	$55,003,422	$55,003,422	$0	$55,003,422	$1,100,068	$53,903,354	$98,389,488
4	4	4	Yukon-Koyukuk	Minto K-12 School Renovation/Addition	$10,354,940	$9,859,345	$0	$9,859,345	$197,187	$9,662,158	$108,051,646
5	5	5	Anchorage	Gruening Middle School Accessibility Upgrades	$465,545	$406,320	$0	$406,320	$142,212	$264,108	$108,315,754
6	6	6	Lower Kuskokwim	Mertarvik K-12 School Construction Newtok Replacement	$42,087,833	$39,716,385	$0	$39,716,385	$794,328	$38,922,057	$147,237,811
7	7	7	Lower Kuskokwim	William N. Miller K-12 Memorial School Replacement, Napakiak	$36,028,901	$35,056,410	$0	$35,056,410	$701,128	$34,355,282	$181,593,093
8	8	8	Anchorage	East High School Bus Driveway Improvements	$910,366	$910,366	$0	$910,366	$318,628	$591,738	$182,184,831
9	9	9	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	$7,078,959	$6,537,224	$0	$6,537,224	$130,744	$6,406,480	$188,591,311
10	10	10	Lower Kuskokwim	Bethel Campus Transportation and Drainage Upgrades	$1,224,098	$1,162,353	$0	$1,162,353	$23,247	$1,139,106	$189,730,417
11	11	11	Yupiit	Playground Construction, 3 Schools	$1,640,239	$635,670	$0	$635,670	$12,713	$622,957	$190,353,374
				TOTALS:	**$202,616,164**	**$197,213,522**	**$2,532,013**	**$194,681,509**		**$190,353,374**	

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Final List

Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate State Share
1	1	1	Fairbanks	Barnette Magnet School Renovation Phase IV	$11,515,426	$11,331,881	$0	$11,331,881	$3,966,158	$7,365,723	$7,365,723
2	2	2	Galena City	Galena Interior Learning Academy Composite Building Renovation	$6,070,698	$5,122,477	$0	$5,122,477	$256,124	$4,866,353	$12,232,076
3	3	3	Chugach	Tatitlek K-12 School Renovation	$6,865,335	$5,747,626	$0	$5,747,626	$114,953	$5,632,673	$17,864,749
4	4	4	Kake City	Kake Schools Heating Upgrades	$238,478	$238,478	$0	$238,478	$47,696	$190,782	$18,055,531
5	5	5	Anchorage	West High School Partial Roof Replacement	$7,798,857	$7,031,080	$0	$7,031,080	$2,460,878	$4,570,202	$22,625,733
6	6	6	Anchorage	Nunaka Valley Elementary School Roof Replacement	$2,179,698	$1,945,769	$0	$1,945,769	$681,019	$1,264,750	$23,890,483
7	7	7	Anchorage	Northwood Elementary School Partial Roof Replacement	$2,357,466	$2,177,488	$0	$2,177,488	$762,121	$1,415,367	$25,305,850
8	8	8	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	$422,271	$406,247	$0	$406,247	$20,312	$385,935	$25,691,785
9	9	9	Anchorage	Inlet View Elementary School Domestic Water System Improvements	$458,959	$458,959	$0	$458,959	$160,636	$298,323	$25,990,108
10	10	10	Juneau City Borough	Sayéik: Gastineau Community School Partial Roof Replacement	$1,500,000	$1,447,435	$0	$1,447,435	$506,602	$940,833	$26,930,941
11	11	11	Copper River	District Office Roof Renovation and Energy Upgrade	$1,093,588	$1,062,537	$0	$1,062,537	$21,251	$1,041,286	$27,972,227
12	12	12	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	$2,721,980	$2,250,675	$0	$2,250,675	$45,013	$2,205,662	$30,177,889
13	13	13	Chugach	Chenega Bay K-12 School Renovation	$6,511,595	$5,221,755	$0	$5,221,755	$104,435	$5,117,320	$35,295,209
14	14	14	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	$138,318	$138,318	$0	$138,318	$2,766	$135,552	$35,430,761
15	15	15	Ketchikan	Ketchikan High School Security Upgrades	$498,793	$498,793	$0	$498,793	$149,638	$349,155	$35,779,916
16	16	16	Hoonah City	Hoonah Central Boiler Replacement	$268,653	$268,653	$0	$268,652	$80,596	$188,056	$35,967,972
17	17	17	Nenana City	Nenana K-12 School Boiler Replacement	$162,027	$178,332	$0	$178,332	$8,917	$169,415	$36,137,387
18	18	18	Fairbanks	Administrative Center Air Conditioning and Ventilation Replacement	$1,404,510	$1,404,510	$0	$1,404,510	$491,578	$912,932	$37,050,319
19	19	19	Aleutians East	Sand Point K-12 School Pool Major Maintenance	$102,608	$102,608	$0	$102,608	$35,913	$66,695	$37,117,014
20	20	20	Southeast Island	Thorne Bay K-12 School Fire Suppression	$497,697	$497,697	$0	$497,697	$9,954	$487,743	$37,604,757
21	21	21	Denali Borough	Anderson K-12 School Roof Replacement	$1,859,979	$1,801,397	$0	$1,801,397	$360,279	$1,441,118	$39,045,875
22	22	22	Anchorage	Muldoon Elementary School Partial Roof	$839,290	$666,927	$0	$666,927	$233,424	$433,503	$39,479,378
23	23	23	Lower Yukon	Hooper Bay K-12 School Emergency Lighting & Retrofit	$232,730	$232,730	$0	$232,730	$4,655	$228,075	$39,707,453
24	24	24	Yukon-Koyukuk	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	$461,306	$461,306	$0	$461,306	$9,226	$452,080	$40,159,533
25	25	25	Lower Yukon	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	$1,046,866	$1,024,516	$0	$1,024,516	$20,490	$1,004,026	$41,163,559
26	26	26	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	$4,851,857	$2,164,524	$0	$2,164,524	$43,290	$2,121,234	$43,284,793

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Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate State Share
27	27	27	Lower Yukon	Scammon Bay K-12 School Emergency Lighting & Retrofit	$117,829	$117,829	$0	$117,829	$2,357	$115,472	$43,400,265
28	28	28	Kodiak Island	Peterson Elementary School Roof Replacement	$2,635,470	$2,448,947	$0	$2,448,947	$734,684	$1,714,263	$45,114,528
29	29	29	Chatham	Klukwan K-12 School Roof Replacement	$1,832,385	$1,832,385	$0	$1,832,385	$36,648	$1,795,737	$46,910,265
30	30	30	Haines Borough	Haines High School Locker Room Renovation	$893,147	$849,014	$0	$849,014	$297,155	$551,859	$47,462,124
31	31	31	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	$2,109,053	$1,144,015	$0	$1,144,015	$22,880	$1,121,135	$48,583,259
32	32	32	Mat-Su Borough	Districtwide Seismic Upgrades, Phase 1	$7,169,614	$7,169,614	$0	$7,169,614	$2,150,884	$5,018,730	$53,601,989
33	33	33	Chatham	Fire Alarm Upgrades, 3 Sites	$116,285	$108,931	$0	$108,931	$2,179	$106,752	$53,708,741
34	34	34	Denali Borough	Generator Replacement, 3 Schools	$1,226,189	$1,194,366	$0	$1,194,366	$238,873	$955,493	$54,664,234
35	35	35	Southeast Island	Thorne Bay K-12 School Carpet Replacement	$71,318	$71,318	$0	$71,318	$1,426	$69,892	$54,734,126
36	36	36	Kuspuk	Jake Egnaty Sr K-12 School Roof Replacement, Sleetmute	$1,398,632	$1,402,514	$0	$1,402,514	$28,050	$1,374,464	$56,108,590
37	37	37	Sitka City Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	$521,386	$521,386	$0	$521,386	$182,485	$338,901	$56,447,491
38	38	38	Haines Borough	Haines High School Roof Replacement	$2,654,518	$2,407,889	$0	$2,407,889	$842,761	$1,565,128	$58,012,619
39	39	39	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	$3,986,442	$3,986,442	$0	$3,986,442	$79,729	$3,906,713	$61,919,332
40	40	40	Southwest Region	William "Sonny" Nelson K-12 School Renovation, Ekwok	$5,924,269	$3,907,372	$0	$3,907,372	$78,147	$3,829,225	$65,748,557
41	41	41	Craig City	Craig High School Biomass Boiler	$651,631	$615,420	$0	$615,420	$123,084	$492,336	$66,240,893
42	42	42	Annette Island	Metlakatla High School Gym Acoustical Upgrades	$266,382	$192,241	$0	$192,241	$3,845	$188,396	$66,429,289
43	43	43	Nenana City	Nenana K-12 School Fire Suppression System Replacement	$1,431,083	$1,431,083	$0	$1,431,083	$71,554	$1,359,529	$67,788,818
44	44	44	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	$1,443,656	$1,443,656	$0	$1,443,656	$28,873	$1,414,783	$69,203,601
45	45	45	Kake City	Kake High School Plumbing Replacement	$661,543	$661,543	$0	$661,543	$132,309	$529,234	$69,732,835
46	46	46	Yupiit	Tuluksak K-12 School Generator Refurbishment	$129,949	$129,949	$0	$129,949	$2,599	$127,350	$69,860,185
47	47	47	Juneau City Borough	Dzantik'i Heeni Middle School Roof Replacement	$1,750,000	$1,750,000	$0	$1,750,000	$612,500	$1,137,500	$70,997,685
48	48	48	Copper River	Glennallen and Kenny Lake Schools Energy Upgrade	$2,634,496	$2,502,182	$0	$2,502,182	$50,044	$2,452,138	$73,449,823
49	49	49	Anchorage	Fire Lake Elementary School Roof Replacement	$574,992	$580,315	$0	$580,315	$203,110	$377,205	$73,827,028
50	50	50	Southwest Region	Twin Hills K-12 School Renovation	$4,493,140	$2,201,755	$0	$2,201,755	$44,035	$2,157,720	$75,984,748
51	51	51	Anchorage	Spring Hill Elementary School Intercom/Clocks	$135,655	$135,655	$0	$135,655	$47,479	$88,176	$76,072,924
52	52	52	Southwest Region	Aleknagik K-12 School Renovation	$4,998,977	$3,849,383	$0	$3,849,383	$76,988	$3,772,395	$79,845,319
53	53	53	Kake City	Exterior Upgrades - Main School Facilities	$364,979	$282,565	$0	$282,565	$56,513	$226,052	$80,071,371
54	54	54	Mat-Su Borough	Districtwide Energy Upgrades Phase 2 Windows	$4,231,918	$3,881,615	$0	$3,881,615	$1,164,484	$2,717,131	$82,788,502

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Final List

Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate State Share
55	55	55	Kake City	Kake High School Gym Floor and Bleacher Replacement	$544,353	$544,353	$0	$544,353	$108,871	$435,482	$83,223,984
56	56	56	Lower Yukon	Scammon Bay K-12 School Siding Replacement	$1,179,053	$1,022,904	$0	$1,022,904	$20,458	$1,002,446	$84,226,430
57	57	57	Copper River	Glennallen Voc-Ed Facility Renovation	$759,765	$745,894	$0	$745,894	$14,918	$730,976	$84,957,406
58	58	58	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	$3,535,646	$3,535,646	$0	$3,535,646	$70,713	$3,464,933	$88,422,339
59	59	59	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	$114,180	$114,180	$0	$114,180	$2,284	$111,896	$88,534,235
60	60	60	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline	$1,527,731	$1,527,731	$0	$1,527,731	$30,555	$1,497,176	$90,031,411
61	61	61	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	$346,813	$346,813	$0	$346,813	$6,936	$339,877	$90,371,288
62	62	62	Iditarod Area	Blackwell School HVAC Control Upgrades, Anvik	$124,939	$124,939	$0	$124,939	$2,499	$122,440	$90,493,728
63	63	63	Yupiit	Tuluksak K-12 School Water System Upgrade	$1,122,591	$1,096,073	$0	$1,096,073	$21,921	$1,074,152	$91,567,880
64	64	64	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	$5,029,524	$5,029,524	$0	$5,029,524	$100,590	$4,928,934	$96,496,814
65	65	65	Lower Yukon	LYSD Central Office Renovation	$5,306,686	$5,306,686	$0	$5,306,686	$106,134	$5,200,552	$101,697,366
66	66	66	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	$1,583,951	$1,583,951	$0	$1,583,951	$31,679	$1,552,272	$103,249,638
67	67	67	Mat-Su Borough	Districtwide Elevator Upgrades	$3,295,065	$2,300,592	$0	$2,300,592	$690,178	$1,610,414	$104,860,052
68	68	68	Mat-Su Borough	Roof Replacement, 3 Schools	$5,610,011	$5,610,011	$0	$5,610,011	$1,683,003	$3,927,008	$108,787,060
69	69	69	Lower Yukon	Kotlik & Pilot Station K-12 Schools Renewal and Repair	$3,444,256	$2,781,061	$0	$2,781,061	$55,621	$2,725,440	$111,512,500
70	70	70	Yupiit	Mechanical System Improvements, 3 Schools	$215,550	$176,018	$0	$176,018	$3,520	$172,498	$111,684,998
71	71	71	Lower Yukon	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	$1,792,563	$574,110	$0	$574,110	$11,482	$562,628	$112,247,626
72	72	72	Lower Yukon	Security Access Upgrades, 6 Sites	$1,570,892	$1,570,892	$0	$1,570,892	$31,418	$1,539,474	$113,787,100
				TOTALS:	**$152,056,600**	**$133,122,588**	**$0**	**$133,122,587**		**$112,247,626**	

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Total Points - Formula Driven and Evaluative
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Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	School District	Project Name	School Dist Rank	Weight Avg Age	Prev. 14.11 Fund	Plan and Design	Avg Expend Maint	Un-Housed Today	Un-Housed 7 Years	Type of Space	Cond Survey	Maint Labor	Maint Type	Maint Mgt	Energy Mgt	Cusd Pgm	Maint Train	Capital Plan	Emer-gency	Life/Safety and Code Conditions	Exist-ing Space	Cost Esti-mate	Proj vs Oper Cost	Altern at-ives	Options	Total Project Points
1	1	1	Lower Kuskokwim	Eek K-12 School Renovation/Addition	30.00	25.31	30.00	10.00	3.63	28.27	28.77	21.86	10.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	0.00	5.51	22.00	16.00	4.00	3.00	19.67	301.02
2	2	2	Southeast Island	Hollis K-12 School Replacement	27.00	21.26	0.00	10.00	3.16	30.46	30.00	22.39	10.00	15.00	10.00	3.67	3.67	2.33	3.33	3.00	10.33	17.13	22.33	14.00	3.33	3.00	9.00	274.40
3	3	3	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	27.00	18.45	0.00	10.00	3.24	33.47	30.00	22.45	10.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	0.00	13.33	22.67	15.33	5.67	3.00	13.67	271.62
4	4	4	Yukon-Koyukuk	Minto K-12 School Renovation/Addition	30.00	20.01	0.00	20.00	3.09	0.00	2.01	24.75	10.00	15.00	10.00	3.67	3.00	3.33	3.67	3.00	3.67	27.48	15.33	16.00	5.00	3.67	12.67	235.34
5	5	5	Anchorage	Gruening Middle School Accessibility Upgrades	12.00	19.50	0.00	25.00	5.00	0.00	0.00	30.00	10.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	1.75	7.67	25.67	1.33	1.67	4.67	189.58
6	6	6	Lower Kuskokwim	Mertarvik K-12 School Construction Newtok Replacement	21.00	8.73	0.00	0.00	3.24	9.78	6.42	22.32	0.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	16.67	11.67	12.67	13.33	3.67	4.00	11.67	188.50
7	7	7	Lower Kuskokwim	William N. Miller K-12 Memorial School Replacement, Napakiak	18.00	30.00	0.00	0.00	3.63	0.00	0.00	22.55	0.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	25.00	10.67	0.00	14.67	4.67	3.00	8.33	183.51
8	8	8	Anchorage	East High School Bus Driveway Improvements	6.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	10.00	15.00	10.00	4.33	4.00	4.00	3.00	4.67	0.00	13.00	0.00	24.33	2.33	1.67	5.00	167.33
9	9	9	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	24.00	0.00	0.00	20.00	3.63	0.00	0.00	0.00	10.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	0.00	17.33	0.00	17.67	3.00	2.00	9.00	149.63
10	10	10	Lower Kuskokwim	Bethel Campus Transportation and Drainage Upgrades	6.00	24.30	0.00	10.00	3.63	0.00	0.00	0.00	10.00	15.00	10.00	4.00	3.67	3.33	3.67	3.33	0.00	11.67	0.00	15.67	2.00	3.00	4.33	133.59
11	11	11	Yupiit	Playground Construction, 3 Schools	18.00	1.69	0.00	10.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	0.00	12.00	3.33	11.33	0.00	1.67	6.33	102.29

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1	1	1	Fairbanks	Barnette Magnet School Renovation Phase IV	30.00	30.00	0.00	25.00	3.88	0.00	0.00	0.00	3.00	15.00	10.00	4.00	3.67	4.33	3.33	2.67	3.33	39.41	4.33	22.33	7.33	0.00	9.33	220.95
2	2	2	Galena City	Galena Interior Learning Academy Composite Building Renovation	30.00	17.75	0.00	25.00	4.87	0.00	0.00	0.00	10.00	15.00	10.00	3.33	3.33	3.33	3.33	3.67	0.00	29.64	3.33	23.67	9.33	0.00	11.33	206.92
3	3	3	Chugach	Tatitlek K-12 School Renovation	27.00	18.62	0.00	20.00	1.44	0.00	0.00	0.00	10.00	15.00	10.00	3.00	3.33	3.33	2.33	3.00	5.00	39.50	0.00	17.67	1.33	0.00	12.67	193.23
4	4	4	Kake City	Kake Schools Heating Upgrades	30.00	27.64	0.00	25.00	1.64	0.00	0.00	0.00	8.00	15.00	10.00	3.00	3.67	3.00	3.33	3.33	0.00	15.00	0.00	27.67	6.00	0.00	7.67	189.94
5	5	5	Anchorage	West High School Partial Roof Replacement	21.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	18.00	1.00	25.33	2.67	0.00	6.67	188.00
6	6	6	Anchorage	Nunaka Valley Elementary School Roof Replacement	27.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	8.91	0.00	25.00	2.67	0.00	6.67	183.58
7	7	7	Anchorage	Northwood Elementary School Partial Roof Replacement	24.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	11.00	0.00	24.67	2.67	0.00	7.00	182.67
8	8	8	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	30.00	30.00	0.00	25.00	3.03	0.00	0.00	0.00	5.00	15.00	10.00	3.67	3.00	3.33	2.67	3.67	0.00	11.00	1.00	24.33	2.33	0.00	7.33	180.37
9	9	9	Anchorage	Inlet View Elementary School Domestic Water System Improvements	15.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	10.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	15.00	0.00	26.67	0.00	0.00	7.33	179.33
10	10	10	Juneau City Borough	Sayéik: Gastineau Community School Partial Roof Replacement	30.00	30.00	0.00	25.00	2.44	0.00	0.00	0.00	5.00	15.00	10.00	3.67	2.67	4.67	3.33	3.67	0.00	7.54	0.00	21.67	7.33	0.00	7.33	179.31
11	11	11	Copper River	District Office Roof Renovation and Energy Upgrade	30.00	30.00	0.00	10.00	1.40	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.33	3.33	3.00	3.67	0.00	26.67	0.00	13.67	4.67	0.00	7.67	176.07
12	12	12	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	24.00	1.00	0.00	25.00	2.20	0.00	0.00	0.00	8.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	6.67	21.28	3.00	27.33	4.67	0.00	12.33	175.81
13	13	13	Chugach	Chenega Bay K-12 School Renovation	30.00	11.59	0.00	20.00	1.44	0.00	0.00	0.00	10.00	15.00	10.00	3.00	3.33	3.33	2.33	3.00	0.00	29.63	0.00	17.67	2.00	0.00	12.33	174.66
14	14	14	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	30.00	14.25	0.00	25.00	2.38	0.00	0.00	0.00	8.00	15.00	10.00	2.33	2.33	2.67	2.33	2.33	0.00	15.00	0.00	26.67	6.67	0.00	7.33	172.30
15	15	15	Ketchikan	Ketchikan High School Security Upgrades	30.00	30.00	0.00	25.00	4.42	0.00	0.00	0.00	0.00	15.00	10.00	3.67	3.00	2.67	3.00	3.33	0.00	0.00	0.00	24.33	11.00	0.00	6.67	172.09
16	16	16	Hoonah City	Hoonah Central Boiler Replacement	30.00	30.00	0.00	10.00	1.76	0.00	0.00	0.00	8.00	15.00	10.00	3.00	3.00	3.67	2.33	2.00	0.00	16.67	0.00	13.00	9.00	0.00	13.67	171.09
17	17	17	Nenana City	Nenana K-12 School Boiler Replacement	27.00	30.00	0.00	20.00	3.03	0.00	0.00	0.00	3.00	15.00	10.00	3.67	3.00	3.33	2.67	3.67	0.00	12.67	0.00	18.67	3.67	0.00	8.33	167.70
18	18	18	Fairbanks	Administrative Center Air Conditioning and Ventilation Replacement	27.00	8.75	0.00	25.00	3.88	0.00	0.00	0.00	0.00	15.00	10.00	4.00	3.67	4.33	3.33	2.67	6.67	4.00	0.00	25.33	8.33	0.00	14.33	166.29
19	19	19	Aleutians East	Sand Point K-12 School Pool Major Maintenance	30.00	20.32	0.00	25.00	1.70	0.00	0.00	0.00	0.00	15.00	10.00	2.67	3.00	2.00	2.67	2.00	0.00	4.00	0.00	29.00	8.00	0.00	7.00	162.36
20	20	20	Southeast Island	Thorne Bay K-12 School Fire Suppression System	30.00	9.92	0.00	10.00	3.04	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.33	2.33	3.00	3.00	9.00	17.33	0.00	15.67	6.00	0.00	9.00	160.29
21	21	21	Denali Borough	Anderson K-12 School Roof Replacement	30.00	30.00	0.00	10.00	4.19	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.67	3.00	2.67	3.67	1.67	6.00	1.33	14.00	3.33	0.00	7.33	159.52
22	22	22	Anchorage	Muldoon Elementary School Partial Roof Replacement	30.00	4.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	8.00	0.00	24.67	2.67	0.00	6.00	158.67
23	23	23	Lower Yukon	Hooper Bay K-12 School Emergency Lighting & Retrofit	27.00	0.50	0.00	25.00	2.10	0.00	0.00	0.00	5.00	15.00	10.00	3.00	2.67	3.00	2.33	3.33	0.00	6.00	2.00	28.33	10.67	0.00	11.33	157.27

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24	24	24	Yukon-Koyukuk	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	27.00	17.78	0.00	20.00	3.09	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.00	3.33	3.67	3.00	0.00	4.00	0.00	16.33	3.67	0.00	10.67	154.20
25	25	25	Lower Yukon	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	30.00	0.00	0.00	20.00	2.20	0.00	0.00	0.00	8.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	9.00	15.33	2.33	17.00	0.00	0.00	8.00	152.20
26	26	26	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	27.00	30.00	0.00	10.00	1.94	0.00	0.00	0.00	8.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	6.00	7.67	0.00	14.00	2.00	0.00	7.67	150.27
27	27	27	Lower Yukon	Scammon Bay K-12 School Emergency Lighting & Retrofit	21.00	1.00	0.00	25.00	2.10	0.00	0.00	0.00	5.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	6.00	2.00	28.00	11.67	0.00	9.00	149.77
28	28	28	Kodiak Island	Peterson Elementary School Roof Replacement	30.00	30.00	0.00	10.00	2.85	0.00	0.00	0.00	8.00	15.00	10.00	2.00	2.33	3.00	3.67	3.00	0.00	6.60	0.00	13.67	3.67	0.00	3.67	147.45
29	29	29	Chatham	Klukwan K-12 School Roof Replacement	30.00	19.50	0.00	0.00	1.44	0.00	0.00	0.00	8.00	15.00	10.00	3.00	3.00	2.67	2.33	2.67	1.67	21.67	0.00	14.00	4.33	0.00	7.67	146.94
30	30	30	Haines Borough	Haines High School Locker Room Renovation	27.00	23.00	0.00	10.00	1.55	0.00	0.00	0.00	5.00	15.00	10.00	2.67	3.00	2.00	2.67	2.67	0.00	14.88	0.67	14.00	3.33	0.00	8.33	145.76
31	31	31	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	9.00	30.00	0.00	10.00	3.63	0.00	0.00	0.00	10.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	1.67	15.58	0.00	14.67	1.67	0.00	6.00	145.21
32	32	32	Mat-Su Borough	Districtwide Seismic Upgrades, Phase 1	30.00	30.00	0.00	10.00	2.43	0.00	0.00	0.00	10.00	10.00	10.00	3.67	2.67	2.67	3.33	3.00	5.33	10.00	0.00	10.67	0.33	0.00	1.00	145.10
33	33	33	Chatham	Fire Alarm Upgrades, 3 Sites	27.00	30.00	0.00	10.00	1.34	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.67	2.33	1.67	2.00	0.00	8.00	0.00	22.67	0.67	0.00	8.00	144.34
34	34	34	Denali Borough	Generator Replacement, 3 Schools	27.00	27.09	0.00	10.00	4.19	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.67	3.00	2.67	3.67	0.00	2.67	0.00	14.00	1.33	0.00	6.00	143.95
35	35	35	Southeast Island	Thorne Bay K-12 School Carpet Replacement	18.00	9.92	0.00	25.00	3.04	0.00	0.00	0.00	0.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	0.00	8.00	0.00	28.00	1.67	0.00	9.67	143.29
36	36	36	Kuspuk	Jake Egnaty Sr K-12 School Roof Replacement, Sleetmute	30.00	28.25	0.00	0.00	1.93	0.00	0.00	0.00	0.00	15.00	10.00	2.67	3.00	2.00	2.00	2.33	8.33	10.67	0.67	15.33	2.67	0.00	7.67	142.51
37	37	37	Sitka City Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	30.00	12.50	0.00	10.00	1.31	0.00	0.00	0.00	10.00	15.00	10.00	3.67	2.67	2.67	3.33	2.67	0.00	7.35	1.00	17.00	2.67	0.00	10.33	142.16
38	38	38	Haines Borough	Haines High School Roof Replacement	30.00	30.00	0.00	0.00	1.55	0.00	0.00	0.00	0.00	15.00	10.00	2.67	3.00	2.00	2.67	2.67	3.33	15.00	0.00	13.00	3.33	0.00	7.33	141.55
39	39	39	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	15.00	19.76	0.00	10.00	3.24	0.00	0.00	0.00	10.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	0.00	10.67	1.33	14.33	3.33	0.00	9.67	140.67
40	40	40	Southwest Region	William "Sonny" Nelson K-12 School Renovation, Ekwok	27.00	28.25	0.00	0.00	1.87	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.33	2.67	2.67	2.00	0.00	23.21	0.00	11.33	5.67	0.00	5.67	140.66
41	41	41	Craig City	Craig High School Biomass Boiler	30.00	4.00	0.00	10.00	2.65	0.00	0.00	0.00	5.00	15.00	10.00	3.00	3.00	2.33	2.33	3.00	0.00	0.00	0.00	13.33	17.33	0.00	19.67	140.65
42	42	42	Annette Island	Metlakatla High School Gym Acoustical Upgrades	30.00	30.00	0.00	10.00	2.00	0.00	0.00	0.00	0.00	15.00	10.00	2.00	3.00	2.67	3.67	2.67	0.00	0.00	3.00	17.33	0.00	0.00	7.33	138.67
43	43	43	Nenana City	Nenana K-12 School Fire Suppression System Replacement	24.00	22.77	0.00	0.00	3.16	0.00	0.00	0.00	0.00	15.00	10.00	3.67	3.33	3.67	3.00	4.00	6.00	12.67	0.33	17.67	2.33	0.00	6.33	137.93
44	44	44	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	21.00	9.92	0.00	10.00	3.04	0.00	0.00	0.00	10.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	1.67	9.67	0.00	13.67	8.33	0.00	9.00	136.29
45	45	45	Kake City	Kake High School Plumbing Replacement	27.00	30.00	0.00	0.00	1.59	0.00	0.00	0.00	0.00	15.00	10.00	3.67	4.33	3.00	3.00	3.67	0.00	10.33	0.00	12.33	2.67	0.00	8.33	134.92
46	46	46	Yupiit	Tuluksak K-12 School Generator Refurbishment	30.00	2.00	0.00	25.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	8.33	0.00	0.00	18.33	2.00	0.00	10.00	133.61

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47	47	47	Juneau City Borough	Dzantik'i Heeni Middle School Roof Replacement	27.00	8.00	0.00	10.00	2.44	0.00	0.00	0.00	10.00	15.00	10.00	3.67	2.67	4.67	3.33	3.67	0.00	6.00	0.00	17.67	3.00	0.00	4.67	131.77
48	48	48	Copper River	Glennallen and Kenny Lake Schools Energy Upgrade	27.00	10.75	0.00	10.00	1.40	0.00	0.00	0.00	8.00	15.00	10.00	3.67	3.33	3.33	3.00	3.67	0.00	0.00	0.00	14.33	10.67	0.00	7.00	131.15
49	49	49	Anchorage	Fire Lake Elementary School Roof Replacement	18.00	17.75	0.00	10.00	5.00	0.00	0.00	0.00	0.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	3.00	0.00	26.67	0.00	0.00	5.33	131.08
50	50	50	Southwest Region	Twin Hills K-12 School Renovation	30.00	30.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.33	2.67	2.67	2.00	0.00	5.78	0.00	11.67	7.33	0.00	5.00	129.32
51	51	51	Anchorage	Spring Hill Elementary School Intercom/Clocks	9.00	17.75	0.00	10.00	5.00	0.00	0.00	0.00	0.00	15.00	10.00	4.33	4.00	4.00	3.00	4.67	0.00	8.00	1.33	22.67	3.33	0.00	6.00	128.08
52	52	52	Southwest Region	Aleknagik K-12 School Renovation	24.00	23.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.33	2.67	2.67	2.00	0.00	18.18	0.00	12.33	5.33	0.00	5.33	127.72
53	53	53	Kake City	Exterior Upgrades - Main School Facilities	24.00	26.74	0.00	0.00	1.64	0.00	0.00	0.00	0.00	15.00	10.00	3.00	3.67	3.00	3.33	3.33	0.00	8.43	0.00	14.00	2.67	0.00	8.33	127.13
54	54	54	Mat-Su Borough	Districtwide Energy Upgrades Phase 2 Windows and Lighting	27.00	30.00	0.00	0.00	2.53	0.00	0.00	0.00	0.00	15.00	10.00	1.67	2.00	2.33	2.33	2.67	0.00	14.00	0.33	10.67	3.00	0.00	2.33	125.86
55	55	55	Kake City	Kake High School Gym Floor and Bleacher Replacement	21.00	30.00	0.00	0.00	1.59	0.00	0.00	0.00	0.00	15.00	10.00	3.67	4.33	3.00	3.00	3.67	0.00	6.67	0.67	11.67	1.67	0.00	9.33	125.26
56	56	56	Lower Yukon	Scammon Bay K-12 School Siding Replacement	15.00	1.50	0.00	25.00	2.20	0.00	0.00	0.00	8.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	1.67	2.00	0.00	17.00	3.33	0.00	9.00	125.03
57	57	57	Copper River	Glennallen Voc-Ed Facility Renovation	24.00	6.94	0.00	10.00	1.40	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.33	3.33	3.00	3.67	0.00	6.08	0.00	14.33	3.33	0.00	6.67	124.76
58	58	58	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	12.00	8.50	0.00	10.00	3.24	0.00	0.00	0.00	10.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	0.00	11.33	2.00	14.33	3.33	0.00	6.33	124.41
59	59	59	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	12.00	19.38	0.00	0.00	3.04	0.00	0.00	0.00	3.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	6.00	15.00	0.00	13.33	1.67	0.00	9.33	122.75
60	60	60	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline	18.00	5.86	0.00	20.00	2.10	0.00	0.00	0.00	8.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	8.67	0.00	12.67	0.00	0.00	7.67	121.96
61	61	61	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	24.00	9.92	0.00	10.00	3.04	0.00	0.00	0.00	0.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	0.00	9.33	0.00	13.67	0.00	0.00	9.33	119.29
62	62	62	Iditarod Area	Blackwell School HVAC Control Upgrades, Anvik	24.00	26.50	0.00	10.00	2.33	0.00	0.00	0.00	8.00	0.00	0.00	3.00	2.33	2.67	2.67	3.00	0.00	8.33	2.33	12.00	3.33	0.00	8.33	118.83
63	63	63	Yupiit	Tuluksak K-12 School Water System Upgrade	24.00	2.00	0.00	0.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	11.67	19.00	0.00	10.00	2.67	0.00	9.33	116.61
64	64	64	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	15.00	10.16	0.00	0.00	3.04	0.00	0.00	0.00	0.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	0.00	20.67	2.00	13.00	2.00	0.00	9.00	114.87
65	65	65	Lower Yukon	LYSD Central Office Renovation	12.00	22.69	0.00	0.00	2.10	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	10.33	0.00	13.00	5.33	0.00	7.33	111.79
66	66	66	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	27.00	12.50	0.00	10.00	2.33	0.00	0.00	0.00	0.00	0.00	0.00	3.00	2.33	2.67	2.67	3.00	0.00	19.67	0.67	14.00	2.67	0.00	7.67	110.16
67	67	67	Mat-Su Borough	Districtwide Elevator Upgrades	24.00	22.66	0.00	0.00	2.53	0.00	0.00	0.00	0.00	15.00	10.00	1.67	2.00	2.33	2.33	2.67	0.00	3.33	0.33	11.67	0.00	0.00	2.33	102.86
68	68	68	Mat-Su Borough	Roof Replacement, 3 Schools	21.00	11.91	0.00	0.00	2.53	0.00	0.00	0.00	0.00	15.00	10.00	1.67	2.00	2.67	2.00	2.67	0.00	8.67	0.00	12.33	3.33	0.00	2.67	98.44
69	69	69	Lower Yukon	Kotlik & Pilot Station K-12 Schools Renewal and Repair	3.00	3.00	0.00	10.00	2.20	0.00	0.00	0.00	5.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	0.00	3.99	0.00	12.00	3.00	0.00	5.00	87.52
70	70	70	Yupiit	Mechanical System Improvements, 3 Schools	21.00	1.69	0.00	0.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	0.00	0.00	0.00	15.00	4.33	0.00	7.33	87.29

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Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	School District	Project Name	School Dist Rank	Weight Avg Age	Prev. 14.11 Fund	Plan and Design	Avg Expend Maint	Un-Housed Today	Un-Housed 7 Years	Type of Space	Cond Survey	Maint Labor	Maint Type	Maint Mgt	Energy Mgt	Cusd Pgm	Maint Train	Capital Plan	Emer-gency	Life/Safety and Code Conditions	Exist-ing Space	Cost Esti-mate	Proj vs Oper Cost	Altern at-ives	Options	Total Project Points
71	71	71	Lower Yukon	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	9.00	0.00	0.00	0.00	2.20	0.00	0.00	0.00	5.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	1.67	2.00	0.00	13.33	3.33	0.00	10.00	86.87
72	72	72	Lower Yukon	Security Access Upgrades, 6 Sites	6.00	0.93	0.00	0.00	2.10	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	5.67	0.00	12.67	2.33	0.00	5.33	74.03

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Aleutians East	19	19	19	M	Sand Point K-12 School Pool Major Maintenance	30.00	20.32	0.00	25.00	1.70	0.00	0.00	0.00	0.00	15.00	10.00	2.67	3.00	2.00	2.67	2.00	0.00	4.00	0.00	29.00	8.00	0.00	7.00	162.36
Anchorage	5	5	5	C	Gruening Middle School Accessibility Upgrades	12.00	19.50	0.00	25.00	5.00	0.00	0.00	30.00	10.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	1.75	7.67	25.67	1.33	1.67	4.67	189.58
Anchorage	8	8	8	C	East High School Bus Driveway Improvements	6.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	10.00	15.00	10.00	4.33	4.00	4.00	3.00	4.67	0.00	13.00	0.00	24.33	2.33	1.67	5.00	167.33
Anchorage	5	5	5	M	West High School Partial Roof Replacement	21.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	18.00	1.00	25.33	2.67	0.00	6.67	188.00
Anchorage	6	6	6	M	Nunaka Valley Elementary School Roof Replacement	27.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	8.91	0.00	25.00	2.67	0.00	6.67	183.58
Anchorage	7	7	7	M	Northwood Elementary School Partial Roof Replacement	24.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	11.00	0.00	24.67	2.67	0.00	7.00	182.67
Anchorage	9	9	9	M	Inlet View Elementary School Domestic Water System Improvements	15.00	30.00	0.00	25.00	5.00	0.00	0.00	0.00	10.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	15.00	0.00	26.67	0.00	0.00	7.33	179.33
Anchorage	22	22	22	M	Muldoon Elementary School Partial Roof Replacement	30.00	4.00	0.00	25.00	5.00	0.00	0.00	0.00	8.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	8.00	0.00	24.67	2.67	0.00	6.00	158.67
Anchorage	49	49	49	M	Fire Lake Elementary School Roof Replacement	18.00	17.75	0.00	10.00	5.00	0.00	0.00	0.00	0.00	15.00	10.00	4.33	4.00	4.00	3.00	5.00	0.00	3.00	0.00	26.67	0.00	0.00	5.33	131.08
Anchorage	51	51	51	M	Spring Hill Elementary School Intercom/Clocks	9.00	17.75	0.00	10.00	5.00	0.00	0.00	0.00	0.00	15.00	10.00	4.33	4.00	4.00	3.00	4.67	0.00	8.00	1.33	22.67	3.33	0.00	6.00	128.08
Annette Island	42	42	42	M	Metlakatla High School Gym Acoustical Upgrades	30.00	30.00	0.00	10.00	2.00	0.00	0.00	0.00	0.00	15.00	10.00	2.00	3.00	2.67	3.67	2.67	0.00	0.00	3.00	17.33	0.00	0.00	7.33	138.67
Chatham	29	29	29	M	Klukwan K-12 School Roof Replacement	30.00	19.50	0.00	0.00	1.44	0.00	0.00	0.00	8.00	15.00	10.00	3.00	3.00	2.67	2.33	2.67	1.67	21.67	0.00	14.00	4.33	0.00	7.67	146.94
Chatham	33	33	33	M	Fire Alarm Upgrades, 3 Sites	27.00	30.00	0.00	10.00	1.34	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.67	2.33	1.67	2.00	0.00	8.00	0.00	22.67	0.67	0.00	8.00	144.34
Chugach	3	3	3	M	Tatitlek K-12 School Renovation	27.00	18.62	0.00	20.00	1.44	0.00	0.00	0.00	10.00	15.00	10.00	3.00	3.33	3.33	2.33	3.00	5.00	39.50	0.00	17.67	1.33	0.00	12.67	193.23
Chugach	13	13	13	M	Chenega Bay K-12 School Renovation	30.00	11.59	0.00	20.00	1.44	0.00	0.00	0.00	10.00	15.00	10.00	3.00	3.33	3.33	2.33	3.00	0.00	29.63	0.00	17.67	2.00	0.00	12.33	174.66
Copper River	11	11	11	M	District Office Roof Renovation and Energy Upgrade	30.00	30.00	0.00	10.00	1.40	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.33	3.33	3.00	3.67	0.00	26.67	0.00	13.67	4.67	0.00	7.67	176.07
Copper River	48	48	48	M	Glennallen and Kenny Lake Schools Energy Upgrade	27.00	10.75	0.00	10.00	1.40	0.00	0.00	0.00	8.00	15.00	10.00	3.67	3.33	3.33	3.00	3.67	0.00	0.00	0.00	14.33	10.67	0.00	7.00	131.15
Copper River	57	57	57	M	Glennallen Voc-Ed Facility Renovation	24.00	6.94	0.00	10.00	1.40	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.33	3.33	3.00	3.67	0.00	6.08	0.00	14.33	3.33	0.00	6.67	124.76
Craig City	41	41	41	M	Craig High School Biomass Boiler	30.00	4.00	0.00	10.00	2.65	0.00	0.00	0.00	5.00	15.00	10.00	3.00	3.00	2.33	2.33	3.00	0.00	0.00	0.00	13.33	17.33	0.00	19.67	140.65
Denali Borough	21	21	21	M	Anderson K-12 School Roof Replacement	30.00	30.00	0.00	10.00	4.19	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.67	3.00	2.67	3.67	1.67	6.00	1.33	14.00	3.33	0.00	7.33	159.52
Denali Borough	34	34	34	M	Generator Replacement, 3 Schools	27.00	27.09	0.00	10.00	4.19	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.67	3.00	2.67	3.67	0.00	2.67	0.00	14.00	1.33	0.00	6.00	143.95
Fairbanks	1	1	1	M	Barnette Magnet School Renovation Phase IV	30.00	30.00	0.00	25.00	3.88	0.00	0.00	0.00	3.00	15.00	10.00	4.00	3.67	4.33	3.33	2.67	3.33	39.41	4.33	22.33	7.33	0.00	9.33	220.95
Fairbanks	18	18	18	M	Administrative Center Air Conditioning and Ventilation Replacement	27.00	8.75	0.00	25.00	3.88	0.00	0.00	0.00	0.00	15.00	10.00	4.00	3.67	4.33	3.33	2.67	6.67	4.00	0.00	25.33	8.33	0.00	14.33	166.29
Galena City	2	2	2	M	Galena Interior Learning Academy Composite Building Renovation	30.00	17.75	0.00	25.00	4.87	0.00	0.00	0.00	10.00	15.00	10.00	3.33	3.33	3.33	3.33	3.67	0.00	29.64	3.33	23.67	9.33	0.00	11.33	206.92
Haines Borough	30	30	30	M	Haines High School Locker Room Renovation	27.00	23.00	0.00	10.00	1.55	0.00	0.00	0.00	5.00	15.00	10.00	2.67	3.00	2.00	2.67	2.67	0.00	14.88	0.67	14.00	3.33	0.00	8.33	145.76
Haines Borough	38	38	38	M	Haines High School Roof Replacement	30.00	30.00	0.00	0.00	1.55	0.00	0.00	0.00	0.00	15.00	10.00	2.67	3.00	2.00	2.67	2.67	3.33	15.00	0.00	13.00	3.33	0.00	7.33	141.55
Hoonah City	16	16	16	M	Hoonah Central Boiler Replacement	30.00	30.00	0.00	10.00	1.76	0.00	0.00	0.00	8.00	15.00	10.00	3.00	3.00	3.67	2.33	2.00	0.00	16.67	0.00	13.00	9.00	0.00	13.67	171.09
Iditarod Area	14	14	14	M	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	30.00	14.25	0.00	25.00	2.38	0.00	0.00	0.00	8.00	15.00	10.00	2.33	2.33	2.67	2.33	2.33	0.00	15.00	0.00	26.67	6.67	0.00	7.33	172.30
Iditarod Area	62	62	62	M	Blackwell School HVAC Control Upgrades, Anvik	24.00	26.50	0.00	10.00	2.33	0.00	0.00	0.00	8.00	0.00	0.00	3.00	2.33	2.67	2.67	3.00	0.00	8.33	2.33	12.00	3.33	0.00	8.33	118.83

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Iditarod Area	66	66	66	M	David-Louis Memorial K-12 School Roof Replacement, Grayling	27.00	12.50	0.00	10.00	2.33	0.00	0.00	0.00	0.00	0.00	0.00	3.00	2.33	2.67	2.67	3.00	0.00	19.67	0.67	14.00	2.67	0.00	7.67	110.16
Juneau City Borough	10	10	10	M	Sayéik: Gastineau Community School Partial Roof Replacement	30.00	30.00	0.00	25.00	2.44	0.00	0.00	0.00	5.00	15.00	10.00	3.67	2.67	4.67	3.33	3.67	0.00	7.54	0.00	21.67	7.33	0.00	7.33	179.31
Juneau City Borough	47	47	47	M	Dzantik'i Heeni Middle School Roof Replacement	27.00	8.00	0.00	10.00	2.44	0.00	0.00	0.00	10.00	15.00	10.00	3.67	2.67	4.67	3.33	3.67	0.00	6.00	0.00	17.67	3.00	0.00	4.67	131.77
Kake City	4	4	4	M	Kake Schools Heating Upgrades	30.00	27.64	0.00	25.00	1.64	0.00	0.00	0.00	8.00	15.00	10.00	3.00	3.67	3.00	3.33	3.33	0.00	15.00	0.00	27.67	6.00	0.00	7.67	189.94
Kake City	45	45	45	M	Kake High School Plumbing Replacement	27.00	30.00	0.00	0.00	1.59	0.00	0.00	0.00	0.00	15.00	10.00	3.67	4.33	3.00	3.00	3.67	0.00	10.33	0.00	12.33	2.67	0.00	8.33	134.92
Kake City	53	53	53	M	Exterior Upgrades - Main School Facilities	24.00	26.74	0.00	0.00	1.64	0.00	0.00	0.00	0.00	15.00	10.00	3.00	3.67	3.00	3.33	3.33	0.00	8.43	0.00	14.00	2.67	0.00	8.33	127.13
Kake City	55	55	55	M	Kake High School Gym Floor and Bleacher Replacement	21.00	30.00	0.00	0.00	1.59	0.00	0.00	0.00	0.00	15.00	10.00	3.67	4.33	3.00	3.00	3.67	0.00	6.67	0.67	11.67	1.67	0.00	9.33	125.26
Ketchikan	15	15	15	M	Ketchikan High School Security Upgrades	30.00	30.00	0.00	25.00	4.42	0.00	0.00	0.00	0.00	15.00	10.00	3.67	3.00	2.67	3.00	3.33	0.00	0.00	0.00	24.33	11.00	0.00	6.67	172.09
Kodiak Island	28	28	28	M	Peterson Elementary School Roof Replacement	30.00	30.00	0.00	10.00	2.85	0.00	0.00	0.00	8.00	15.00	10.00	2.00	2.33	3.00	3.67	3.00	0.00	6.60	0.00	13.67	3.67	0.00	3.67	147.45
Kuspuk	36	36	36	M	Jake Egnaty Sr K-12 School Roof Replacement, Sleetmute	30.00	28.25	0.00	0.00	1.93	0.00	0.00	0.00	0.00	15.00	10.00	2.67	3.00	2.00	2.00	2.33	8.33	10.67	0.67	15.33	2.67	0.00	7.67	142.51
Lower Kuskokwim	1	1	1	C	Eek K-12 School Renovation/Addition	30.00	25.31	30.00	10.00	3.63	28.27	28.77	21.86	10.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	0.00	5.51	22.00	16.00	4.00	3.00	19.67	301.02
Lower Kuskokwim	3	3	3	C	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	27.00	18.45	0.00	10.00	3.24	33.47	30.00	22.45	10.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	0.00	13.33	22.67	15.33	5.67	3.00	13.67	271.62
Lower Kuskokwim	6	6	6	C	Mertarvik K-12 School Construction Newtok Replacement	21.00	8.73	0.00	0.00	3.24	9.78	6.42	22.32	0.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	16.67	11.67	12.67	13.33	3.67	4.00	11.67	188.50
Lower Kuskokwim	7	7	7	C	William N. Miller K-12 Memorial School Replacement, Napakiak	18.00	30.00	0.00	0.00	3.63	0.00	0.00	22.55	0.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	25.00	10.67	0.00	14.67	4.67	3.00	8.33	183.51
Lower Kuskokwim	9	9	9	C	Water Storage and Treatment, Kongiganak	24.00	0.00	0.00	20.00	3.63	0.00	0.00	0.00	10.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	0.00	17.33	0.00	17.67	3.00	2.00	9.00	149.63
Lower Kuskokwim	10	10	10	C	Bethel Campus Transportation and Drainage Upgrades	6.00	24.30	0.00	10.00	3.63	0.00	0.00	0.00	10.00	15.00	10.00	4.00	3.67	3.33	3.67	3.33	0.00	11.67	0.00	15.67	2.00	3.00	4.33	133.59
Lower Kuskokwim	31	31	31	M	Bethel Regional High School Boardwalk Replacement	9.00	30.00	0.00	10.00	3.63	0.00	0.00	0.00	10.00	15.00	10.00	4.00	3.67	3.33	3.33	3.67	1.67	15.58	0.00	14.67	1.67	0.00	6.00	145.21
Lower Kuskokwim	39	39	39	M	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	15.00	19.76	0.00	10.00	3.24	0.00	0.00	0.00	10.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	0.00	10.67	1.33	14.33	3.33	0.00	9.67	140.67
Lower Kuskokwim	58	58	58	M	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	12.00	8.50	0.00	10.00	3.24	0.00	0.00	0.00	10.00	15.00	10.00	4.33	3.67	3.00	3.00	4.33	0.00	11.33	2.00	14.33	3.33	0.00	6.33	124.41
Lower Yukon	12	12	12	M	Hooper Bay K-12 School Exterior Repairs	24.00	1.00	0.00	25.00	2.20	0.00	0.00	0.00	8.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	6.67	21.28	3.00	27.33	4.67	0.00	12.33	175.81
Lower Yukon	23	23	23	M	Hooper Bay K-12 School Emergency Lighting & Retrofit	27.00	0.50	0.00	25.00	2.10	0.00	0.00	0.00	5.00	15.00	10.00	3.00	2.67	3.00	2.33	3.33	0.00	6.00	2.00	28.33	10.67	0.00	11.33	157.27
Lower Yukon	25	25	25	M	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	30.00	0.00	0.00	20.00	2.20	0.00	0.00	0.00	8.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	9.00	15.33	2.33	17.00	0.00	0.00	8.00	152.20
Lower Yukon	27	27	27	M	Scammon Bay K-12 School Emergency Lighting & Retrofit	21.00	1.00	0.00	25.00	2.10	0.00	0.00	0.00	5.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	6.00	2.00	28.00	11.67	0.00	9.00	149.77
Lower Yukon	56	56	56	M	Scammon Bay K-12 School Siding Replacement	15.00	1.50	0.00	25.00	2.20	0.00	0.00	0.00	8.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	1.67	2.00	0.00	17.00	3.33	0.00	9.00	125.03
Lower Yukon	60	60	60	M	Ignatius Beans K-12 School Marine Header Pipeline	18.00	5.86	0.00	20.00	2.10	0.00	0.00	0.00	8.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	8.67	0.00	12.67	0.00	0.00	7.67	121.96
Lower Yukon	65	65	65	M	LYSD Central Office Renovation	12.00	22.69	0.00	0.00	2.10	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	10.33	0.00	13.00	5.33	0.00	7.33	111.79
Lower Yukon	69	69	69	M	Kotlik & Pilot Station K-12 Schools Renewal and Repair	3.00	3.00	0.00	10.00	2.20	0.00	0.00	0.00	5.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	0.00	3.99	0.00	12.00	3.00	0.00	5.00	87.52

Alaska Department of Education and Early Development
FY2020 Capital Improvement Projects
School Construction and Major Maintenance by Districts

Total Points - Formula-Driven and Evaluative
Final List

School District	Jan 22 Rank	Dec 20 Rank	Nov 5 Rank	MM/ SC	Project Name	School Dist Rank	Weight Avg Age	Prev. 14.11 Fund	Plan and Design	Avg Expend Maint	Un-Housed Today	Un-Housed 7 Years	Type of Space	Cond Survey	Maint Labor	Maint Type	Maint Mgt	Energy Mgt	Cusd Pgm	Maint Train	Capital Plan	Emer-gency	Life/Safety and Code Conditions	Exist-ing Space	Cost Esti-mate	Proj vs Oper Cost	Alter nat-ives	Options	Total Project Points
Lower Yukon	71	71	71	M	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	9.00	0.00	0.00	0.00	2.20	0.00	0.00	0.00	5.00	15.00	10.00	3.33	3.00	3.00	2.67	3.33	1.67	2.00	0.00	13.33	3.33	0.00	10.00	86.87
Lower Yukon	72	72	72	M	Security Access Upgrades, 6 Sites	6.00	0.93	0.00	0.00	2.10	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.67	3.00	2.33	3.00	0.00	5.67	0.00	12.67	2.33	0.00	5.33	74.03
Mat-Su Borough	32	32	32	M	Districtwide Seismic Upgrades, Phase 1	30.00	30.00	0.00	10.00	2.43	0.00	0.00	0.00	10.00	10.00	10.00	3.67	2.67	2.67	3.33	3.00	5.33	10.00	0.00	10.67	0.33	0.00	1.00	145.10
Mat-Su Borough	54	54	54	M	Districtwide Energy Upgrades Phase 2 Windows and Lighting	27.00	30.00	0.00	0.00	2.53	0.00	0.00	0.00	0.00	15.00	10.00	1.67	2.00	2.33	2.33	2.67	0.00	14.00	0.33	10.67	3.00	0.00	2.33	125.86
Mat-Su Borough	67	67	67	M	Districtwide Elevator Upgrades	24.00	22.66	0.00	0.00	2.53	0.00	0.00	0.00	0.00	15.00	10.00	1.67	2.00	2.33	2.33	2.67	0.00	3.33	0.33	11.67	0.00	0.00	2.33	102.86
Mat-Su Borough	68	68	68	M	Roof Replacement, 3 Schools	21.00	11.91	0.00	0.00	2.53	0.00	0.00	0.00	0.00	15.00	10.00	1.67	2.00	2.67	2.00	2.67	0.00	8.67	0.00	12.33	3.33	0.00	2.67	98.44
Nenana City	8	8	8	M	Nenana K-12 School Flooring and Asbestos Abatement	30.00	30.00	0.00	25.00	3.03	0.00	0.00	0.00	5.00	15.00	10.00	3.67	3.00	3.33	2.67	3.67	0.00	11.00	1.00	24.33	2.33	0.00	7.33	180.37
Nenana City	17	17	17	M	Nenana K-12 School Boiler Replacement	27.00	30.00	0.00	20.00	3.03	0.00	0.00	0.00	3.00	15.00	10.00	3.67	3.00	3.33	2.67	3.67	0.00	12.67	0.00	18.67	3.67	0.00	8.33	167.70
Nenana City	43	43	43	M	Nenana K-12 School Fire Suppression System Replacement	24.00	22.77	0.00	0.00	3.16	0.00	0.00	0.00	0.00	15.00	10.00	3.67	3.33	3.67	3.00	4.00	6.00	12.67	0.33	17.67	2.33	0.00	6.33	137.93
Sitka City Borough	37	37	37	M	Keet Gooshi Heen Elementary Covered PE Structure Renovation	30.00	12.50	0.00	10.00	1.31	0.00	0.00	0.00	10.00	15.00	10.00	3.67	2.67	2.67	3.33	2.67	0.00	7.35	1.00	17.00	2.67	0.00	10.33	142.16
Southeast Island	2	2	2	C	Hollis K-12 School Replacement	27.00	21.26	0.00	10.00	3.16	30.46	30.00	22.39	10.00	15.00	10.00	3.67	3.67	2.33	3.33	3.00	10.33	17.13	22.33	14.00	3.33	3.00	9.00	274.40
Southeast Island	20	20	20	M	Thorne Bay K-12 School Fire Suppression System	30.00	9.92	0.00	10.00	3.04	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.33	2.33	3.00	3.00	9.00	17.33	0.00	15.67	6.00	0.00	9.00	160.29
Southeast Island	35	35	35	M	Thorne Bay K-12 School Carpet Replacement	18.00	9.92	0.00	25.00	3.04	0.00	0.00	0.00	0.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	0.00	8.00	0.00	28.00	1.67	0.00	9.67	143.29
Southeast Island	44	44	44	M	Thorne Bay K-12 School Mechanical Control Upgrades	21.00	9.92	0.00	10.00	3.04	0.00	0.00	0.00	10.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	1.67	9.67	0.00	13.67	8.33	0.00	9.00	136.29
Southeast Island	59	59	59	M	Port Alexander K-12 School Domestic Water Pipe Replacement	12.00	19.38	0.00	0.00	3.04	0.00	0.00	0.00	3.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	6.00	15.00	0.00	13.33	1.67	0.00	9.33	122.75
Southeast Island	61	61	61	M	Thorne Bay K-12 School Underground Storage Tank Replacement	24.00	9.92	0.00	10.00	3.04	0.00	0.00	0.00	0.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	0.00	9.33	0.00	13.67	0.00	0.00	9.33	119.29
Southeast Island	64	64	64	M	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	15.00	10.16	0.00	0.00	3.04	0.00	0.00	0.00	0.00	15.00	10.00	3.33	3.33	2.33	3.00	3.00	0.00	20.67	2.00	13.00	2.00	0.00	9.00	114.87
Southwest Region	40	40	40	M	William "Sonny" Nelson K-12 School Renovation, Ekwok	27.00	28.25	0.00	0.00	1.87	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.33	2.67	2.67	2.00	0.00	23.21	0.00	11.33	5.67	0.00	5.67	140.66
Southwest Region	50	50	50	M	Twin Hills K-12 School Renovation	30.00	30.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.33	2.67	2.67	2.00	0.00	5.78	0.00	11.67	7.33	0.00	5.00	129.32
Southwest Region	52	52	52	M	Aleknagik K-12 School Renovation	24.00	23.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	15.00	10.00	3.00	2.33	2.67	2.67	2.00	0.00	18.18	0.00	12.33	5.33	0.00	5.33	127.72
Yukon-Koyukuk	4	4	4	C	Minto K-12 School Renovation/Addition	30.00	20.01	0.00	20.00	3.09	0.00	2.01	24.75	10.00	15.00	10.00	3.67	3.00	3.33	3.67	3.00	3.67	27.48	15.33	16.00	5.00	3.67	12.67	235.34
Yukon-Koyukuk	24	24	24	M	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	27.00	17.78	0.00	20.00	3.09	0.00	0.00	0.00	10.00	15.00	10.00	3.67	3.00	3.33	3.67	3.00	0.00	4.00	0.00	16.33	3.67	0.00	10.67	154.20
Yupiit	11	11	11	C	Playground Construction, 3 Schools	18.00	1.69	0.00	10.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	0.00	12.00	3.33	11.33	0.00	1.67	6.33	102.29
Yupiit	26	26	26	M	Tuluksak K-12 School Fuel Tank Replacement	27.00	30.00	0.00	10.00	1.94	0.00	0.00	0.00	8.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	6.00	7.67	0.00	14.00	2.00	0.00	7.67	150.27
Yupiit	46	46	46	M	Tuluksak K-12 School Generator Refurbishment	30.00	2.00	0.00	25.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	8.33	0.00	0.00	18.33	2.00	0.00	10.00	133.61
Yupiit	63	63	63	M	Tuluksak K-12 School Water System Upgrade	24.00	2.00	0.00	0.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	11.67	19.00	0.00	10.00	2.67	0.00	9.33	116.61
Yupiit	70	70	70	M	Mechanical System Improvements, 3 Schools	21.00	1.69	0.00	0.00	1.94	0.00	0.00	0.00	0.00	15.00	10.00	2.33	2.33	2.00	2.00	2.33	0.00	0.00	0.00	15.00	4.33	0.00	7.33	87.29

SCHOOL CAPITAL PROJECT FUNDING UNDER SB 237

Excerpts from 2019 Report

TOTAL FUNDING SUMMARY BY FISCAL YEAR

Fiscal Year	Construction City/Borough	Construction REAA	Maintenance City/Borough	Maintenance REAA
FY2011	$500,000	$128,500,000	$112,973,055	$2,965,455
FY2012	$317,164,997	$61,910,901*	$87,306,741	$21,752,950
FY2013	67,875,000	$60,973,515	$12,616,492	$16,012,693
FY2014	$36,839,182	$60,619,572	$109,210,116	$15,563,759*
FY2015	$18,018,647	$31,516,900	$7,097,638	$0
FY2016	$43,237,400	$0	$0	$2,623,689*
FY2017	$10,867,503	$62,867,968	$0	$0
FY2018	$7,238,422	$39,067,055	$0*	$0*
FY2019	$$0*	$42,527,459*	$15,378,459*	$12,278,841*
Totals	**$501,741,151**	**$487,983,370**	**$344,582,501**	**71,197,387**

TOTAL FUNDING SUMMARY BY PROGRAM

Program	Construction City/Borough	Construction REAA	Maintenance City/Borough	Maintenance REAA
Grant	$73,106,216	771,635,476	$50,695,494*	$71,193,387
Debt	$428,634,935	$0	$293,887,007	$0
Totals	**$501,741,151**	**$771,635,476**	**$344,582,501**	**$71,193,387**

TOTAL FUNDING SUMMARY BY FISCAL YEAR AND PROGRAM

Program	Construction City/Borough	Construction REAA	Maintenance City/Borough	Maintenance REAA
FY2011 Grant	$0	$128,500,000	$21,821,504	$2,965,455
FY2011 Debt	$500,000	$0	$91,151,551	0$0
FY2012 Grant	$0	$61,910,901*	$4,101,741	$21,752,950
FY2012 Debt	$317,164,997	$00	$83,205,000	0$0
FY2013 Grant	$0	$60,973,515	$1,966,492	$16,012,693
FY2013 Debt	$67,875,000	$00	$10,650,000	0$0
FY2014 Grant	$0	$60,619,572	$7,427,298	$15,563,759*
FY2014 Debt	$36,839,182	$0	$101,782,818	$0
FY2015 Grant	$11,762,891	$31,516,900	$0	$0
FY2015 Debt	$6,255,756	$0	$7,097,638	$0
FY2016 Grant	$43,237,400	$0	$0	$2,623,689*
FY2016 Debt	$0	$0	$0	$0
FY2017 Grant	$10,867,503	$62,867,968	$0	$0
FY2017 Debt	$0	$0	$0	$0
FY2018 Grant	$7,238,422	$39,067,055	$0*	$0*
FY2018 Debt	$0	$0	$0	$0
FY2019 Grant	$0*	$42,527,459*	$15,378,459	$12,274,841
FY2019 Debt	$0	$0	$0	$0
Totals	**$501,741,151**	**$771,635,476**	**$344,582,501**	**$71,193,387**

**Grant projects with funds approved before 7/1/2010 show the amount less the reappropriated money so that this report accurately represents funding only during the stated reporting period.*

Department of Education & Early Development
Division of Finance Support Services
REAA Fund

As of:
Thursday, November 29, 2018

Deposits:	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**	***Projected FY2020***	**Total**
REAA Fund Capitalization	35,512,300	35,200,000	39,921,078	38,789,000	31,230,000	40,640,000	39,661,000	*38,869,000*	299,822,378
Interest Earned (Actual as of 7/7/17)	118,206	368,142	383,180	-	-	-	-	-	869,528
Subtotal Deposits	35,630,506	35,568,142	40,304,258	38,789,000	31,230,000	40,640,000	39,661,000	*38,869,000*	300,691,906
REAA-funded Capital Project Funded Projects:	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**	***Projected FY2020***	**Total**
Nightmute School Renovation/Addition	-	32,965,301							32,965,301
Kuinerramiut Elitnaurviate K-12 Renovation/Addition, Quinhagak	-	13,207,081							13,207,081
Kwethluk K-12 Replacement School	-	25,008,100	31,516,900						56,525,000
St. Mary's Andreafski High School Gym Construction	-	-	8,958,100						8,958,100
Bethel Regional High School Multipurpose Addition	-	-	-	-	7,129,765				7,129,765
Lewis Angapak K-12 School Renovation/Addition, Tuntutuliak	-	-	-	-	40,343,416	704,620			41,048,036
Jimmy Huntington K-12 Renovation/Addition, Huslia	-	-	-	-	15,394,787	980,000			16,374,787
Shishmaref K-12 School Renovation/Addition	-	-	-	-	-	16,184,008	490,000		16,674,008
J Alexie Memorial K-12 School Replacement, Atmautluak	-	-	-	-	-	3,261,667	39,556,086		42,817,753
Auntie Mary Nicoli Elementary School Replacement, Aniak	-	-	-	-	-	18,641,380			18,641,380
Eek K-12 School Renovation/Addition	-	-	-	-	-	-	2,481,373	*34,450,733*	36,932,106
St. Mary's Campus Upgrades Ph2	-	-	-	-	-	-	3,449,928		3,449,928
Hollis K-12 School Replacement	-	-	-	-	-	-	-	*752,655*	752,655
Subtotal REAA-funded Projects	-	71,180,482	40,475,000	-	62,867,968	39,771,675	45,977,387	*35,203,388*	*295,475,900*
Reconciliation of Available Funds:	**35,630,506**	**18,166**	**(152,576)**	**38,636,424**	**6,998,456**	**7,866,781**	**1,550,394**	***5,216,006***	***5,216,006***

CIP Grant Requests and Funding History FY10 to FY20

CIP Grant Requests

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Total Applications	185	175	158	158	137	121	126	127	131	105	86
Percent of Districts Applying	73%	73%	72%	64%	66%	64%	66%	68%	70%	58%	51%
# Projects Reusing Scores	24	35	45	20	52	23	57	27	67	39	24
Major Maintenance	138	130	117	120	111	102	102	98	107	84	72
MM Total $ (*)	$269,627,387	$272,421,065	$275,132,938	$267,017,375	$253,682,082	$183,505,181	$172,195,526	$181,570,096	$164,887,094	$142,892,281	$114,437,031
School Construction	32	35	32	27	24	17	18	18	15	11	11
SC Total $ (*)	$453,149,071	$411,643,149	$313,999,772	$276,691,304	$284,133,432	$274,150,436	$230,920,120	$206,267,345	$123,294,419	$179,214,343	$190,238,739

Notes:

(*) Total $ is State Share

School Construction and Major Maintenance Funding

	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
Grant Projects Funded	$42,443,481	$155,901,830	$87,765,592	$78,952,700	$94,171,539	$43,279,791	$56,728,592	$74,715,471 (1)	$53,177,429 (1)	$82,665,391 (1)	
Percent Grant $ Funded	5.9%	22.8%	14.9%	14.5%	17.5%	9.5%	14.1%	8.6%	17.3%	15.5%	
Debt Projects	$29,805,834 (2)	$90,251,551 (3)	$409,400,183 (3)	$78,525,000 (3)	$138,622,000 (3)	$13,353,394 (3)	$0	$0	$0	$0	

Notes:

Grant Projects Funded includes all reappropriated or reallocated funding, including grant funding from prior fiscal years.

(1) Includes AS 14.11.025 grants

(2) HB13,HB373 debt projects DEED & voter approved

(3) SB237 debt projects DEED & voter approved, effective 7/1/2010 - 12/31/2014

As of Date: 10/31/2018
Run Date: 10/31/2018

State of Alaska **Department of Education & Early Development**
Bond Reimbursement & Grant Review Committee

Swimming Pool Guideline

P U B L I C A T I O N C O V E R

April 2, 2019

Issue

The department seeks committee approval to send out the draft *Swimming Pool Guideline* for public comment.

Background

Last Updated/Current Edition
Publication last updated in 1997. Current edition available on the department's website: education.alaska.gov/facilities/ publications/SwimmingPool.pdf.

Summary of Proposed Changes
Proposed draft incorporates the move toward a more clear and prescriptive document that provides maximum pool tank sizes and maximum facility sizes based on the number of students in the approved instructional learn-to-swim program. The publication is sited in regulation 4 AAC 31.020(a) and establishes department criteria to apply to AS 14.11.013(d) and AS 14.11.100(h).

BRGR Input and Discussion Items

Below are questions and comments developed by DEED during the revisions of this draft. Outlined below for consideration by the BRGR Committee:

- Should learn-to-swim programs be the baseline requirement for qualification of swimming pool space?
- Should there be a minimum number of students receiving approved curriculum (i.e., learn-to-swim) before any eligibility for school space is granted?
- Should the hours of use for the school program and the total hours of use of the facility be a factor for establishing a state interest?
- Should there be a list of specific programs that are approved and a corresponding list of programs that are not eligible but could be provided for in the design for use by others? (Previously competitive swimming, diving, synchronized swimming, and scuba seemed like eligible curriculum (ref. p. 4-5, 1997). This version excludes (ref. p.5-6).
- Should districts be able to establish any type of pool-focused program or curriculum and only be limited on how many students are allowed to be counted beyond mandatory learn-to-swim programs (ref. p.12-13)
- Should competitive swimming be included as an eligible instructional program if it is part of an AASA-approved program (i.e., no to swim clubs but yes to HS competition)?

- How does the department monitor requirements of AS 14.11 concerning maintenance when the management and operations of the pool is not the school district?
- Does the maintenance of non-school district managed pools figure into the district's eligibility?
- Should non-district participation be limited to entities who contribute to district budgets?

Options

Approve draft publication for public comment.
Amend draft publication and approve public comment.
Seek additional information.

Suggested Motion

"I move that the Bond Reimbursement and Grant Review Committee approve the department's proposed update of the *Swimming Pool Guideline* and recommend the department open a period of public comment."

Swimming Pool Guidelines for Educational Facilities

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ACKNOWLEDGEMENTS

Thanks to the Bond Reimbursement and Grant Review Committee members who reviewed the publication in its draft form and to those in the Department of Education & Early Development who were responsible for the predecessor to this document.

Originally published in 1983 by the State of Alaska, Department of Education as *Water Safety Facilities and State Financial Aid*. Published in February 1985 and in 1997 as *Swimming Pool Guidelines*.

Table of Contents

Introduction

Purpose

These guidelines have been developed to give assistance and direction to Alaska school districts in planning for school swimming pools, and to provide the department with a basis for review of applications submitted by school district for state participation in funding of pool facilities for educational purposed in Alaska. They ~~are based upon~~ direction for development of these guidelines comes from statute [AS 14.11.013(d) and 14.11.100 (h)], which provides for swimming pools as an eligible project cost in projects approved for state aid under AS 14.11.

~~This e~~Eligibility for state aid for swimming pools from statutory grant funds through **AS 14.11.011 Grant applications**, is first subject to limitations in general space eligibility established under 4 AAC 31.020. After general space eligibility is determined, the specific provisions in this guide for swimming pool facilities for school use can be applied. Eligibility for state aid for swimming pools through debt reimbursement is governed by the provisions in **AS 14.11.100 State aid for costs of school construction debt**. To the extent that state aid under AS 14.11.100 requires a recipient entity to meet space eligibility determinations under 4 AAC 31.020, those provisions will also apply to space related to swimming pool facilities for school use. If the provisions of AS 14.11.100 provide for state aid without regard to space eligibility, the specific provisions in this guide for swimming pool space eligibility will be applied, ~~Secondly, t~~This guideline ~~implements~~ identifies standards for swimming pool size based on the ~~planned~~ documented educational program and student population receiving programed instruction. Thus, these guidelines are intended to help Alaska school districts determine what portion of swimming pool space is eligible for State funding as determined by the commissioner.

Common Issues

Evaluating a school district's eligibility for swimming pools space is often challenging. Educational programs related to pool facilities varies between districts. Consensus standards are not available which index those programs to exact amounts of either pool surface or building square footage. More often than not, pool facilities house a combination of school and non-school uses. Those use arrangements must be documented and may factor into eligibility determinations. In response to statutory requirements, certain features typically found in full-service pool facilities are not eligible for state participation. An understanding of these issues, up front, will help districts prepare requests for school swimming pools, and will streamline the eligibility determination process.

Eligible Uses and Curriculum

Swimming pool facilities are expensive both to construct and to operate. State participation in these costly facilities should be guided by the essential importance of the proposed uses and curriculum. School districts have freedom to develop a set of curriculum that meets all of their local objectives—even considering community uses. However, state participation will be

targeted toward learn-to-swim programs. Specific criteria regarding eligible uses and student populations are covered in more detail in the section, *Allowable Pool Size*.

Joint-use Facilities

Understanding a pool facility's use and management by non-district entities and non-school programs is essential. In keeping with statutory requirements, the department has a responsibility to restrict the funding of recreational space. Under adopted regulation, the department must calculate and apportion costs for operations, maintenance, and capital renewal among sharing entities. In order to meet this obligation, information such as the following is needed from those with operational responsibility for the pool facility:

- Facilities that are not owned, or under the direct control of the school district must provide evidence of a joint use agreement with the owner that identifies the responsibilities of each party with respect to operations, maintenance, and capital renewal, each of which must meet the requirements of AS 14.11.011(4), over the life of the facility.
- Hours of use dedicated to the school district's instructional program are needed. If evidence of sole use for the district's K-12 program is not provided, state participation may be prorated based on the number of hours per school day in which K-12 school curriculum based education takes place in the facility, among other factors.

Ineligible Pool Elements

Statutes provide that allocations of state aid for school capital projects be restricted from single purpose recreational and sporting facilities and elements. Although this guide deals primarily determining a district's eligibility for swimming pool space, there are some necessary restrictions on certain pool features. The costs for facility features such as slides and saunas are required to be excluded prior to any calculations that use approved space to apportion eligible costs of state-aid.

Authority

Statutory Requirements

AS 14.11.013(d) provides that:

> The department shall reduce a project budget by the cost of those portions of a project design that the department determines (1) are for construction of student residential space, planetariums, hockey rinks, saunas, and other facilities for single purpose sporting or recreational uses that are not suitable for other activities; or (2) do not meet the criteria developed under AS 14.11.014(b) that are applicable to the project. This subsection does not apply to funding for swimming pools that meet criteria established by the department.

A.S. 14.11.100(h) requires the department to adopt standards on the size of swimming pools:

> "An allocation under (a)(4) or (5) of this section for school construction begun after July 1, 1982, shall be reduced by the amount of money used for the construction of residential space, hockey rinks, planetariums, saunas, and other facilities for single purpose sporting or recreational uses that are not suitable for other activities and by the money used for construction that exceeds the amount needed for construction of a facility of efficient design as determined by the department. An allocation under (a)(4) or (5) of this section may not be reduced by the amount of money used for construction of a small swimming pool, tank, or water storage facility used for water sports. However, ***an allocation shall be reduced by the difference between the amount of money used to construct a swimming pool that exceeds the standards adopted by the department and the amount of money that would have been used to construct a small swimming pool,*** tank, or water storage facility, as determined by the commissioner." [*emphasis added*]

Department of Education & Early Development Review

AS 14.07.020(a)(11) provides that the department shall: "

> review plans for construction of new public elementary and secondary schools and for additions to and major renovations of existing public elementary and secondary schools and, in accordance with regulations adopted by the department, determine and approve the extend of eligibility for state aid of a school construction or major maintenance project; for the purposes of this paragraph, "plans" include educational specifications, schematic designs and final contract documents;" . . .

Plans for a swimming pool are to be submitted to the Facilities section of the Alaska Department of Education & Early Development as part of the standard review documents required by statute and regulation. At the educational specifications stage, plans must contain, 1) a detailed description of the planned pool program with anticipated uses, and 2) detailed information about numbers of students to be involved in the various programs, and 3) the anticipated pool size, the support spaces needed and basic technical information on materials and systems desired. Subsequent submittals should provide drawings and details of the proposed swimming pool facility.

4 AAC 31.021(c)—see similar language at 4 AAC 31.060(j) for debt reimbursement—requires that:

> A grant application that includes new construction, addition of space, or replacement of space must include verification that
>
> (1) the enrollment of the attendance area will reach the design capacity of existing school facilities within two years.
>
> (2) the situation cannot be relieved by adjusting the boundaries of service area and transporting the children to nearby schools;
>
> (3) as demonstrated by commonly accepted demographic techniques resulting in population projections accepted as reasonable by the department, the proposed facility will reach and sustain design capacity within five years after the anticipated date of occupancy;

Educational specifications for the requested pool facility must include a projection of student population, in accordance with accepted methods, to a point of five years beyond the anticipated occupancy date of the facility.

4 AAC 31.060(c) provides that:

> A school facility for which state aid is sought under AS 14.11.011 or 14.11.100 may be built jointly with municipal and state offices, health clinics, community libraries, and other spaces if approved by the commissioner as to compatibility and separation of funds. The commissioner has final authority to determine the proration of space and cost in a jointly built project.

Educational specifications for the requested pool facility must include a projection of student population, in accordance with accepted methods, to a point of five years beyond the anticipated occupancy date of the facility.

For additional information on the data required for a determination of eligibility for state aid, see the section in this publication **Method for Determining Allowable Size**.

Factors in Determining Pool ~~Size~~Design

Any swimming facility ~~sponsored~~ submitted for state aid by a public school district must be designed foremost for instructional purposes. Such design allows the teaching of basic swimming strokes, general water safety, boat safety, and lifesaving. ~~Additionally, a~~

A pool design enabling the teaching and practicing of diving may be desirable, as may be a design that supports the opportunity for recreational swimming or competitive swimming, both valuable by-products of an instructional swimming program. These, and other uses should be considered in the overall facility design, however, no additional space will be assigned for these functions.

Also not to be overlooked is the possibility for the pool facility to act as a water supply for a fire suppression system. However, State funding is available only in support of the instructional program (K-12) or for a facility serving as an emergency water storage facility.

Pool ~~size~~design, therefore, will be determined by the district primarily by three factors: population, the instructional program, and any desired additional uses. The ~~the~~ total program space requirements will be a combination of these factors. These factors will also need to be balanced with the available funding—both capital and operating—for the construction, capital renewal, and ~~the~~ operations and maintenance costs for the facility.

Programs to be Offered

Pool instructional space is determined by the classes, ~~basic~~ mandatory and elective, to be offered and the student population to be served. In addition to basic swimming instruction, courses that are eligible for inclusion in an instructional program for K-12 students include the following: ~~may be included in a well-rounded program are described as follows:~~

- ~~Competitive Swimming to foster elements of teamwork, character and skills among students.~~

- Boat safety/Maritime: ~~instruction~~ Instruction for students ~~and for interested community members~~ in . ~~S~~such topics as overloading, personal flotation devices, maneuvering in rough water, high speed turning, capsizing, explosion and/or fire, and falling overboard ~~can all be discussed during water safety courses~~. ~~Many~~ While many of these instructional areas will require small boats and larger bodies of water, some of these topics can ~~also~~ be ~~demonstrated through the use of a small boat~~taught and the necessary skills developed in a pool facility. ~~Boating safety will be a part of some courses.~~ In some of this coursework, t~~T~~he ability to turn a small boat, canoe or kayak end-for-end is important. ~~P~~Ideally, pool width should be twice that of the boat length.

- Drown-proofing/Survival: Formal drown-proofing is based on a~~A~~ system of self-rescue developed at Georgia Institute of Technology, particularly aimed at those who feel they will never learn to swim a regular stroke, but want to be able to save themselves in the event of an emergency. When combined with survival elements, lessons focus on personal water safety, use of personal flotation devices (PFDs), safe rescues of others, cold water survival techniques, hypothermia and ice safety.

If the pool will be available for community use in off-school hours, additional activities to be considered in planning are:

- Diving instruction for the one-meter board.
- Synchronized swimming training: For those ~~boys and girls~~individuals who are interested in the exacting and artistic demands that this activity has to offer.
- Scuba training: Almost every region of the United States has pools offering this training to the general public.
- Water safety courses to develop and train instructors for the American Red Cross. These instructors qualify to teach lifesaving and to conduct water programs for all age groups.
- Water safety aide courses to develop and train young people in pool safety and the fundamentals of teaching swimming.
- Infant training: This is a specialized offering, given by an experienced swimming instructor. Many infants have been given an excellent start as swimmers. Such training reduces the fear associated with water and reduces the time a student needs to learn to swim.
- Adult swimming courses: These courses prove to be surprisingly poplar for their social as well as instructional benefits.
- Swim to stay fit programs for persons who want a relaxing activity which maintains body tone. Individualized activity is stressed in this program.
- Survival training for the general public: A large number of people are concerned with being able to get themselves out of difficult situations.
- Rescue squad training: Most rescue squads feel that they should be prepared to handle all emergencies. There are many areas having potential water hazards which are protected by such squads.
- General recreational swimming for the public: Family nights, mother-daughter, father-son, and other combinations can provide a source of revenue to support pool operation.
- Water ballet training: For persons of all ages who enjoy group training and the artistic results that an exacting physical activity can produce. Water ballet allows for all ranges of talent.
- Fly and bait casting: Training practice can be provided.

Conceptualizing the Swimming Facility

- After the envisioned instructional program and other uses of the pool area have been determined, the complete swimming facility should be conceptualized.
- Adequate deck space for instruction must be provided. A minimum of 12 feet is recommended for this purpose.
- A minimum of 6 feet of deck space should be allowed on all other sides of the pool for safety. As many as 2/3 of the group will be out of the water at any one time.
- Equipment, office space, locker and shower rooms must be included and designed with a functional amount of space depending on population served.
- If diving is provided, ceilings should be at least 16 feet above the highest board surface. A one-meter board and 12 foot depth is the recommended minimum for diving. Diving programs are not allotted any additional space.
- Safety is of primary concern, a secure area for chemical storage should be provided, as well as a control station and first aid area. (For additional Health-Safety information see the Center for Disease Control website; www.cdc.gov/healthywater/swimming/aquatics-professionals/index.html)
- If the district desires to utilize the pool as a water storage facility for a fire suppression system, considerations for tying into the fire alarm system, providing backup power for pumps, water distribution, specifications for piping, sprinkler heads, etc. should be referred to a mechanical engineer or fire sprinkler design company. Some room for additional equipment may be required.
- Because of safety and health concerns, several agencies have regulatory authority covering a water safety facility. In addition to applicable uniform codes for building, mechanical, electrical, fire safety, etc., Districts must adhere to DOT/PF barrier free regulations and Department of Environmental Conservation health and safety regulations, including those covering swimming pools. (18 AAC 30).

The following figures contain typical elements related to pool features that support both eligible instructional programs and pool features for other uses.

Figure 1 - Lane Dimensions and Water Depths

This figure illustrates typical minimum ~~typical recommended~~ lane dimensions and water depths for learn-to-swim ~~each~~ instructional programs ~~offering.: Beginning, Advanced Beginning and Intermediate Swimming.~~ Illustrations are generally progressive from basic to more advanced programming. Requirements for diving instruction are also illustrated.

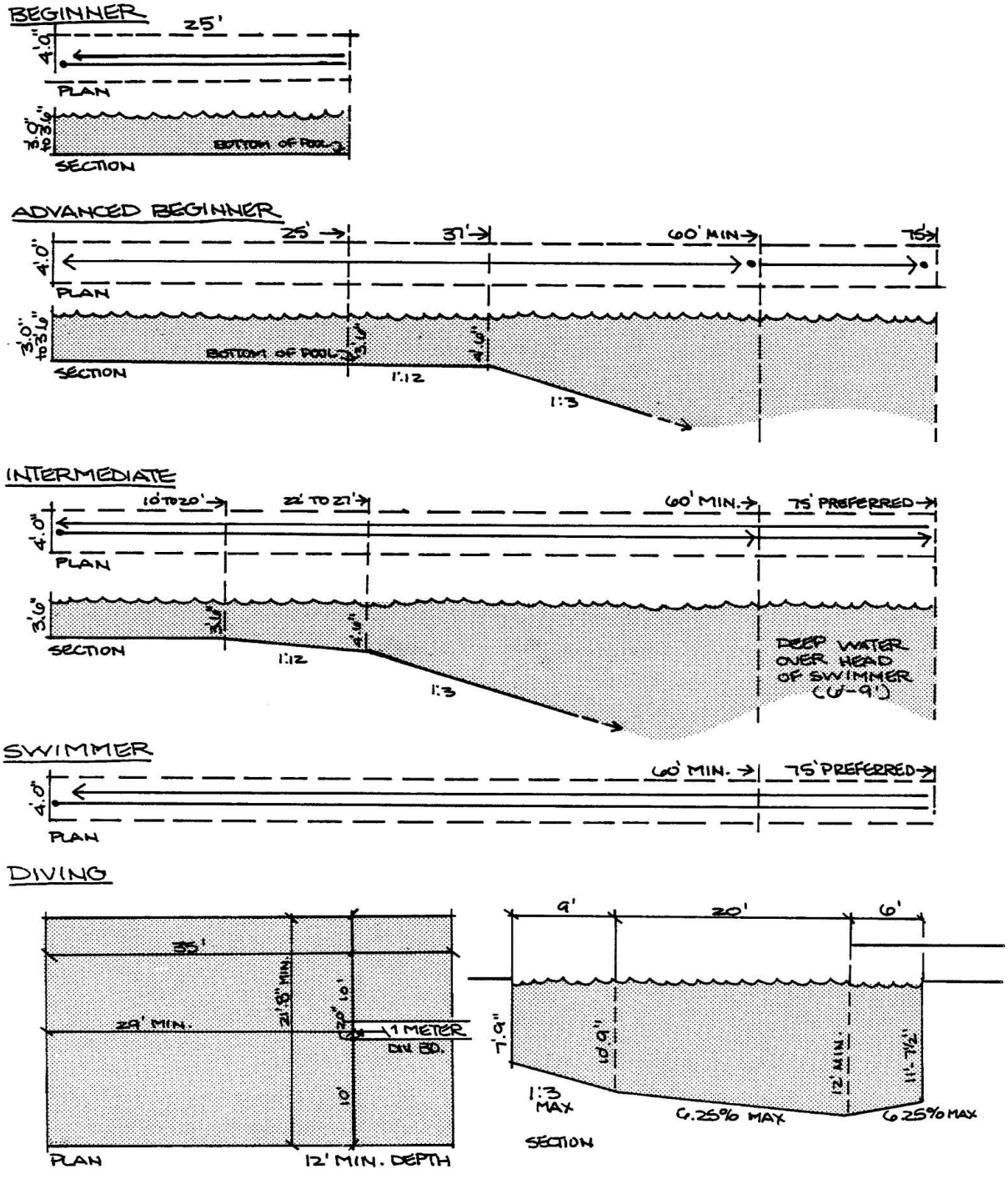


Figure 2 - Pool Layout

This figure illustrates one option for a p~~P~~ool design for combination Swimming/Diving program requirements. Others include Montreal and L-shaped layouts:

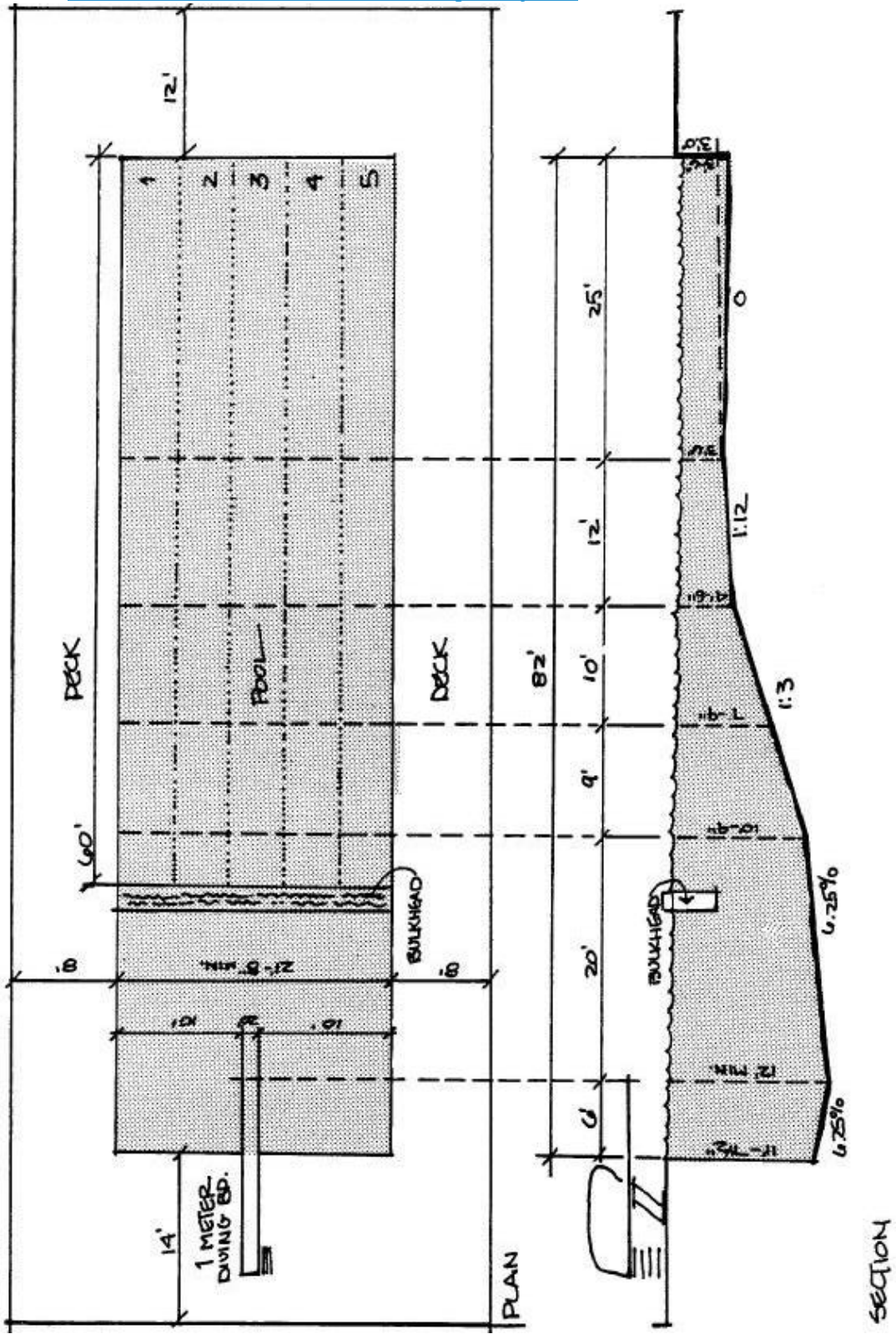
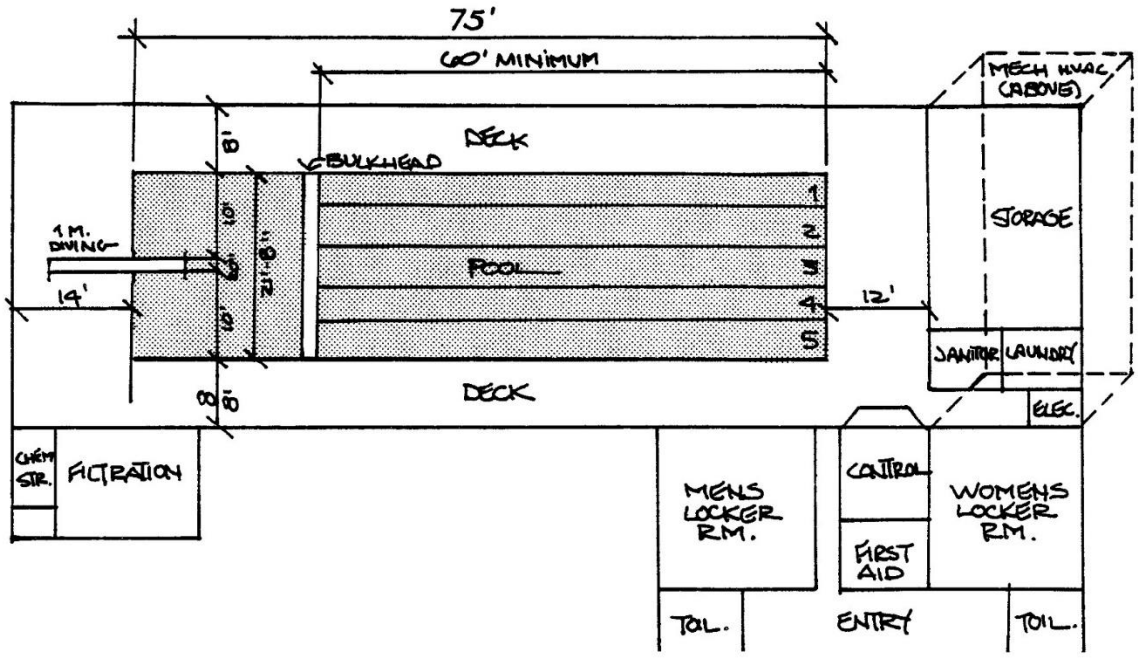


Figure 3 - Conceptual Layout



This figure ~~chart~~ shows a conceptual layout of a swimming pool facility using the eligible pool area shown in the Pool Size Table for an instructional program with between 201 -400 students.~~Instructional Pool (22' x 75') with a diving instruction area~~. For this ~~type~~ size of ~~facility~~pool, ~~approximately~~ 8,500 square feet (sf) ~~would be anticipated~~ are allowed for the total building area.

Pool	1,650 sf
Deck	2,890 sf
Control	120 sf
First Aid	100 sf
Locker Rooms	750 sf
Laundry	70 sf
Janitor	80 sf
Mechanical/HVAC @ 7%	560 sf
Filtration	280 sf
Chlorine	30 sf
Chemical Storage	60 sf
Electrical	80 sf
Structural - Deck Equipment	340 sf
Toilet	240 sf
Circulation/Entry/Exit	630 sf
Interior Walls @ 3%	230 sf
Planning Factor @ 5%	385 sf
Total Area	8,500 sf

Operations, Maintenance and Repair

A district developing a swimming facility must take into consideration the following cost factors in planning the facility and incorporating it into the district's operating budget:

1. Annual routine and preventive maintenance and repair.
2. Major maintenance and renewal.
3. Utilities
4. Possible increased costs for additional instructors/staff.
5. Community use of pool could be a source of income but will also increase maintenance, repair, and staff cost.
6. Possible increased expenses to transport students to and from the facility.
7. Increased insurance costs, however, the possibility should be explored as to the feasibility of using the pool as a water reservoir, which may reduce the cost of fire insurance.
8. Life cycle cost of the proposed facility.

Allowable Pool Size

General Philosophy

For funding programs where state-aid is dependent on space eligibility, t~~T~~he total educational square footage, including the swimming pool facility, housing the population to be served must be at or below the space allowed under 4 AAC 31.020. If space eligibility is determined, pool size may also be limited based on the number of students served in by eligible instructional programs.

For funding programs where state-aid is available without regard to space eligibility, pool size will be b~~B~~ased on an analysis of a district's instructional ~~needs~~ program and the resulting annual number of students receiving instruction in eligible programs. ~~and facility costs as discussed in the preceding chapter, a school district should select the smallest standard pool size from those listed in Chart 2 that would meet program goals and student population.~~

Eligible pool size and total building area will be selected from the Pool Size Table based on the approved number of students receiving instruction in eligible programs.

~~Assuming, however, that in addition to primary use for school instruction, the pool facility will also accommodate community use and possibly some interscholastic competitive and athletic event swimming, certain general recommendations can be made regarding pool sizes which the district may want to consider.~~

Populations Served

The district will need to analyze the following information for ~~program~~ a pool size determination. This information must also be provided to the Department of Education & Early Development:

Space Eligibility Determination

- Current district enrollment of the population to be served by the facility (K-12).
- Breakdown of enrollment by individual school and grade level.
- An enrollment projection for five years beyond the anticipated occupancy date by school and grade level.

Program Determination

A district developing an instructional plan must consider the following factors:

1. Type of ~~swimming~~ aquatics program~~,~~ (~~i.e~~e.g., ~~beginning swimming~~learn-to-swim, ~~advanced life saving~~ drown-proofing/survival, special needs student OT/PT, competition, etc.). For potential programs, see **Programs To Be Offered**, earlier this

publication, or refer to the latest published learn-to-swim guidance from the American~~and lifeguard training (see Instruction Programs and~~ Red Cross ~~recommended courses)~~. This publication does not limit district or community aquatics programs; it does designate whether participants in those programs are included in the eligible population used to calculated state-aid for school pool facilities.

2. ~~Amount of instruction for each course to meet minimum requirements (see Instructional programs and Red Cross requirements)~~Whether the instructional programs are classified as Mandatory or Elective under the definitions in this guideline.

3. ~~Maximum amount of water square footage per student for each course offered (see Chart 1).~~The following information for each instructional program:
    a Minimum hours (time) of instruction,
    b Number of students per class period,
    c Length of course, and
    d Number of class periods per day.

    This information is used to calculate the total number of students served by that program on an annual basis.

~~3. Total number of students to be served by the program and per class estimates.~~

~~4. Length of each course, i.e. half a semester or a semester. Note: courses may be separate or offered as part of physical education program.~~

~~5. Number of hours in school day.~~

~~6. Swimming instruction staffing pattern; assuming a normal school day of six hours, at least three must be mandatory swimming courses.~~

A sample Program Determination Worksheet is shown below. This type of tabular listing of programs and their elements is key to determining the number of students receiving programmed instruction per year for use in the Pool Size Table.

Program Determination Worksheet

Use the table below to document the instructional program.

Swimming Instructional Program Type	Mandatory or Elective	Minimum Hours Instruction	# of Students per Class Period	Length of Course Semester or ½ Semester	# of Class Periods per Day	Instructional Staffing	Total Students Served

Allowable Pool Size

~~Knowing what it must set aside for its basic program, the district can consider alternatives such as additional mandatory requirements, enlarging voluntary offerings, increasing usage to 6 periods per day to gain greatly expanded offerings with the same facility or, although not recommended, reducing the number of periods for which the instruction will be available.~~

~~Recommendations~~Stipulations & Conditions

- A district's documented educational program associated with swimming pool use must be a board-approved curriculum.
- A district must provide evidence of a learn-to-swim program substantially similar in instructional content to the latest published American Red Cross learn-to-swim program.
- Only learn-to-swim programs (instructional curriculum) are considered mandatory; all other instructional programs will be considered elective.
- The minimum threshold for a district to qualify for state aid for a swimming pool facility is 100 students receiving instruction in a mandatory program.
- When counting the number of students receiving programmed instruction in the course of a year, a maximum of 30 percent of that yearly total can be those in elective coursework.

Ineligible Pool Elements

The following items are not considered as elements of a school swimming pool. The cost of these items will be removed from a project prior to any allocation of state aid which is based on an eligible pool size determination:

- Recreation accessories including slides, sauna~~'~~s, ~~Jacuzzi tubs~~spas/hot tubs, whirlpools, and equipment that cannot be demonstrated to be integral to the instructional program;
- Timing systems including touch-pads, and other components;
- Non-swimming activities for the general public use;
- Locker rooms, offices, lobbies, etc. deemed in excess of those required for school district classes

Method for Determining Allowable Size

Step 1 – Document the district's instructional program and calculate the number of students served, annually, in each program.

Step 2 – Review the minimum qualification regarding number of students served by the program. If the program serves fewer than 100 students, the district is not eligible for state-aid for a pool facility.

Step 3 – For programs serving 100 or more students, calculate the annual number of students served in mandatory programs and those served in elective programs. If the number of students in elective programs is more than 30 percent of the combined total, reduce the number of eligible students to match that cap.

Step 4 – Using the Pool Size Table, find the corresponding bracket in column one *Students Receiving Programmed Instruction per Year* in which the districts eligible number of students receiving instruction fits. The *Maximum DEED Pool Surface Area* and *Maximum DEED Facility Square Feet* are shown ~~to~~on the right side of the table.~~The allowable size of the actual pool tank surface area is based on the district's analysis of current program needs, anticipated population and the amount of space required for the instructional program. Though a certain size may be allowable, the district may need to provide a smaller size due to anticipated operation and maintenance costs.~~

~~**Determine Size of Pool**~~

~~Review the information in the section **Factors in Determining Pool Size** and Figures 1 and 2, which illustrate pool layouts:~~

- ~~Determine the dimensions necessary to accommodate program needs based on the program determination above.~~
- ~~Select the smallest pool from Chart 2 - Summary of Standard Pool Sizes that will accommodate the combination of factors evaluated above.~~
- ~~Chart 2 shows the "Competition" pool as the largest available pool size for selection. This pool size (45' x 75') is the maximum size pool for which the Department of Education will contribute funding. If the program demands required a pool area larger than the "Competition" pool, the district should be prepared to identify additional sources of funding.~~

~~The work sheet on the following page may be used to determine appropriate size pool for a given program and student population to be served.~~

Pool Size Table

Use the table provided below to determine the allowable pool size based on the total number of students served by the approved instruction programs.

Students Receiving Programmed Instruction per Year	Instructional Staffing	# of Students per Class Period	~~Number~~ # of Class Periods per Day	Total Hours Instruction per Course	Allowable Pool Dimension~~s~~	Maximum DEED Pool Surface Area	Pool Facility Factor	Maximum DEED Facility SF
~~10-100~~	~~1~~	~~<10~~	~~<4~~	~~<100~~	~~15ft x 60ft~~	~~900sf~~	~~5.8~~	~~5220sf~~
100~~101~~ - 200	1	10	4	100	15ft x 75ft	1125sf	5.5	6,190sf
201 - 400	2	20	8	200	22ft x 75ft	1650sf	5.2	8,500sf
401 - 600	3	30	12	300	29ft x 75ft	2175sf	5.0	10,875sf
601 - 900	4	40	16	400	36ft x 75ft	2700sf	4.7	12,690sf
901 - 1200	5	50	20	500	43ft x 75ft	3225sf	4.5	14,510sf
1201 +	5+	50+	20+	500+	50ft x 75ft	3750sf	4.0	15,000sf

Notes:

1. Approximately 10 students per instructional staff
2. Each instructional staff can teach one level to 400 students/year
~~1.~~3. The Pool Facility Factor incorporates 6ft pool decks on three sides, 12ft deck on one long side, locker rooms, administrative office space, pool mechanical, and circulation factor

State of Alaska **Department of Education & Early Development**
Bond Reimbursement & Grant Review Committee

A Handbook to Writing Educational Specifications

P U B L I C A T I O N C O V E R

April 2, 2019

Issue

The department seeks committee approval to send out the draft *A Handbook to Writing Educational Specifications* for public comment.

Background

Last Updated/Current Edition
Publication last updated in 2005. Current edition available on the department's website: education.alaska.gov/facilities/ publications/EdSpec.pdf.

Summary of Proposed Changes
This proposed publication is a fairly straightforward update of the prior publication. The department has prepared this update to the publication based on input from the committee at the December 12, 2018 meeting and based on department management of funded school capital projects. Key revisions/additions to the publication address the following:

- Furnishing & Equipment,
- Alternative Project Delivery,
- Sustainability Determinations.

BRGR Input and Discussion Items

Below are questions and comments developed by DEED during the revisions of this draft. Outlined below for consideration by the BRGR Committee:

- Should a full furnishings and equipment tabulation be required as part of a department-approved educational specification? The department is developing a spreadsheet tool for district or consultant use, example provided in Appendix F.
- New Appendix E adds sustainability factors. Are there any factors identified for consideration that should be removed; or any to add?

Options

Approve draft publication for public comment.
Amend draft publication and approve public comment.
Seek additional information.

Suggested Motion

"I move that the Bond Reimbursement and Grant Review Committee approve the department's proposed update of the *A Handbook to Writing Educational Specifications* and recommend the department open a period of public comment."

A Handbook to Writing Educational Specifications

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This document was originally prepared under contract by the Southeast Regional Resource Center and published under a similar name by the State of Alaska Department of Education in 1985.

Table of Contents

Introduction

The initial step in the creation of a school facility that effectively meets the needs of students, teachers, administrators, and community members is the formation of a clear, concise, written facility program statement. This written program statement is the educator's opportunity to articulate the educational program of the school to the professional designer. The written program statement, through further development, becomes the "program for design" that articulates the scope and requirements for a completed facility. Educators have come to call this program for design an "educational specification." The success of the educational specification in communicating the school facility's needs to the professional designer plays a large part in the overall success of a school facility construction or improvement project.

The development of educational specifications is more a process of pre-design problem definition than a process of problem solving. It is important that the educational specifications, as thoroughly as possible, describe the facility's anticipated uses and identify the specific physical characteristics that will be required to house and promote the proposed activities. The educational specifications should provide detailed parameters to guide the design professional's design, rather than describe how the facility is to be constructed. A further discussion of the problem-definition process can be found in the *Creating Connections: The CEFPI Guide for ~~Planning~~ Educational Facility Planning* published by the ~~Council of Educational Facility Planners International~~Association for Learning Environments (A4LE).

The elements that all educational specifications should contain are fairly exact~~;~~, however, the processes used to develop the educational specifications and the manner in which the information is presented may vary. These differences in the development and presentation of the educational specifications can be attributed to a number of factors, including~~,~~ variations in community involvement, educational programs, and school sizes. ~~However, i~~It is important that all educational specifications attempt to:

- Involve educators and community representatives in the definition of educational needs;
- Enable school planners to better understand the purposes of the facility;
- Set goals for sustainability over the entire life-cycle of the facility;
- Help the designers to create a building that fits the educational program and needs of the community~~,~~; and~~;~~
- Eliminate oversights that are expensive to correct once construction is complete.

A well-prepared educational specification is an integral part in the creation of a building that enhances the learning environment, accommodates learning activities, and provides pleasant surroundings for occupants and visitors. A poorly developed educational specification generally results in a mediocre facility, or one that is marginally functional for education. It is the intent of this publication, *A Handbook to Writing Educational Specifications – 2019~~05~~ Edition*, to provide a resource for school districts and educators that:

- Identifies the essential elements ~~which~~ that ~~all~~an educational specification~~s~~ should contain;

Introduction (cont.)

- Outlines approaches and techniques utilized in the creation of an educational specifications and overall project planning; and
- Improves the quality of an educational specifications and ~~their~~its effectiveness in communicating to the architect the current and envisioned educational programs and goals for the facility~~;~~.

State Requirements

By regulation 4 AAC 31.010, the Alaska State Department of Education & Early Development requires the chief school administrator, under the direction of the local school board, to be responsible for preparation of educational specifications for all new public elementary and secondary schools, as well as additions and renovations of existing facilities, for which state aid is sought. The question of whether a capital project requires educational specifications often arises for there are many capital projects, such as a roof replacement or mechanical upgrades, that do not require educational specifications. It is the department's policy to require educational specifications on any project that alters the configuration of the building's spaces or the manner in which those spaces are to be used. Therefore, all new school construction projects, additions, and renovations typically require educational specifications that include, at a minimum, the following elements:

- The current year and five-year post-occupancy projected attendance area enrollments in the grades *(grade levels)* affected by the facility;
- A statement of educational philosophy and goals for the facility;
- The curriculum to be housed by the facility;
- The activities that will be conducted in the facility;
- The anticipated community uses of the facility;
- The general and specific architectural characteristics desired;
- The educational spaces needed, their approximate sizes in square feet, their recommended equipment requirements, and their spatial relationships to other facility elements;
- The size, use, and condition of existing school spaces in the facility *(additions and rehabilitations only)*;
- The recommended site and utility requirements;
- The proposed budget and method of financing; and
- The technology goals of the curriculum and their facility requirements.

Additional regulations in 4 AAC 31.020 identify guides for planning educational facilities as well as the method of determining allowable square footage for a school facility. Regulations 4 AAC 31.021 and 31.060 stipulate the process of application for state aid for school capital projects. Regulation 4 AAC 31.022 outlines the requirements for review of capital project applications. Further information regarding the review and scoring of capital project applications is available with the CIP Application & Instruction packet that is distributed to all school districts each year. Regulations 4 AAC 31.030 and 4 AAC 31.040 address the review and approval of school construction plans. Copies of the school facility regulations are available in electronic form online through the Alaska legislature's website (www.akleg.gov) as well as in print form through commercial vendors.

A school district's six-year capital improvement project (CIP) plan ~~(CIP)~~ is closely related to the educational specifications for a given project. The requirements of the six-year CIP plan are

State Requirements (cont.)

identified in statute AS 14.11.011 and regulation 4 AAC 31.011. Regulations 4 AAC 31.021 and 4 AAC 31.022 address the six-year CIP plan's relationship to and integration with a school district's CIP request. The six-year CIP plan is also a component of the overall district master plan. As such, it serves as support for individual programs for design and educational specifications.

The Process

Programming is the process that elicits and systematically translates the mission and objective of an organization, group, or individual into activity settings and building functions. Facility programming, through the process of educational specification development, precedes the traditional architectural design phase in the building delivery process. The primary resources for this programming task are the building occupants or users. It is their objectives and needs that the planning team must utilize to shape the educational specifications. The ultimate success of a school capital project rests on the effective communication between those who design and those who will use the built environment. The educational specifications are the communication tool that must bridge the gap between the building's users and designers.

Design for the Life of a Facility

A district can expect a facility to be in service for 30 or more years before a major renovation or remodel of spaces. Ensure the educational specification process has plenty of time to evaluate facility needs and goals.

An essential requirement of the process is to allow adequate time for the development of educational specifications prior to the initiation of architectural design. Time is needed for people to envision, review, revise, and re-think programmatic desires that will be translated into conceptual design. A "hurry-up" process does not allow for reflection by parents, students, faculty, and community members. Without sufficient lead-time, project elements and parameters may be set too quickly that may later prove undesirable.

After the need for a project is identified, the first step in the educational specification process is to establish a school building planning team or committee. The planning team should be kept small enough so that it can function as a group and not become unwieldy, yet the planning team should be large enough to include a cross section of students, teachers, administrators, parents, and community members. A team of eight to twelve members is probably sufficient for the task, however this may vary within each community. Membership on the planning team should be voluntary. Team members should have the interest and desire to be involved in the planning of the school project and should have a stake in the outcome.

The planning team will be required to formulate, organize and prioritize all ideas and input regarding what the school should be. They will serve as the impetus in the collection of information, as a review body of what is proposed, and as a communicator regarding the educational specification effort with the school staff, the student body, and the community. It is essential that people who are going to work in the facility (building principal if known, teachers, maintenance and custodial support staff, and students), if not serving on the committee, be invited to provide input in the process that shapes the facility. These are the people who will spend the bulk of their time in the facility after it is constructed. Desirable or undesirable building features will impact their daily lives. Although all community members may eventually

The Process (cont.)

be affected by the project, it is the responsibility of the school building planning team to ensure the successful programming of the facility.

The task and responsibility presented to the planning team may appear daunting, and in truth a good deal of thought, time, and hard work is to be expected. It is for this reason that the team may wish to employ an experienced school planning professional to assist in the development of the educational specifications. Many times the school planning professional can provide an established structure for the educational specifications and can serve as a facilitator to convert the team's ideas and concerns into a presentable final product. Experienced school planning professionals may also bring specific expertise and knowledge in areas related to the broader function of a facility over its entire life-cycle. If budget constraints limit the ability to hire a consultant or when a qualified individual is available from the school district staff, a local or in-house person may fill the position of facilitator. Under this strategy, focused effort may still be needed to fill specific gaps in knowledge or experience with outside expertise.

There are advantages and disadvantages to either approach. The local person has intimate familiarity with the community, understands the school district and its educational programs, and may be well known to the members of the planning team. However, the local individual may hold provincial views and biases that could reduce their effectiveness in resolving issues where planning team members hold conflicting views. The planning professional, "the expert from out of town," can point out provincial thinking without fear. The out of town expert can also bring new ideas for the group's consideration from planning experiences in other locations. One example of this might be establishing goals for sustainability and for high performance buildings. However, the expert may not be intimately familiar with the community's social and political makeup, thus they may not be able to fully understand the community's perspective.

Essential Factors

Regardless of the planning team's approach to the development of the educational specifications, the planning team and school planning professional, if used, must consider the following essential factors influencing educational specifications that are discussed in detail on the following pages:

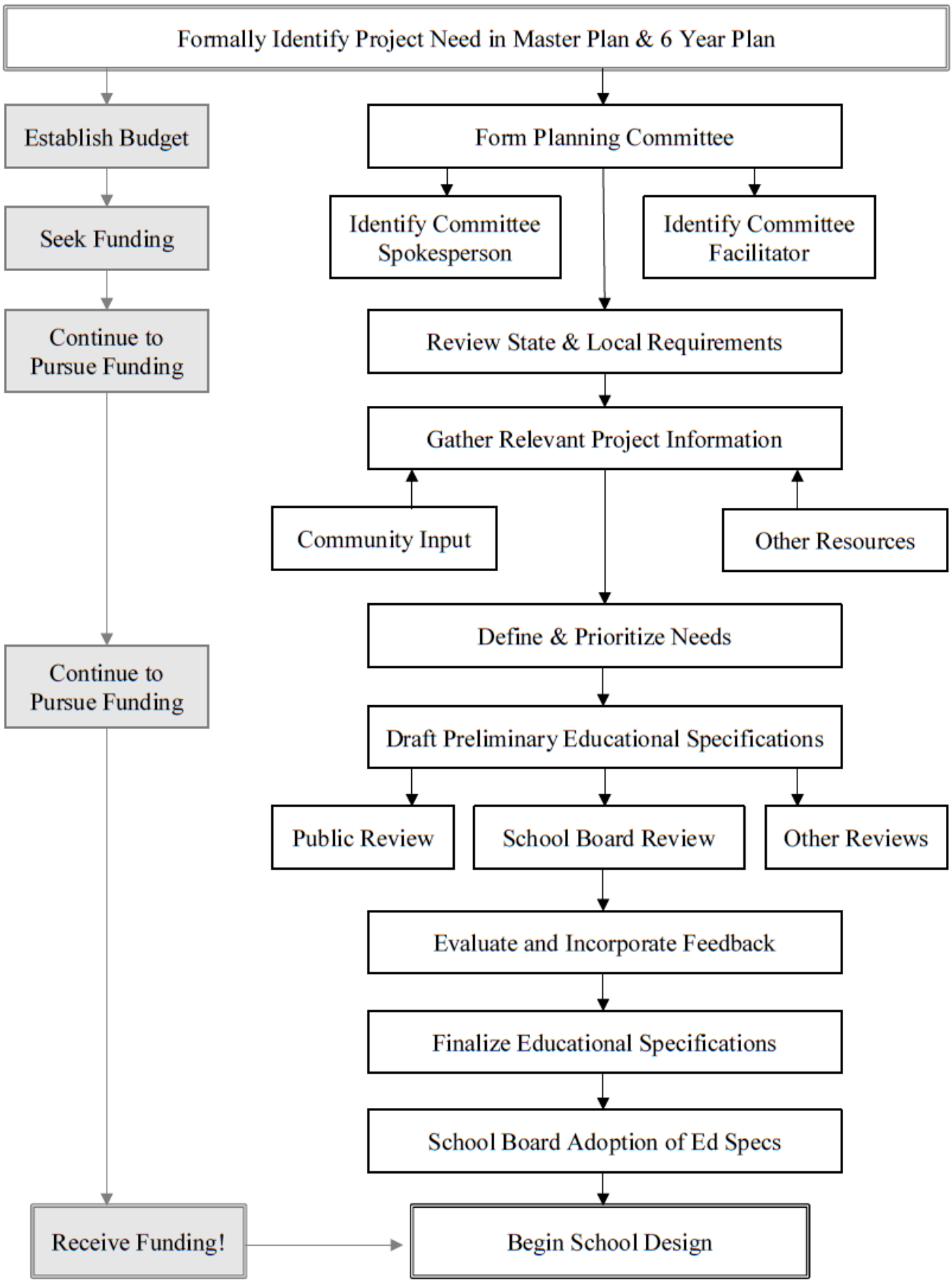
- Project Rationale
- The Community
- Student Population Projections
- Educational Philosophy & Instructional Plans
- The School Site
- Environment for Learning
- General Design Considerations
- Activity Setting Descriptions
- Spatial Relationships
- Space Requirements Summary
- Furnishings & Equipment Summary

The Process (cont.)

- Project Budget & Financing
- Scheduling & Assignment of Responsibility

These essential factors mirror the required elements of an educational specification as defined in 4 AAC 31.010; however, the last factor noted is excluded from the regulatory requirements. This omission is not due to lack of importance, for this factor is imperative in getting all the involved parties on the same page as to their role in the project. Early definition in the planning process of all participants and their responsibilities not only facilitates the smooth execution of the project, but can oftentimes save money and enhance the project by capitalizing on partnering opportunities within the community. It is for these reasons that the department believes this is an essential step in the process.

The Process (cont.)



Project Rationale

The project rationale is a statement explaining why a project is being undertaken. Projects considered essential to conduct the educational program need a summary statement of justification. In other words, the project rationale defines the problem and answers the questions of "Why are we doing this project?" and "What is the project's intended use?"

An educational master plan that includes changes in the educational program, instructional plans, and future facility construction is important for all planning, whether for funding, scheduling, or facility design. The project rationale should be based upon documentation in the district's educational master plan and the current six-year CIP plan. The planning team should thoroughly review the data in these documents, revise it if necessary, and use it to reinforce the need for the proposed project.

The school district may or may not have a current master plan that addresses facility growth or change. If available, the master plan should be referenced in the educational specification, as should the six-year CIP plan. These documents should show the relative importance of the specific facility to the district as a whole and should also include the district facility policy. If an educational master plan is not available, the planning team should take additional steps necessary to ensure that the proposed project is coordinated with the district's long-range goals, rather than just the goals of a single facility. The project rationale may be expanded to explain the role the specific facility is intended to play in the achievement of current district goals or the future of the school district.

For additional assistance in developing facility master plans or examining issues related to long-range planning, reference should be made to the *Creating Connections: The CEFPI Guide for ~~Planning~~ Educational Facilities Planning*, Unit C.

Examples of Project Rationales:

- Problem Definition: John Doe High School was constructed in 1910 and no longer functions adequately to deliver contemporary educational program offerings. Studies have shown that, for the intended use, the cost of adequate renovation would be greater than new construction and the existing building can be adapted for other use. Therefore, a new facility is deemed necessary.

  Intended Use: The envisioned facility will house the delivery of a technical and vocational educational program for 1,000 students in Grades 10-12.

- Problem Definition: The State Fire Marshal has condemned the Bureau of Indian Affairs Day School that was constructed in 1931 for elementary school children. The cost of renovation is estimated to be nearly the cost of new construction on a life cycle cost analysis basis. Therefore, construction of a new facility is proposed.

  Intended Use: This facility is intended to provide a comprehensive elementary and secondary educational program for 140 students in Grades K-12. It will also serve as a community educational, recreational, and civic center.

Project Rationale (cont.)

The above examples constitute brief and direct summaries of a project. They offer factual information (e.g., “this high school was constructed in 1910,” and “studies have shown . . .” etc.). The information supports the conclusions drawn and the proposed solution that will be detailed by the remainder of the educational specifications.

The Community

A design team from outside the community or region may be retained to design the school project. For purposes of this section, a "community" is defined as the students, their parents, and the citizens of the proposed geographical area that the facility is intended to serve. To provide for that possibility, background information on the community should be provided. The educational specifications should describe the physical characteristics of the community, its cultural history, and its support infrastructure.

The socioeconomic characteristics of its citizens, employment opportunities, and anticipated growth in the community may also assist the designers in better understanding and meeting local needs. It is critical that the designers are aware of the current support infrastructure available in the community. Are sewage, potable water, and fire water utilities available or will they need to be developed on site? It is especially important to note the electrical generation capacity of the local power provider so that the designers may determine whether it will be able to provide sufficient power to the new facility.

Information on the surrounding terrain and the climatic conditions is necessary to design a facility that is responsive to the local environment. What are the extreme winter and summer temperatures? Is the community located in a flood plain? What is the direction of prevailing winds? Any social or environmental information that could help the design team establish parameters to guide their design should be provided, especially if it is information that the community feels strongly about.

Example:

> John Greenwood, founder of Greenwood Industries, established Greenwood, located in the Northwest Riverville Borough, in 1939. Most of the inhabitants of the community are of Southern European descent, mostly Italian, and are employed in skilled crafts at Greenwood Industries, a diversified manufacturer and the community's main employer. An abundance of available natural resources and increased trade beyond regional boundaries indicate strong economic growth. In addition, the service sector of the community has experienced a steady increase in employment. The community's population of 30,000 is concentrated in an area of approximately six square miles. However, commercial, industrial and residential areas are clearly demarcated because of strict planning and zoning requirements. Figures from the last U.S. census indicate an annual growth rate of 2%. The city's planning office is currently projecting a five-year growth rate of 2.2% annually.
>
> The average low winter temperature is 10 degrees, while the average high summer temperature is 81 degrees. The wind blows from the north/northeast approximately 92 percent of the time with an average speed of 12 miles per hour. Greenwood is located on relatively flat ground and 85 percent of the city limits are in the flood plain of the Green River.

The Community (cont.)

Important considerations beyond geographic and topographical data of the community include a description of the school district and the role that it, and its facilities, plays in the community. Are there other private schools, charter schools, or technical schools serving the community? ~~Are there special schools for special learners?~~ Consider the role the school facility will play and what local residents will expect of it. Will it double as a community center? Community activities expected to be accommodated in the facility should be listed as specifically as possible. Community involvement in programming for design is often incorporated in the educational specification process. This can be done informally with community meetings or more formally with survey instruments and community research. To the extent practicable, a compilation of this data along with some analysis should be incorporated into the educational specification in either the Community section or in an appendix.

Much of the information suggested in this section can be obtained from previous planning documents and from the planning offices of the local government. There is also information available on the Department of Commerce, Community, and Economic Development's Alaska Community Database Online, ~~web page~~ located at: ~~www.dced.state.ak.us/dca/commdb/CF_CIS.htm.~~ https://dcra-cdo-dcced.opendata.arcgis.com/. It is important that the community members, school district, and local government agree on this data.

Student Population Projections

Space Calculations

The State of Alaska has established guidelines for the maximum eligible space a project may include for a given student population. These guidelines are applicable to projects receiving state funding that propose to add or replace space and are outlined in regulation 4 AAC 31.020. The regulations utilize ~~four~~ five different calculations to address ~~four~~ five different population groups: ~~Elementary, Secondary, Mixed Grade, and Combined (K-12) school populations.~~

- Elementary: ~~refers to~~ student groups in grades kindergarten through six.
- Secondary: ~~refers to~~ student groups in grades seven through twelve.
- Mixed Grade: ~~refers to~~ a combination of elementary and secondary students that doesn't include all grades of either.
- Secondary plus Sixth: a combination of grade six and two or more secondary grades.
- Combined refers to student groups in grades kindergarten through twelve.

~~Attendance Area refers to the education service area in which the student population is located based on the location of high schools and feeder schools (ref. 4 AAC31.016).~~

~~Five-year post occupancy refers to the date five years after the proposed project is occupied. For the purposes of calculating eligible space, student populations are projected to this point.~~

While the eligible space calculations are somewhat complex in regulation, the department has published a spreadsheet to facilitate their use. The spreadsheet is available on the department's website at: education.alaska.gov/facilities/facilitiescip
~~www.eed.state.ak.us/facilities/FacilitiesCIP.html~~

Population Projection Methods

For projects that propose to add or replace school space, the projected student population at five-years post occupancy, the date five years after the proposed project is to be occupied, provides the base student population for determining the maximum eligible school space that the State will provide funding for in a given attendance area. Attendance area refers to the education service area in which the student population is located based on the location of high schools and feeder schools (ref. 4 AAC31.016). Thus, the student population projections are the cornerstone of project planning as they directly establish the design capacity and maximum eligible square footage of the proposed facility. The importance of accurate student population projections cannot be overstated.

Student Population Projections (cont.)

~~For more information on determining a project's eligible square footage, please refer to regulation 4 AAC 31.020, contact department's Facilities Section, or visit the department's Facilities website at: education.alaska.gov/facilities~~
~~http://www.eed.state.ak.us/facilities/home.html#Pub~~

Survival Ratio

The most common process used to project student populations is the survival ratio projection method. This method can be used effectively for both urban and rural schools; however, it is not as accurate for very small schools due to the large impact a single student can have on overall growth percentages. The basic premise of this projection technique is that future student populations can be derived from applying the ratio of students that historically advance from one grade to the next to the current student population. The ratio of student advancement from grade to grade is called the survival ratio and a different survival ratio is established for each grade transition. A ratio can also be established between live births in the attendance area and the student enrollment in kindergarten five years later. This ratio can be applied to recent live birth data in the attendance area to predict future kindergarten enrollments. ~~Rather than go into the specifics on how to create a tool to apply this population projection method, t~~The department has published ~~a~~two spreadsheet~~s~~ on its web site that calculate~~s~~ survival ratio projections based on user-~~-~~furnished student population data; one for "small population" and one for "standard population".

Annual Percentage Change

Although less rigorous as a statistical model, the department has seen reasonable population projection results from the annual percentage of change in student populations averaged over a period of 5 years or more. As a comparison to straight line growth projections and survival ratio methods, this model can provide another tool with which to analyze historic trends. As with the survival ratio method discussed above, the department has published a spreadsheet on its web site that uses the average annual change method to provide a projection based on user supplied historic population data. The spreadsheet also includes a section that, when provided with student population projections, will calculate a resulting average annual change percentage for use in comparison with historic data.

Projection Change Factors

Inherent in the survival ratio projection method~~,~~ and other statistical projection techniques (i.e. straight line growth, regression analysis)~~,~~ is the assumption that past growth trends will be repeated in the future. This assumption may be fine when applied to a controlled environment, but when statistical projection methods are strictly applied to actual school projects without consideration of other factors, the results can be deceiving. Therefore, it is important that the results of a statistical population projection be cross-examined and analyzed with all pertinent data to determine that it represents a realistic student population projection.

There are many factors that could influence future student populations; however, it is important to note that only if these factors are anticipated to *change in the future*, is it necessary to adjust a survival ratio calculation. For example, a district may see an increase in 7th grade student populations as students leave the private elementary schools. There is no need to adjust the

Student Population Projections (cont.)

survival ratio projection because of this factor. However, if the private school were to begin offering 7th grade, this could reduce the historic increase typically experienced by the school district's 7th grade. Thus, the historic survival ratio between 6th and 7th grade should be reduced to reflect the changes in the private school program.

The difficulty in incorporating these factors into a student population projection is, first, determining the likelihood that a *change* in a factor will actually be realized and, second, assessing what sort of impact the *change* in the factor might have on the student population. If no change is anticipated for a particular, then the survival ratio population projection need not be adjusted. Below is a list of some factors that could affect school populations:

- Housing Availability – apartments, housing developments, dormitories, any where that students might live;
- Land Availability – is land available for future development of housing and business;
- Alternative Educational Programs – home schooling, cyber schools, charter schools, private schools, etc.;
- Success of Educational Program – pupil retention, school transfers, test scores;
- Employment & Economic Opportunities – development of business and industry can affect migration and family growth;
- Government Policy – from funding decisions to military development, decisions made by distant governments can greatly impact communities, and;
- Migration – often accompanies to one or more of the factors listed above.

It is important to reiterate that if no changes in the community are anticipated during student projection period, then an unaltered survival ratio student projection should adequately reflect future populations. If, and only if, there is some reason to suspect that future trends will change significantly from historic trends, then one may want to consider further evaluation of the factors that may change and how their change may impact future student populations.

Educational Philosophy & Instructional Plans

Educational specifications should be driven by the educational program offered and those educational activities planned to be offered in the future. The document should include the school board's philosophy, along with the educational goals and objectives of the program that the facility is expected to house.

A well developed curriculum, instructional and supervision plan, and ongoing system of curricular and instructional evaluation should be referenced for inclusion as appendices. If they do not exist, it may be necessary to validate how well the district's goals are being achieved. Validation may consist of public opinion regarding the educational program offered and soliciting suggestions for changes or improvements. Surveys should be carefully constructed to elicit accurate and useful information. Remember, it is the educational program that drives the educational specifications.

Predicting future program offerings and curricular needs that the facility will house is a bit more difficult because it is necessary to separate educational faddism from sound educational practice. However, it can be done by careful assessment of general educational trends validated by the community members, the school board, current and former students, and the professional teaching staff. Including a statement of present and expected use of technology is also an essential requirement in describing a school's programmatic and curricular needs.

This section of the document should also describe the instructional support and general administrative support staff plans. Include an organizational chart to assist in this description. This alerts the design professional to the number of personnel that the school is expected to house, and in general terms, indicates the types of spaces they are likely to occupy. Also, include a statement of the teaching philosophy and methods advocated.

The School Site

Site selection is a separate, independent process that may precede or follow preparation of educational specifications. However, the educational specifications need to describe outdoor activities and their site requirements regardless of whether a school site has been selected or not. If a school site has already been selected, the planning team should visit it to evaluate its compatibility with the proposed outdoor activities and to determine if the site offers any special educational opportunities that the educational program may want to incorporate. If the site has not yet been selected, the planning team should identify the specific requirements that the envisioned site should have to promote the outdoor educational activities as outlined in the educational program.

Whether or not a site has been identified, the educational specifications should attempt to address the following site characteristics and development concerns:

- Desirable features that enhance the school's educational program;
- Natural features that should be preserved to enhance the aesthetic qualities of the learning environment;
- Treatment of pedestrian and vehicular traffic flows around and on the site;
- Community uses of the site or nearby open space sites that could be used to enhance both the community's and the school's needs;
- Location of site, centrally located in community versus outlying so that student transportation is required;
- The ratio of the attendance area which will be served by the school;
- The site's access to water, sewer, electrical power, arterial roads, and police and fire protection;
- The required onsite utilities. Will design and construction resources need to address onsite water acquisition and treatment, sewer treatment and disposal, bulk fuel storage, and power generation?
- The desired site development. What recreation areas and equipment are desired? What is required in the way of parking, student drop-off, and bus loading areas? To what extent is landscaping and planting desired?
- Potential demolition or relocation requirements of existing site structures and utilities.

The chosen site or sites should be reviewed with local community planning departments for area growth patterns, future expansion, and other land use factors. Also, the Department of Education & Early Development cites two publications in its planning guidelines that deal specifically with site selection: The *Creating Connections: CEFPI Guide to ~~Planning~~ Educational Facilities Planning*, Unit F, and a department publication, *Site Selection Criteria and Evaluation ~~Criteria~~Handbook*. The planning team and site selection team may find these publications helpful in the evaluation of potential school sites and complying with the department's site review and approval procedures.

The Environment for Learning

Harold Hawkins, of Texas A & M University, identifies three types of environment that affect a facility's occupants in Unit I, *Environment for Learning*, of the *CEFPI Planning Guide*. These environments are the:

- Physical, both the natural and built environment;
- Social, the relationship between and among students, staff, teachers and parents, and;
- Institutional, the organization of the school, its rules and regulations.

The educational specifications primarily define the physical environment. However, it is important to be cognizant of the relationships between all environments when developing the educational specifications. How the physical environment is defined can greatly impact the other environments. Hawkins identifies a number of features to consider when defining the physical environment and discusses how these features can impact the other environments.

The physical environment for learning as well as the social environment of a school building should be conducive to the teaching and learning process. The Department of Education & Early Development, in writing a program of studies with and for the Alaska regions, has stressed the necessity of preserving cultural pluralism in the schools and maintaining a meaningful cultural identity among rural Alaskan inhabitants. Though the~~y are~~ department is speaking to the necessity of designing curriculum for such purposes, there is also a crucial need to design school buildings and learning environments that reflect and support such program goals.

Curriculum improvement goals view the students as "goal seeking": problem-solving bodies with the power to get meaning out of direct experience. This means that the learning environment must be an active support system to the teacher and learner. It must be designed and equipped to nurture knowledge acquisition. Architectural space can actively support or be passive to learning. Alaskan schools and the educational specifications that guide their design should necessitate a process to:

- Access the developmental needs of students, kindergarten through twelfth grade;
- Include important cultural determinants;
- Include community needs and wishes for a multi-purpose structure;
- Design buildings which reflect an architectural response suitable for the local Alaskan conditions~~;~~; and~~;~~
- Provide space on an activity level encouraging teaching and learning.

The idea of providing dynamic spaces that actively support learning and can be integrated into or enhance the curriculum is not a new one, however, educational planners and school designers could do a better job providing environments that actively support learning, rather than just house students. As a philosophy for design, one may want to consider taking the idea of the school environment actively supporting learning a step further by utilizing the built facility as an additional learning tool. Examples might be the overall ambiance of a space as conducive to the planned activities, graphics as direct teaching, exposed plumbing and heating as physics.

The Environment for Learning (cont.)

The general ambiance of a school has a strong effect on the learning and teaching environment. The educational specifications should carefully review and explain this ambiance or distinctive atmosphere that is desired for the school. This is one of the most important guidelines for the designer, but it is also one of the most difficult for the educational specifications to communicate. The educational specifications should address attention to detail, variety of experiences, the building as a teacher, fitting into the environment, thoughtfulness in design, adequate space and flexibility, and sense of community as a means of describing the ambiance desired in the facility. A good deal of thought and research may be required to develop educational specifications that fully consider the impacts of the learning environment and effectively communicates the district's vision to the design professionals.

General Design Considerations

The general design considerations should be a set of instructions that the planning team requests the design professional to consider in the overall design of the facility. These considerations are meant to serve as a basic framework for the design and should not be too specific. The detailed requirements of the individual school spaces are to be addressed in the Activity Setting Descriptions section of the educational specifications, which will build upon the general considerations with design criteria applicable to the specific activity setting. The planning team should identify and briefly describe, at a minimum, the following general design considerations:

- Building design capacity and maximum eligible square footage;
- Desired focal point or features of the school, including primary and secondary focal points, i.e., commons, media center, auditorium, lobby, etc. Discuss the expression of these features as they relate to the exterior and interior of the building;
- Aesthetic qualities – Alert the design professional to desired/undesired textures, colors, shapes, ambiance, graphics, etc. Give clues as to the image the planning team wants the building to project, such as traditional, contemporary, rustic, etc.;
- Building construction standards – If the school district has established construction standards for their facilities, they should be referenced here. If not, then the desired physical characteristics of the building's construction should be developed in this section. These should be developed on a building system basis. The following is a brief overview of the building systems: Site, Foundation, Superstructure, Exteriors, Roof, Interiors, Conveyances, Mechanical, Electrical, Equipment, and Special Construction. Please refer to the department's ~~*EED*~~publication *Cost Format* (current edition) ~~*2008 edition* publication~~ for a more detailed account of these building systems;
- Building performance requirements – Building performance standards or goals ~~This~~ may be part of a school district's construction standards document and incorporated in the educational specifications by reference, or they may need to be developed in this section. The department has adopted an energy performance standard (ref. 4 AAC 31.014(a)(7)) that must be met by all new construction and rehabilitations. This is an excellent starting point for development of these requirements within the educational specification. Building performance requirements can range from the level of control over the HVAC system given to the buildings occupants, to the life expectancy of the roofing system, to target energy utilization index. Several national and international standards have been developed to guide facility owners toward high performing, sustainable facilities. Appendix E is a resource for these considerations~~. This should also be structure on a building system basis~~;
- Lighting requirements – Identify minimum lighting levels in the facility, preferred lighting configuration and controls, and the use of natural light in the facility;
- Communication requirements – Identify communication, public address, and technology services that must be provided throughout the facility;
- Security and visual access requirements – Outline security and supervision requirements for the facility. If the school district has a security plan, it should be referenced here.

General Design Considerations (cont.)

Coordinate these descriptions with those furnished in the Equipment and Technology section of the educational specifications;

- Site development requirements – Describe parking, circulation, service, outdoor activity, signage, and lighting requirements. Coordinate these descriptions with those furnished in the School Site section of the educational specifications;
- Describe other facilities or accessory structures that need to be considered in the placement of the school on the site, i.e. teacher houses, utility and storage buildings, and existing facilities to remain~~,~~ ; and~~;~~
- Describe any building value considerations, such as consolidation of like spaces, cost effective design on a life cycle basis, low maintenance and operation cost considerations, etc.

Obviously, not all of the different school spaces will directly adhere to the general design considerations. For example, the level of finishes in vocational shop space will differ from the general level of finishes throughout the remainder of the facility. One must attempt to identify the desired general characteristics that the design is to adhere to for the majority of the time. This eliminates the need to restate these general considerations in each activity setting description.

It may be helpful to both the planning team and designers, to divide this section into two parts. A broad base set of general considerations that addresses the overall building design and another, more detailed set of general considerations that addresses a group of similar spaces, such as classrooms or administrative offices. This sort of two-tiered approach allows for more specific detail that is pertinent to a group of like spaces to build on the general information that is provided for the building as a whole, thus reducing the redundancy of effort in the Activity Setting Descriptions section.

Activity Setting Descriptions

Educational specifications are premised on the belief that schools should be responsive to the curriculum to be taught in the new facility, as well as the needs of the students and staff that will occupy the building. Educational specifications should also provide for the desired community use of the facility without negatively impacting the primary educational use of the facility. To accomplish this end, it is necessary for the educational specifications to provide detailed descriptions of the uses and requirements of each space or "activity setting". The descriptions of the activity settings are the heart of the educational specifications and they are the basis of building design.

Identify Objectives

The school will be a collection of different activities or actions that are designed to meet various objectives that were identified during the planning process. These objectives may be in response to curriculum; to federal, state or local educational priorities; to staff analysis of the learner needs; to school administrators; or to the sentiment expressed by members of the community. Often, questionnaires are distributed among community members, school staff, and students in an effort to gather local input. It is important that these survey instruments ~~are~~be structured so that useful information can be distilled from the responses. It is also important that sufficient time is allowed so that a comprehensive list of objectives can be established that accurately defines the overall purpose of the school.

Identify Activity Needs

After the process of defining the school's objectives is complete, the planning team should identify the activities or actions that are required to satisfy the objectives. Each activity will suggest a set of "needs" that must be met in order for the activity to be successful. From these activities the physical requirements of the facility can be derived. In order to promote understanding and organization of these requirements, the planning team may want to consider and group the needs into the following three categories:

- Health and Safety Needs – the response to code requirements, hygiene considerations, and the protection from hazards;
- Functional Needs – the response to physical necessities or determinants and to the specific uses of each setting, and;
- Psychological and Aesthetic Needs – the response to the needs for physical comfort, sensory satisfaction, psychological support, and cultural adaptation.

The health, safety, psychological, and aesthetic needs of users are combined with the educational goals, the corresponding curricular methodology, and the related needs of the community. All of these elements together form the pre-programming database that defines the functional needs of each activity setting. While many of the required school spaces are known prior to the educational specification exercise, the process of identifying each activity area's needs validates the need for each space. The planning team may even discover that an unforeseen activity area is required to fulfill the facility's identified activities and objectives.

Activity Setting Descriptions (cont.)

Defining Activity Space

Activity areas include the various spaces, such as classrooms, libraries, etc., that comprise the school facility. Activity areas are not limited to interior spaces so it is important that the educational specifications identify and define the requirements of outdoor activity areas as well. Activity areas should be described with a high degree of specificity and exactness. The descriptors that are essential to provide sufficient detail to the architect of the activity areas planned are as follows:

- Describe the activities that are anticipated to be conducted in the instructional plan. If the instructional plan is referenced, include specific page numbers that can be reviewed by the design professional. Describe small, individual and large group activities that will be conducted within a space;
- State the number of users, teachers, aides, and target student populations;
- Suggest the approximate size of the activity space in terms of square footage;
- Based on a desired group size, state the number of like spaces required by the student population;
- Describe requirements for large and small groups, as well as individual student and staff spaces;
- Describe the internal spatial relationships and the area's relationship to the school as a whole, and;
- Describe the general ambiance desired in each, and potential modifications or alternates that might be desired for different teaching methods.

Space does not necessarily mean a "room." It can also mean an area within a room where a specific activity will be conducted, such as a messy activity, i.e., finger painting, which may require sink and different floor surfaces for ease in cleaning. It may be necessary to illustrate the internal spatial relationships of different spaces within an activity area using a bubble diagram or matrix .

It is important to consider the functionality of each space and activity setting. Each area must be closely examined to insure that it is programmatically functional. Identify the minimum area required to serve a given student population, and the maximum area. How many teaching stations are needed~~,~~ given a specific staffing pattern (~~i.~~e.g. pupil-teacher ratio)? Various mathematical methods may be used to make this determination. For example, what number of students will be participating within a program area during the class day/week, how often will the class meet and for what length of time during the class day/week, and the desired pupil-teacher ratio. How many periods of the day can the space be utilized? One hundred percent efficiency is impossible for an entire facility. However, many areas, such as general classrooms, can be programmed for every hour during the school day.

In writing the descriptions, the specific language is of particular importance in providing the designer direction. An example is the difference between the verbs "provide" and "provide for" as they relate to equipment, furnishings and casework.

Activity Setting Descriptions (cont.)

"Provide" means the designer will provide the space and the specifications calling for the equipment, furnishings and casework in the contract documents and drawings.

"Provide for" means the designer will accommodate in the design of the space requirements for the equipment, furnishings, and casework that will be acquired by the owner. Avoid general descriptions such as "adequate," "some," "somewhere," "enough," "near," and "many."

Below are some other factors that should be considered when defining each activity setting. This is by no means a comprehensive list but rather a minimum list of considerations:

- Describe specific utility requirements. Include the number of electrical outlets needed and their desired locations. Identify specific water, gas, compressed air, and dry and wet waste disposal requirements as applicable to the specific space;
- Identify special acoustic and lighting requirements;
- Identify specific surface material requirements, floors, walls and ceilings;
- Identify bulletin board, writing board and tack board requirements. Mounting height should be specific for size of students. For bulletin boards and tack boards, it may be desirable to specify that all wall space not used for something else be covered with tack surfaces;
- Identify requirements for wall maps, projection screens, chart rails and other fixed teaching aids. Describe relationships of teacher activity to student activity areas and note teacher demonstration areas if required;
- Note specific environmental requirements such as special ventilation, natural lighting, special heating, and heat control;
- Note specific safety and health features required such as emergency eyewash stations in shops and chemistry laboratories. Note requirements where the instructor controls gas, compressed air and water. Note where automatic shutoff to specialized equipment is required, i.e., saws, lathes, planers, grinders;
- Explain audio-visual, television access and public address requirements as well as computer equipment and stations;
- Specify equipment, furnishings and casework to be located within the activity area. Often, instructors envision more equipment and furnishings than will fit within the instructional area. The burden of prioritizing should be upon the educator and spelled out in the educational specifications;
- Identify and describe internal areas and support spaces needed. Once again, the specific language used is important. There is a vast difference between the terms "adjacent to" and "in the proximity of";
- Identify special colors, textures and shapes required within an area. This is of particular importance for kindergarten, special education, pre-school, and primary classrooms;
- Identify area needed for display of student projects and project storage, large and small. Also, identify general storage requirements of each space, and;
- Identify and describe any other requirement that may be unique to the activity setting.

Activity Setting Descriptions (cont.)

Organization Format

The planning team may want to organize the activity setting descriptions in a standard format to facilitate their use and clarity. Appendix B offers a possible format for organization of the activity setting's activities and needs. This chart or matrix should build upon the general design information and may address many of the same topics, but in greater detail. If a particular activity setting's general characteristics vary from those defined in the General Design Considerations, the variations should be identified. This chart may also be used as a checklist during the planning team's review of the project drawings and specifications to insure that the design professional has included those things that the educational specifications required.

Spatial Relationships

The educational specifications should include a summary of spatial relationships. This should be illustrated through either a bubble diagram or a matrix showing the desired spatial relationships of the entire facility. This is not intended to be a scaled school design plan; it is merely intended to demonstrate the desired adjacencies among the activity settings. Conceptual or schematic drawings should be left to the design professionals who will translate the educational specifications into a tangible building plan.

One may find it helpful to dissect the comprehensive relationship diagram for the school into a number of smaller, more detailed diagrams. An example of this would be defining the administrative area as a single entity in the comprehensive diagram of the school and then providing a second diagram that identifies the individual activity settings within the administrative area and their desired relationship to one another. It is important that the more detailed diagrams not lose sight of the broader spatial relationships that are defined in the comprehensive diagram.

It is important that the following factors are considered when establishing the spatial relationships for the facility:

- Public vs. private spaces – typically some parts of the school are desired to be more accessible by the public than others. Grouping public spaces together and providing direct relationships between them makes it easier to keep the private spaces private.
- Noisy vs. quiet spaces – again the grouping of like spaces will enhance the overall effectiveness of a buildings ability to provide spaces that facilitate learning. Obviously, it doesn't make a lot of sense to have a gym and library directly adjacent to one another, even if they are both public spaces.
- Consolidation of like spaces – it is more efficient to construct a design that consolidates mechanical intensive areas such as restrooms, kitchens, etc. than one that spreads them out. This consideration may not be readily apparent in the spatial relationship diagrams, but it is something that should be kept in mind when evaluating a design professional's proposed building design.
- Joint-use spaces – oftentimes a space can fulfill two or more purposes in a school design. Some examples of this are a small group room located adjacent to two or more classrooms or a community room that also houses music and ~~home economics~~consumer education activities. Grouping spaces and providing direct relationships between activities that may be able to take advantage of a joint-use space enhances a building design's efficiency.

It is also necessary to illustrate complex, individual activity and/or academic discipline spatial relationships. For example: science suites composed of classrooms, laboratories, chemical storage, specimen storage, animal rooms and a plant room; or metal shops composed of multiple task areas such as welding, forging, storage, finishing, grinding, instruction, clean-up, student project, tools, etc. These detailed spatial diagrams that depict the intra-relationships within a complex activity setting should be provided in the Activity Setting Descriptions section for the

Spatial Relationships (cont.)

specific activity setting. However, the relationship of the complex activity setting to other activity settings in the school should be included in the Spatial Relationship section.

As the planning team develops the spatial relationships between activity settings, the~~y~~ team may ~~note a basic~~ divide~~sion of~~ the building into four basic types of space~~s~~: Instructional or Resource, Support Teaching, General Support, and Supplementary. Appendix C provides a breakdown of different school spaces and their categorization within the space structure. The Instructional or Resource areas are learning environments ~~that are~~ designed to house students and teachers involved in learning activities. The Support Teaching and General Support areas provide ~~an~~ infrastructure ~~that~~ to support~~s~~ the Instructional or Resource areas' achievement of educational goals~~.~~ ~~T~~they do not necessarily house students. Some of the Support Teaching and General Support areas are more directly related to the learning and teaching functions than others; for example, the Auditorium serves more as a teaching area than the Kitchen. The Supplementary spaces are areas that support the overall function of the building; these are necessary building spaces ~~that are~~ required for the operation of the building not just as an educational facility, but also as a suitable, habitable structure.

It may be desirable to group ~~some of these~~ spaces ~~in~~ of a particular category together in a zone of the facility; for example, Supply Storage & Receiving and Mechanical/Electrical areas may have many of the same building requirements that would make it desirable to locate them close to one another, even though there is not a direct relationship between the two space types. Often, overlap between categories occurs based on the functional needs of a building, such as the direct relationship between corridors and classrooms. Other times, overlap occurs in response to the aforementioned factors that influence the spatial relationship of a building; for example, a facility's Gym, Auditorium, and Entry may be related because of their common inclusion in a community-use zone. The use of building zones may also help in depicting the desired relationships between the school spaces and any co-located functions such as health clinics or child care facilities.

Community-Use Zones

A school is an important facility in a community and is often used for community activities and events. Considerations for determining space relationships: method of community entry and access, available restroom facilities, need for convenient custodial, and ability to secure spaces and limit access to educational program spaces.

Space Requirements Summary

The Space Requirement Summary is a statistical square foot summary of all program spaces identified in the detailed activity area requirements. This summary provides a quick reference to the design professional to the space requirements of each activity setting. It also assists the planning team in determining whether functionality and balance have been maintained throughout the facility by enabling the comparison of space requirements between activity settings. Coordination between this section and the Activity Setting Description section is imperative.

The space guideline regulations define eligible space in terms of gross square footage that includes partition (wall) footprint area. Typically, educational planning documents state spatial requirements in terms of net square footage that excludes partition footprint area. The planning team needs to be aware of this distinction when preparing the space summary and clearly state how space is defined in the summary. If the planning team chooses to utilize a net square footage tabulation, then a percentage of the eligible project square footage must be set aside for the partition footprint area. Eventually, the conversion between net and gross square footage must be made. It is the department's belief that identifying spaces in terms of gross square footage in the educational specification facilitates the transition from educational specifications to an actual building design, the generation of a project construction budget, especially if the department's Cost Model estimating tool is utilized, and the subsequent evaluation of project design solutions.

The Space Requirements section should also define how "assignable" and "non-assignable" square footage is to be calculated. Non-assignable or supplementary space is primarily composed of circulation, restroom, mechanical, and partition footprint areas. Appendix D contains a breakdown of space categorizations. Categories A through C are assignable spaces, whereas Category D contains non-assignable spaces. The desired ratio or percentage of instructional assignable space to total square footage, generally ~~a~~ 70% to 80%, should be defined. While the department does not regulate assignable and non-assignable space, ~~it~~the percentage provides a good indication ~~of~~ as to the efficiency of a particular design solution, and as such, merits consideration by the planning team in the creation of the educational specifications and subsequent design evaluation.

Adjustments to the activity settings may be necessary to ensure conformity to state space requirements and budget allowances. This is the most critical activity in the entire programming effort for the school~~s~~. Priorities may have to be established that balance the educational program and community use needs. The planning committee should keep in mind that it is planning a school facility that can accommodate the educational program rather than a "community center". Design of the school, however, should provide for use of the facility by the community to the extent possible.

Furnishing & Equipment Summary

Regulation 4 AAC 31.020-(a)-(4), ~~by means of~~ referencing~~e to~~ the department's publication entitled *Guidelines for School Equipment Purchases*, provides for and identifies equipment and furnishings that can be included in a school capital project budget. Generally, equipment and furnishings required for the facility to provide the intended educational program are eligible. However, the purchase of extra consumable supplies, such as toner cartridges, copier paper, light bulbs, etc., are not eligible capital project costs. ~~Please k~~Keep this in mind when defining the Furnishing and Equipment requirements of a facility in the educational specifications.

The general scope of necessary equipment purchases shall~~should~~ be a part of the educational specifications developed for the project. The document will~~should~~ provide the recommended equipment requirements for each space identified. ~~Good e~~ Educational specifications shall include a tabular summary of the project's equipment and furnishing requirements. This list will identify and include existing equipment serving the educational program that can be used in the new, remodeled, or expanded facility. This summary should be coordinated with the equipment and furnishings requirements noted in the Activity Setting Description section. The school district's project manager will use this equipment summary to make initial budget projections for the project and to begin the process of equipment procurement based on the design team's design development (DD) documents. The department has developed a workbook to assist districts in developing a list of necessary furnishings, equipment, and technology. This tool is available on the department's web site at: education.alaska.gov/facilities/publications~~Final purchasing lists will also identify any existing equipment serving the educational program that can be used in the new, remodeled, or expanded facility~~.

FF&E Estimating Tool

See Appendix F – Furnishings, Fixtures, and Equipment for a sample of the department-provided FF&E tabulation tool.

If the district has equipment and furnishing standards, it is important that they are either referenced or included in the educational specifications. This is especially important if the project architect's professional services include responsibilities for preparing furnishing, fixtures, and equipment documents, often referred to as FF&E documents. The identification of ~~desired brand names and model numbers~~a specific make and model can be ~~is~~ an invaluable tool in communicating district needs regarding quality and function. Such a standard is often used in procuring "or equal" items for~~and ensuring their~~ inclusion in the project. While a complete list of furnishings and equipment may not be feasible until final design is complete, any additions to the list should be the exception. ~~a~~ A thoughtful and thorough analysis of the project's FF&E requirements is essential in effective educational specifications.

Project Budget & Financing

Project Budget

The Department of Education & Early Development has prepared a tool entitled the *Program Demand Cost Model for Alaskan Schools* that is useful for conceptual construction cost estimates. Construction costs are established based on the project's type and size of the school spaces, the proposed foundation system, the site development requirements, the geographic project location, and the date of construction. A reasonable estimate of the building's base construction cost can be calculated by consolidation of the project's Space Requirements Summary into the Cost Model's space type categories. Additional assumptions regarding foundation systems, site development costs, and date of construction are required to complete the cost estimate.

Based on the estimated construction cost, an overall project budget can be established. The project budget should address the following budget categories.~~:~~

Construction Management by Consultant~~(CM) –~~

Construction management (CM) ~~is divided into two categories: CM~~ can be accomplished by either a private contractor (consultant), ~~and CM accomplished~~ by district/borough staff, ~~. Costs may be incurred for one or the other~~ and in some cases both. ~~Estimates for "in-house" construction management should include actual staff time allocated to the project, staff travel and per diem and direct costs of telephone, etc. It should include construction management costs done by staff and all on site representation.~~ For private contractors it should include anticipated costs ~~as anticipated to include~~for oversight of any phase of the project. Construction management includes management of the project's scope, schedule, quality, and budget during any phase of the planning, design and construction of the facility. ~~The maximum for construction management by consultant + 'in-house' = 5%.~~ The cost of construction management furnished by a private contractor is limited from 2% to 4% the cost of construction based on AS 14.11.020~~-~~(c).

~~• The recommended budget for In-house construction management is 2% to 5% of the construction cost.~~

Land ~~–~~

Site acquisition costs are a project cost variable that is unrelated to construction cost. Budgets for site acquisition should include the actual purchase price plus title insurance, fees, and closing costs. Land value is established as the appraised value of the land not to exceed the amount for land in the project agreement. The eligibility of site acquisition costs is governed by 4 AAC 31.023~~-~~(c)(2)(B) and 4 AAC 31.025. Land costs are excluded from project percent calculations.

Site Investigation ~~–~~

~~•~~ Site investigation costs are also a project cost variable unrelated to construction cost. Budgets for site investigation should include land survey, preliminary soil testing, environmental

and cultural survey costs, but not site preparation. Site investigation costs are excluded from project percent calculations.

Design Services –

- The design services budget should include full standard architectural and engineering services as described in AIA Document B~~141-1997~~101-2017. Architectural and engineering fees can be budgeted based upon a percentage of construction costs. Because construction costs vary by region and size, so may the percentage fee to accomplish the same effort. Additional design services such as educational specifications, condition surveys, commissioning, and post-occupancy evaluations may increase fees beyond the recommended percentages. The recommended range for the standard design services is between 7% and 9% of the construction cost. Renovation design budgets might run 2% higher.

Construction –

- The construction budget should include all contract and force account work for facility construction, site preparation, and utilities. This is the base cost upon which other category's percentage costs are estimated.

Equipment/Technology –

- The equipment and technology budget includes all moveable furnishings, instructional devices or aids, electronic and mechanical equipment, with associated software and peripherals. Consultant services necessary to make equipment operational may also be included. It does not include installed equipment or consumable supplies, with the exception of the initial purchase of library books. Items purchased should meet the district definition of a fixed asset and be accounted for in an inventory control system. Equipment/Technology budgets have two benchmarks for standard funding: percentage of construction costs and per-student costs as discussed in DEED's *Guideline for School Equipment Purchases*. If special technology plans call for higher levels of funding, itemized costs should be presented in the project budget separate from standard equipment. The recommended budget for equipment and technology is the lesser of either 0-7% of the construction cost **or** between $~~1850~~2,300 - $~~3050~~3,800 per student depending on school size and type.

~~Indirect/~~District Administrati~~on~~ve ~~on~~ Overhead –

- The ~~indirect~~district ~~/~~administrati~~on~~ve ~~on~~ overhead budget includes an allocable share of district overhead costs, such as payroll, accounts payable, procurement services, and preparation of the six-year capital improvement plan and specific project applications. ~~It also includes the Department of Education & Early Development overhead charges for projects funded by state grants.~~ The recommended budget range for indirect/administration expenses is between 2% and 4% of the construction cost.

District administrative overhead can also include costs incurred for construction management (see above) accomplished by district or borough personnel. Estimates for "in-house" construction management should include actual staff time allocated to the project, staff travel and per diem, and direct costs of telephone, etc. It should include construction management costs

Project Budget & Financing (cont.)

done by staff and all on site representation. The maximum for construction management by consultant and 'in-house' is 5%. The recommended budget for in-house construction management is 2% to 5% of the construction cost.

Percent for Art –

- This budget category addresses the statutory allowance for art in public places. Eligible project expenses in this category may fund selection, design and fabrication, and installation of artwork. The required art budget is 1% of the construction cost, except for ~~REAA~~ projects in rural areas that require only 0.5% of the construction cost.

Project Contingency –

- The project contingency is a safety factor to allow for unforeseen changes in the cost of the project. Standard cost estimating by A/E or professional estimators includes a construction contingency in the estimated base bid. Because that figure is included in the construction budget, the project contingency is intended to address project changes and unanticipated costs in other budget areas. The project contingency is fixed at 5% of the construction cost.

Overall Guidelines

As a general rule, the overall project budget should not exceed 130% of the construction cost. However, the project budget defined in the educational specifications is a preliminary planning budget so many assumptions regarding the estimated scope of work and cost of the budget categories is required. It is important that these assumptions are documented in the educational specifications so that the design professionals are better able understand the scope of the project and assess the reasonableness of the budget. To formulate an accurate project budget the planning team may need to draw from a number of resources such as past project experience, professional publications, and the DEED Cost Model, etc. All relevant back up for the project budget should be included in the educational specifications.

Financing

It is important that the planning team identify the funding mechanism that the project intends to utilize to secure funding for the project. This will facilitate compliance by the design professionals with the pertinent regulations that may limit the eligibility of project costs. It is also important for the planning team to identify the required local contribution to the project and identify some methods that may be utilized to satisfy their contribution. It should be noted that nothing precludes school districts or municipalities from funding 100% of a project; however, with state assistance available, most entities choose to pursue the aforementioned funding mechanisms.

While there is little federal funding available for school construction or major school renovation projects, the State of Alaska has two funding mechanisms that provide financial aid for these types of capital improvement projects. Below is a brief overview of the eligibility requirements, application process, and fund allocation process of the two mechanisms.~~:~~

Project Budget & Financing (cont.)

Capital Improvement Project Grants

~~Grants —~~Capital improvement project (CIP) grants are available to all school districts and municipalities. School construction and renovation projects are typically funded through direct legislative funding allocations to the Department of Education & Early Development. The Bond Reimbursement and Grant Review Committee establishes the department's CIP grant review process that determines eligibility, defines budget, and prioritizes the projects submitted annually by the school districts. The product of the department's review is furnished to the Governor and Legislature, as is a recommendation of funding levels. Ultimately, the Legislature determines project funding levels. Refer to 4 AAC 31.021 and 4 AAC 31.022 for the regulations that govern the grant application process.

- Upon receipt of legislative grant appropriation, the department establishes a project agreement with the recipient entity that defines the scope and budget of the project. Grant funds are distributed from the department to the recipient entity based on the achievement of predefined payment milestones identified in the project agreement. Participating share or local contributions for the grant projects varies by school district ranging from 2% to 35% of the total project cost.

Debt Reimbursement

- ~~Debt Reimbursement —~~The debt ~~retirement~~ reimbursement mechanism is available to all school districts and municipalities that have the ability to sell bonds. Thus, the Regional Education Attendance Area school districts are not eligible to receive state aid through this funding mechanism. After debt authorization is issued by the legislature with an amendment to AS 14.11.100, the department accepts capital improvement project applications from the school districts. ~~If the legislative debt authorization is broad enough to allow competition between school districts for debt funds, then the department evaluates and prioritizes projects following the same process identified for the grant mechanism. Otherwise, t~~The department determines a project's eligibility based on statutes and regulations. A project agreement between the department and the school district or municipality is developed that defines the scope and budget for the project. After local approval of bond issuance to fund the approved projects, the project is undertaken. The department reimburses a percentage ~~(typically 70%)~~ of the bond principal, interest, and transaction costs incurred by the school district or municipality based on their annual debt reimbursement request to the department. Refer to 4 AAC 31.060, 4 AAC 31.061, and 4 AAC 31.063 for regulations that govern bond projects.

~~It is important that the planning team identify the funding mechanism that the project intends to utilize to secure funding for the project. This will facilitate compliance by the design professionals with the pertinent regulations that may limit the eligibility of project costs. It is also important for the planning team to identify the required local contribution to the project and identify some methods that may be utilized to satisfy their contribution. It should be noted that nothing precludes school districts or municipalities from funding 100% of a project; however, with state assistance available, most entities choose to pursue the aforementioned funding mechanisms.~~

Scheduling & Assignment of Responsibility

The educational specification should include a schedule or timeline for the proposed project. While the project schedule is most likely not set in stone at the educational specification stage of the planning and design process, it should provide a goal that the planning team deems reasonable and achievable in a best--case scenario. It is important to define the project schedule to determine the date of five-year post occupancy that is used in calculating the project student design population and, ultimately, the overall size of the facility.

The schedule will also enable design professionals to determine the most reasonable and effective solution to meet the project's requirements. For example, if the project schedule establishes the substantial completion date of a new facility to be in fifteen ~~months~~months' time and architectural selection has yet to occur, respondents to a design RFP may offer creative design solutions, such as use of a prototype design or a design build contracting methodology, that they may not have provided had the information regarding the desired project schedule not been provided. Alternative methods of contracting for construction, like design-build or construction manager/general contractor best value, must be approved by the department prior to solicitation. Reference the department publication *Project Delivery Method Handbook* for factors that can determine whether a particular method will meet the needs of a project. ~~It is also important to define the project schedule to determine the date of five-year post occupancy that is used in calculating the project student design population, and ultimately, the overall size of the facility.~~

The project schedule should identify at a minimum the following project milestones:

- ~~1.~~ Application for funding assistance;
- ~~2.~~ Design selection Request for Proposals (RFP);
- ~~3.~~ Award of design contract;
- ~~4.~~ Schematic design submittal, review, and approval;
- ~~5.~~ Design development submittal, review, and approval;
- ~~6.~~ Construction and bid document submittal, review, and approval;
- ~~7.~~ Advertisement for construction bids;
- ~~8.~~ Opening of construction bids;
- ~~9.~~ Award of construction contract;
- ~~10.~~ Notice to proceed with construction;
- ~~11.~~ 50% construction completion;
- ~~12.~~ Substantial construction completion;
- ~~13.~~ Building occupancy;
- ~~14.~~ Final construction completion; and
- ~~15.~~ Final project closeout and termination of project agreement.

Scheduling & Assignment of Responsibility (cont.)

If diligent thought and effort is put into drafting a project schedule, there will probably be a good deal more milestones established than those listed above. As these milestones are established, the planning team may want to identify whose responsibility it is to reach each milestone. The more effort and study dedicated to this effort, the more individuals and entities that will be drawn into the project's web of responsibilities. One can then begin to appreciate the magnitude and complexity of their undertaking. The educational specifications stage is not too early to alert persons involved to their anticipated schedule and duties.

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Appendix A – Population Projection Tools

Survival Ratio Average Daily Membership Projection

School District: enter school district name
Attendance Area: enter attendance area name
School Name: enter school name
Birth Growth Rate: 2.00%

BIRTH YEAR	LIVE BIRTHS	SCHOOL YEAR	ACTUAL AVERAGE DAILY MEMBERSHIP K	1	2	3	4	5	6	7	8	9	10	11	12	K-6	7-12	TOTAL
2005	8	FY 2011	13	6	6	9	9	9	6	6	4	5	1	6	3	83	25	83
2006	8	FY 2012	11	5	4	7	7	8	7	6	4	5	1	3	5	73	24	73
2007	8	FY 2013	7	4	5	6	6	8	6	7	1	6	7	1	2	66	24	66
2008	8	FY 2014	6	7	5	5	6	6	8	8	6	4	11	2	1	75	32	75
2009	8	FY 2015	3	3	7	5	5	5	6	7	6	6	7	5	1	66	32	66
2010	8	FY 2016	11	1	3	6	6	7	6	7	7	6	5	3	6	74	34	74
2011	8	FY 2017	14	3	1	3	6	5	8	10	8	9	3	4	1	75	35	75
2012	8	FY 2018	9	10	4	1	3	7	6	7	9	9	9	3	3	80	40	80
2013	8	FY 2019	7	9	8	4	2	3	10	7	7	8	4	7	1	77	34	77

SURVIVAL RATIO B-K	K-1	1-2	2-3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11	11-12
112.50%	56.76%	94.87%	105.71%	97.62%	102.08%	103.64%	111.32%	82.76%	117.78%	94.00%	63.64%	74.07%

BIRTH YEAR	LIVE BIRTHS	SCHOOL YEAR	PROJECTED AVERAGE DAILY MEMBERSHIP K	1	2	3	4	5	6	7	8	9	10	11	12	K-6	7-12	TOTAL
2014	8	FY 2020	9	4	9	8	4	2	3	11	6	8	8	3	5	39	40	79
2015	7	FY 2021	8	5	4	9	8	4	2	3	9	7	8	5	2	40	34	74
2016	8	FY 2022	9	4	5	4	9	8	4	2	3	11	6	5	4	44	31	75
2017	7	FY 2023	8	5	4	5	4	9	9	5	2	3	10	4	4	44	28	72
2018	6	FY 2024	7	4	5	4	5	4	9	10	4	2	3	6	3	39	29	67
2019	7	FY 2025	8	4	4	5	4	5	4	10	8	4	2	2	5	35	32	67
2020	7	FY 2026	8	5	4	4	5	4	5	5	9	9	4	1	1	36	30	66
2021	8	FY 2027	9	5	4	4	4	5	5	6	4	10	9	3	1	36	32	68
2022	8	FY 2028	9	5	5	5	4	4	5	5	5	4	10	6	2	36	32	68

ADM Projection Comparison

ADM Year: 2019
School District: District Name
School Name: enter school name
Project Number: enter project number
School Type: enter school type
Attendance Area: Attendance Area

Historical Attendance Area ADM by Fiscal Year

Fiscal Year	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	Average Annual ADM Change	Overall ADM Growth
Attendance Area Total ADM											

Future School ADM Projections by School Year

Projection Type	Current School Year ADM	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	Average Annual ADM Change	Overall ADM Growth
District's K-6 Projection	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A		
District's 7-12 Projection	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A		
DEED's K-6 Projection											
DEED's 7-12 Projection											

MS Excel files for these student population projection tools are available at the department's website: ~~http://www.eed.state.ak.us/~~education.alaska.gov/facilities

Appendix B – Activity Settings

The following is an example of information that can be identified relative to a specific activity setting:

Activity Setting: Kindergarten Classroom

Occupancy: 24 students, 1 teacher, 2 teacher's aides or parents

Area (SF): 1,200SF including toilet room

Height: 9' minimum

Natural Light: Minimum 5% of floor area with at least 10LF window seat for exterior viewing.

Floors: Entry, sink, and water closet areas to be a resilient sheet vinyl and the remainder of the floor to be carpeted. See district's construction standards for material specifications.

Walls: 1 storage wall, 1 teaching wall, 1 exterior wall, and 1 display wall. Teaching wall to have 12LF white board with tack rail above. Display wall to have tackable surface.

Ceiling: Acoustical treatment of ceiling desired.

Acoustics: Room to meet RC-25N as defined by ASHRAE. Acoustic treatment at ceiling.

Storage: Storage wall along corridor wall. Coat hooks, book cubbies, and boot shelf provided for 24 students. Lockable teacher's wardrobe and full height storage cabinet. Child height counter and sink with upper cabinets at adult height. Base cabinets along window wall with standard counter height and open shelves below.

Fixed Furnishings: 6' x 6' projection screen, paper towel and soap dispenser ~~@~~ at sink, ~96SF of white board, ~64SF of tackboard.

Signage: ADA compliant

Plumbing: Sink with bubbler and anti-scald valve.

Heating: In-floor radiant heat desired.

Ventilation: System should be designed to meet reasonable requirements not maximum. Maintain 68F to 75F temperature range

Lighting: Natural light desired. Fixtures should have 3 switch settings for varied light levels. Maximum of 70 foot-candles at work surfaces.

Communications: Phone/intercom located near teaching station and TV monitor.

Security: Visual supervision of all areas from teaching station desired.

Audio/Visual: Cable outlet, TV bracket, and ~~27"~~flat panel TV, ~~/VCR combination unit~~ with embedded CPU.

Technology: Wireless hub to connect 27 users to school network.

Equipment & Furnishings: (2) 72"l x 48"w x 24"d storage cases on rollers with pull-out bins, (6) 42" x 60" child height tables, (24) child chairs, (1) 36" x 60" teacher desk and chair, (1) 36" x 72" adult height table with (2) adult chairs, black.

Special Construction: 10LF window seat.

Flexibility: Geometry of the space should allow for flexible use of the space.

Durability: Painted wall surfaces to be washable & mildew resistant. Floors to mar, stain, and slip resistant

Functionality: Geometry of the space should enhance uses of the space.

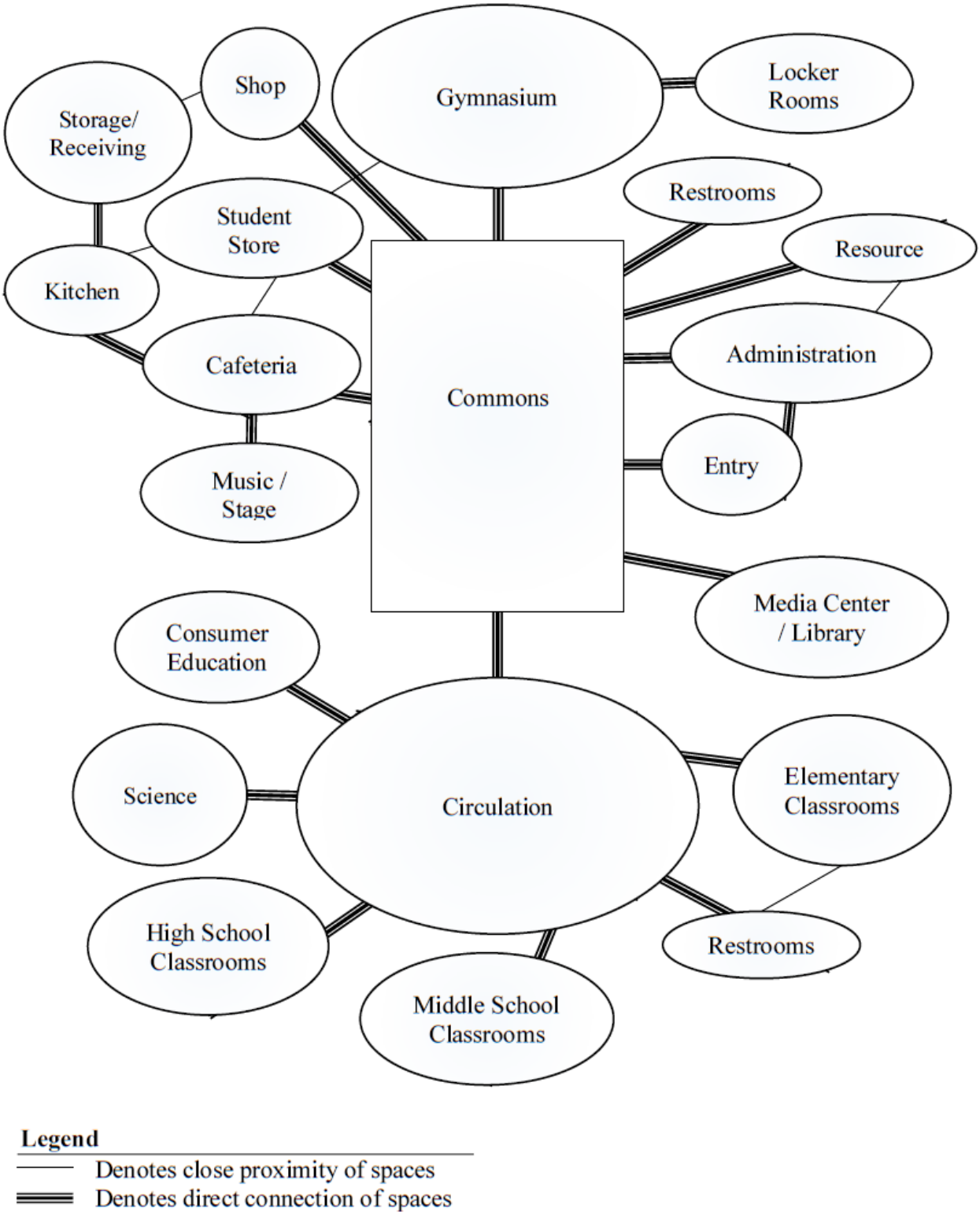
Ambiance: Playful not sterile, kid friendly not institutional.

Colors: Primary colors, avoid white and low chroma colors.

Adjacencies: Near: exterior access, other young student classrooms, private area. Not near: secondary students, primary circulation or gathering points.

Activities: Art, music, lettering, story time, show and tell, naptime, class instruction, small group, computer learning games, science projects, see kindergarten curriculum for additional information.

Appendix C – Spatial Diagram



Appendix D – Space Types

Category A - Instructional or Resource

Kindergarten
Elementary
General Use Classrooms
Secondary
Library/Media Center
Special Education
Bi-Cultural/Bilingual
Art
Science
Music/Drama
Journalism
Computer Lab/Technology Resource
Business Education
Home Economics
Gifted/Talented
Wood Shop
General Shop
Small Machine Repair Shop
Darkroom
Gym

Category B - Support Teaching

Counseling/Testing
Teacher Workroom
Teacher Offices
Educational Resource Storage
Time-out Room
Parent Resource Room

Category C - General Support

Student Commons/Lunch Room
Auditorium
Pool
Weight Room
Multipurpose Room
Boys Locker Room
Girls Locker Room
Administration
Nurse
Conference Rooms
Community Schools/PTA Administration
Kitchen/Food Service
Student Store

Category D - Supplementary

Corridors/Vestibules/Entryways
Stairs/Elevators
Mechanical/Electrical
Passageways/Chaseways
Supply Storage & Receiving Areas
Restrooms/Toilets
Custodial
Other Special Remote Location Factors
Other Building Support

Appendix E – Sustainability Factors

Mandatory Performance Standards

1) American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE) Standard 90.1 *Energy Standards for Buildings Except Low-Rise Residential Buildings* (2010 Edition).

Other Performance Standards

The department doesn't endorse or require the implementation of the following standards; however, each of them may be helpful in establishing performance requirements for school facilities.

1) Leadership in Energy and Environmental Design (LEED), US Green Building Council
2) Collaborative for High Performance Schools (CHPS)
3) High Performance Sustainable Building (HPSB) Guidelines
4) Green Globes® (2010), Green Building Initiatives

Sustainability Factors for Consideration

- Consumption goals for all heating fuels, water, and electricity.
- Consider level of complexity for maintenance and operation when selecting building systems, especially controls.
- Consider a site as close as possible to the majority of the student population served.
- Consider a site that provides ready access to necessary utilities, or that provides site characteristics that provide for on-site development of utility services.
- Consider a site with minimal impact on existing habitat, or consider a site that provides a clear opportunity for habitat restoration.
- Consider building orientation to take advantage of the site characteristics.
    - South facing windows to maximize natural light infiltration;
    - Use natural features to protect from wind loads;
    - Consider predominant wind direction when identifying window size and location;
    - Consider predominant wind, and snow drift direction when identifying door and building ventilation location; and
    - Consider that the majority of usage will take place during the school year (September-May).
- Consider joint-use of a school facility with other organizations such as community schools programs, community health programs, mental health programs, senior care or service programs or other programs compatible with the school mission.

Appendix F – Fixtures, Furnishings, & Equipment (cont.)

- Consider choice of heating and ventilation alternatives that provide the district with the best combination of energy efficiency and ease of maintenance.
- Consider day-lighting alternatives that minimize the use of artificial lighting throughout the building while still provided for adequate insulation characteristics for the school location. Compare costs of alternative day-lighting strategies in terms of electricity cost, as well as anticipated heating costs.
- Consider strategies to minimize water use
    - Low-flow double-flush toilets;
    - Low-flow urinals;
    - Recapture of grey-water and treatment for non-potable water uses; and
    - Rainwater recovery systems.
- Consider rapidly renewable materials.
- Consider use of regionally available materials.
- Establish a minimum Indoor Air Quality (IAQ) standard and develop a process to monitor IAQ during peak usage.
- Establish a minimum acoustical performance standard and verify at commissioning.
- Establish a minimum classroom and hallway lighting level and verify at commissioning.

Appendix F – Furnishings, Fixtures, & Equipment

A furnishings, fixtures, and equipment (FF&E) spreadsheet tool has been developed to assist in tracking needs by room and activity space, as identified in educational specifications. Sample "Tabulation" sheet:

Projected Furnishings and Equipment

School District: XYZ School District
School Facility: ABC Elementary
Date Tabulation Prepared: 4/1/2019
Project Equip/Tech Budget: $720,000.00
Planning/Design Stage: *Educational Specification*
Shipping Rate per Pound: $0.19

SAMPLE

Budget Category	Item Description	Unit	Qty Rqd	Qty OH	Qty Pur	Est. Weight	Target $ (Each)	Cost	Shipping Cost
Furnishings & Equipment	Entry Walk-off Mats (48" x 72")	ea	12		12	50	$100	$1,200	$114
Furnishings & Equipment	Literature rack, wall mounted, wood - 20wx36hx3d	ea	2		2	50	$200	$400	$19
Furnishings & Equipment	Side table - wood, 20"x20"	ea	2		2	50	$140	$280	$19
Furnishings & Equipment	Waste can, metal, exterior type, secure top	ea	1		1	150	$115	$115	$29
Furnishings & Equipment	Waste can, plastic, rectangular	ea	55	20	35	25	$15	$825	$166
Furnishings & Equipment	Waste can, stainless, flip top - 20x16x24h	ea	3		3	50	$60	$180	$29
Furnishings & Equipment	Waste can, metal, swing top, 14"x14"x35"H	ea	21		21	50	$180	$3,780	$200
Furnishings & Equipment	Waste can, metal, open, 14"x14"x35"H	ea	2		2	50	$180	$360	$19
Furnishings & Equipment	Office/Teacher desk - with tray, 2 box drawers, 2 file drawers	ea	32		32	300	$360	$11,520	$1,824
Furnishings & Equipment	Office/Teacher chair - ergonomic task with arms	ea	41		41	100	$200	$8,200	$779
Furnishings & Equipment	Office/Teacher chairs - ergonomic task w/o arms	ea	6		6	100	$95	$570	$114
Furnishings & Equipment	File cabinet, two drawer, legal, locking	ea	34		34	100	$215	$7,310	$646
Furnishings & Equipment	File cabinet, four drawer, legal, locking	ea	35		35	200	$280	$9,800	$1,330
Furnishings & Equipment	File cabinet, fireproof, four drawer, legal, locking	ea	8		8	200	$1,140	$9,120	$304
Furnishings & Equipment	Visitor chairs, lobby - upholstered, wood frame	ea	3		3	100	$140	$420	$57
Furnishings & Equipment	Visitor chairs, offices - upholstered, wood frame	ea	15		15	100	$140	$2,100	$285
Furnishings & Equipment	Adult stackable chair - sled-based type	ea	20		20	100	$35	$700	$380
Technology	Computer, office laptop	ea	7		7	50	$2,000	$14,000	$67
Technology	Computer, office desktop w/19" LCD	ea	4		4	100	$2,000	$8,000	$76
Technology	Computer, teacher laptop	ea	23		23	50	$2,000	$46,000	$219
Technology	Computer, student desktop	ea	103		103	50	$1,500	$154,500	$979
Technology	Student computer, laptops (existing)	ea	60		60		$0	$0	$0
Technology	Computer, electronic catalog (end of book stacks)	ea	2		2	50	$1,500	$3,000	$19
Technology	Computer, library server	ea	1		1	100	$3,000	$3,000	$19
Technology	30" Television	ea	17		17	200	$250	$4,250	$646
Technology	20" flat panel TV	ea	7		7	100	$400	$2,800	$133
Technology	Flat panel TV wall mount	ea	7		7	25	$45	$315	$33
Technology	Laser printer, color	ea	1		1	50	$1,000	$1,000	$10

BASE BID

Furnishings & Equipment	*Base Bid Subtotal*	*$56,880*	*$6,313*
Technology	*Base Bid Subtotal*	*$236,865*	*$2,199*
BASE BID	**BASE BID Total**	**$293,745**	**$8,512**

ALTERNATE BID #1

Budget Category	Item Description	Unit	Qty Rqd	Qty OH	Qty Pur	Est. Weight	Target $ (Each)	Cost	Shipping Cost
		ea					$0	$0	$0
		ea					$0	$0	$0
		ea					$0	$0	$0

Furnishings & Equipment	*Alternate Bid 1 Subtotal*	*$0*	*$0*
Technology	*Alternate Bid 1 Subtotal*	*$0*	*$0*
ALTERNATE BID 1	**ALTERNATE BID 1 Total**	**$0**	**$0**

BASE BID + ALTS	***BASE BID with ALTERNATES Total***	***$293,745***	***$8,512***

FF&E Budget Totals

SUMMARY Total	$302,257
Contingency @ 15%	$45,339
GRAND TOTAL	**$347,596**
Under (Over) Budget	*$372,404*

Summary of Changes: FY2021 CIP Application & Instructions

Question	Application	Instructions	Magnitude of Change
All	Conforming changes to meet ADA accessibility standards.	Formatting changes to meet ADA accessibility standards	Minor
Preparing	Add language reflecting regulation change allowing re-use of scores up to 5 years.	Add language reflecting regulation change allowing re-use of scores up to 5 years.	**Major**
2d	--	Add clarification of department practice to remove preventive maintenance and custodial scope items.	**Moderate**
3b	Specify "DEED" facility number.	--	Minor
3d	Separate "project description" and "scope of work" to provide more clear differentiation	--	Minor
3e	Add prompt to provide information on project schedule relating to alternative project deliver method, if anticipated.	Add conforming instruction.	Minor
3f	Add input for a DEED recovery of funds project number	Add new instruction.	**Moderate**
3h	Add new question relating to districtwide projects.	Add new instruction.	**Moderate**
4a	Embed the Life-safety/code matrix in the application giving applicants both an opportunity to select conditions they believe are appropriate and an opportunity to document the location of supporting data.	Add conforming instruction.	**Moderate**
5b	Provide clarifying language for filling out table.	--	Minor
5c	Provide clarifying language for filling out table.	--	Minor
5f	--	Add language reflecting regulation change regarding use of charter school populations in ADM projection calculation.	**Moderate**
Table 5.1	Conform "school year" ranges to current fiscal year.	--	Minor
New 6b	Add new question relating to the reuse of prior school design.	Add new instructions.	**Major**
New 6c	Add new question relating to reuse of prior building system design.	Add new instructions.	**Major**
7a	Edit to remove reference to "you" and "your".	Minor edits.	Minor
Table 7.1	Change maximum allowable percentage without justification for Equipment & Technology.	--	**Moderate**

Question	Application	Instructions	Magnitude of Change
Table 7.1	Add language in footnote requiring FF&E list and estimate for projects with educational specifications.	Add conforming instruction.	**Major**
Table 7.1	Add clarifying language from Instruction Appendix C that District Admin is reduced by CM by Consultant percentage.	--	Minor
9e	--	Add evaluation of need for commissioning as part of an energy management plan to conform to regulation change.	**Moderate**
New 9f	Add new scoring item relating to energy consumption reports. Achieves two objectives: 1) a majority of PM provisional status is related to the inability to produce 12 months of energy consumption data, and 2) initiates a response to new regulations on retro commissioning.	Add conforming instructions. New Item A to provide site-specific energy usage report. New item B to provide district metric to evaluate need for existing building commissioning.	**Major**
Project Attachment	Add new checklist item for documents supporting question 4a (		Minor
Appx A	--	Update minimum $25,000 project references to $50,000 to conform to regulation change.	**Major**
Appx C	--	Update recommended Equipment/Technology percentage.	**Moderate**
Appx E	--	Update minimum $25,000 project reference to $50,000 to conform to regulation change.	**Major**
Various	Renumber existing questions as needed.	Renumber existing questions as needed.	Minor
All	Footer: conforming changes for new fiscal year and form	Footer: conforming changes for new fiscal year and form	Minor

For changes to the Guidelines for Raters and Scoring Criteria (Formula-Driven and Evaluative Rating Forms), see drafts.

Minor edits to conform to ADA accessibility standards are proposed for the Project Eligibility Checklist.

For changes to forms for the District Six-Year Plan and Space Calculation Worksheet, see samples.

Application for Funding
Capital Improvement Project by Grant
or
State Aid for Debt Retirement

FY2021

PREPARING & SUBMITTING THIS APPLICATION

For each funding request, submit **one original** and **three complete copies of this application** and **two copies of each attachment**~~,~~. Attachments can be provided in a single copy if electronic files of the attachments are also provided ~~it is helpful for one attachment copy to be provided~~ in a portable document file (pdf) format. PDF files of all documents are requested but not required. The grant application deadline is September 1st.

When answering application questions, provide verifiable supporting documentation. Answers that cannot be verified will be considered unsubstantiated and may result in the department finding the application ineligible due to incompleteness.

The department will only score ten project applications from each district during a single rating period. In addition, a district can submit a letter to request reuse of an application's score for one year after the application was filed; or, if the project was substantially complete at the time of the application, the district can request reuse of the application's score for up to five years after the application was filed.

For instructions on completing this application, please refer to the department's Capital Improvement Project Application and Support website at:

http://education.alaska.gov/facilities/FacilitiesCIP.html

PROJECT INFORMATION

School District: _____

Community: _____

School Name: _____

Project Name: _____

I hereby certify that this information is true and correct to the best of my knowledge, and that the application has been prepared under the direction of the district school board and is submitted in accordance with law.

_____

Superintendent or Chief School Administrator Date

Alaska Department of Education & Early Development

SEC. 1. CATEGORY OF FUNDING AND PROJECT TYPE

1a. Type of funding requested. Choose only **one** funding source.

☐ Grant Funding ☐ Aid for Debt Retirement (Bonding)

1b. Primary purpose of project. Choose only **one** category. The department will change a project category as necessary to reflect the primary purpose of the project.[1]

Grant Funding Categories per AS 14.11.013(a)(1)	Debt Funding Categories per AS 14.11.100(j)(4)
School Construction: ☐ Health and life-safety (Category A) ☐ Unhoused students (Category B) ☐ Improve instructional program (Category F)	☐ Unhoused students ☐ Health and safety or building code deficiencies ☐ Achieve operating cost savings ☐ Improve instructional program
Major Maintenance: ☐ Protection of structure (Category C) ☐ Building code deficiencies (Category D) ☐ Achieve operating cost savings (Category E)	

1c. Phases of project to be covered by this funding request. Indicate **all** applicable phases:

☐ Planning (Phase I) ☐ Design (Phase II) ☐ Construction (Phase III)

SEC. 2. ELIGIBILITY REQUIREMENTS TO SUBMIT AN APPLICATION

Questions 2a-2e require a "yes" response, with substantiating documentation as necessary, in order to be eligible for review and rating.

2a. Has a six-year Capital Improvement Plan (CIP) been approved by the district school board? ☐ yes ☐ no

(Refer to AS 14.11.011(b), and 4 AAC 31.011(c); attach a copy of the 6-year plan.)

2b. Does the school district have a functional fixed asset inventory system? ☐ yes ☐ no

2c. Is evidence of required insurance attached to this application *or* has evidence been submitted as required to the department? ☐ yes ☐ no

[1] The department's authority to assign a project to its correct category is established in AS 14.11.013(c)(1) and in AS 14.11.013(a)(1) under its obligation to verify a project meets the criteria established by the Bond Reimbursement & Grant Review Committee under AS 14.11.014(b).I

2d. Is the project a capital improvement project and not part of a preventive maintenance program or custodial care? ☐ yes ☐ no

(Supporting evidence must be outlined in the project description, question 3d.Reference AS 14.11.011(b)(3))

2e. Is the district's preventive maintenance program certified by the department? ☐ yes ☐ no

2f. Districtwide replacement cost insurance for the last five years will be gathered by the department from annual insurance certification and schedule of values.

SEC. 3. PROJECT INFORMATION

3a. Priority assigned by the district. (Up to 30 points)
What is the rank of this project under the district's six-year Capital Improvement Plan?

Rank: _____

3b. School facilities within scope (Up to 30 points)
What buildings or building portion (i.e., original building or addition) will be included in the scope of work of the project?

(The department will utilize GSF records to establish project points (up to 30) in the "Weighted Average Age of Facilities" scoring element. For facility number, name, year, and size information on record, refer to the DEED Facilities Database at ~~http://~~education.alaska.gov/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm.)

DEED Facility #	Building or Building Portion	Year Built	GSF
TOTAL GSF			**0**

3c. Facility status. Does this project change the status of any facility within the project scope to one of the below? The existing building(s) will be (check all that apply):

☐ renovated ☐ added to ☐ demolished ☐ surplused ☐ other

NOTE: If the project changes the current status of a facility to "demolished" or "surplused," a transition plan is required as part of this application. For state-owned or state-leased facilities, the transition plan should describe how surplused facilities will be secured and maintained during transition. See instructions.

3d. Project description/Scope of work. The project description/scope of work narrative is a required element of this application (Reference AS 14.11.013(c)(3)(A)). Ensure project aligns with selected funding category.

Project description

Provide a clear, detailed description of the project. At a minimum, include the following:

- Facilities impacted by the project
- Age of facility/system(s)
- Facility/system conditions requiring capital improvement
- Explain why this project is not preventive maintenance
- Other discussion describing project

Scope of work

Provide a clear, detailed, and itemized description of the scope of work that addresses the items in the project description. At a minimum, include the following:

- Work items to be completed with this project
- Work items already completed (if any)
- Other discussion pertaining to scope of work

Alaska Department of Education & Early Development

3e. Project schedule. Provide estimated or actual dates for the following project milestones.

Estimated receipt of funding date _____
Contract with design team _____
Begin design _____
Design work 100% complete _____
Project out to bid _____
Begin construction _____
Complete construction _____

Provide additional information regarding the project schedule, if needed (including whether an alternative project delivery method is anticipated).

3f. Is the work identified in this project request partially or fully complete? ☐ yes ☐ no

If the answer is yes, attach 2 copies of documentation that establishes compliance with the department's requirements for bids and awards of construction contracts. (Reference 4 AAC 31.080)

Provide DEED recovery of funds project number: # _____

3g. Will this project require acquisition of additional land or utilization of a new school site? ☐ yes ☐ no

If the answer is yes, attach site description or site requirements. If a new site has been identified, attach the site selection analysis used to select the new site. Note the attachment on the last page of the application.

3h. If the project is a multiple-school or districtwide project, provide justification for cost-effectiveness and how the district intends to award as a single contract.

SEC. 4. CODE DEFICIENCY / PROTECTION OF STRUCTURE / LIFE SAFETY

4a. Code deficiency / Protection of structure / Life safety (Up to 50 points)

Describe in detail the issue, impact, and severity of code deficiency, protection of structure, and/or life safety conditions; attach supporting documentation (refer to *Guidelines for Raters* for scoring matrix for categories and requirements). Check the box of the specific scoring conditions corrected by the scope of the project and where the supporting documentation is located in the attachments.

Site

- ☐ Vehicle Surfaces (3 pts)
- ☐ Walkways and Surfaces (4 pts)
- ☐ Drainage Issues (6 pts)
- ☐ Playground Code (12 pts)
- ☐ Wastewater Issues (15 pts)
- ☐ Water Issues (16 pts)
- ☐ Wastewater Failure (24 pts)
- ☐ Water Failure (25 pts)

Provide description of site-related conditions and specific references to title and page of support documents.

Structural

- ☐ Seismic - no restrictions (3 pts)
- ☐ Foundation/Floor - no PE eval (4 pts)
- ☐ Seismic - minimal restrictions (6 pts)
- ☐ Upper Floor Structure - no PE eval (9 pts)
- ☐ Vertical Structure - no PE eval (9 pts)
- ☐ Roof Structure - no PE eval (10 pts)
- ☐ Foundation/Floor – PE eval (15 pts)
- ☐ Seismic - moderate restriction (15 pts)
- ☐ Upper Floor Structure - PE eval (20 pts)
- ☐ Vertical Structure – PE eval (20 pts)
- ☐ Roof Structure - PE eval (24 pts)
- ☐ Seismic/Gravity Partial Closure (28 pts unless does not qualify for space, then 15 pts)
- ☐ Seismic/Gravity Full Closure (50 pts unless does not qualify for space, then 15 pts)

Provide description of structural-related conditions and specific references to title and page of support documents.

Roof/Envelope

- ☐ Siding Failure, age <20yr (2 pts)
- ☐ Siding Finish (2 pts)
- ☐ Roof, age >Warranty +5 (3 pts)
- ☐ Trim/Flashings, age >20yr (6 pts)
- ☐ Roof, age Warranty +10 (6 pts)
- ☐ Siding Material, age >20yr (8 pts)
- ☐ Roof Leaks - avg WO<3/yr (8 pts)
- ☐ ASHRAE 90.1 Windows (8 pts)
- ☐ ASHRAE 90.1 Insulation (10 pts)
- ☐ Siding Failure, age <30yr (12 pts)
- ☐ Siding, age >30yr (12 pts)
- ☐ Windows/Doors, age >20yrs (12 pts)
- ☐ Roof Leaks, avg WO >3/yr2 (15 pts)
- ☐ Windows/Doors, age >30yr (15 pts)
- ☐ Doors w/Egress issues (15 pts)
- ☐ Roof Leaks affect space (25 pts)

NOTE: If condition is based on an average number of work orders per year ("avg WO"), provide work orders. Average is over prior three years. See application instructions.
If condition is based on ASHRAE 90.1 code deficiency, provide existing R-value or code violation of system

Provide description of roof or building envelope-related conditions and specific references to title and page of support documents.

Architectural/Interior/ADA

ADA - 1 issue (1 pts)	☐	Floor Finishes >15yr (4 pts)	☐
ADA - 2 issues (2 pts)	☐	Wall Finishes >30yr (6 pts)	☐
DEC Sanitation (2 pts)	☐	Ceiling Finishes >30yr (7 pts)	☐
ADA - 3 issues (3 pts)	☐	Floor Finishes >20yr (8 pts)	☐
Ceiling Finishes age >25yr (3 pts)	☐	Building Egress (10 pts)	☐
Wall Finishes age >25yr (3 pts)	☐	Rated Assemblies (12 pts)	☐
ADA - 4 issues (4 pts)	☐	Codes + Arch (each system) (+3 pts)	☐

Provide description of architectural, interior, or ADA-related conditions and specific references to title and page of support documents.

Mechanical

Narrative, System age >20yr (2 pts)	☐	Codes: Ventilation (12 pts)	☐
DDC Deficiency (3 pts)	☐	Codes: Plumbing (12 pts)	☐
Narrative, System age >30yr (4 pts)	☐	Codes: Heating (13 pts)	☐
Ventilation, WO <3/yr (5 pts)	☐	Boilers, 1 of 2 Non-op (13 pts)	☐
Plumbing, WO <3/yr (6 pts)	☐	Codes + PE (each system) (+3 pts)	☐
Heating, WO <3/yr (7 pts)	☐	HVAC age >40yr (15 pts)	☐
Pneumatic Controls (8 pts)	☐	Boilers, 2 of 3 Non-op (18 pts)	☐
Ventilation, WO >3/yr (9 pts)	☐	Mechanical Systems, WO >5/yr2 (21 pts)	☐
Plumbing, WO >3/yr (10 pts)	☐	Heating Failure (25 pts)	☐
Heating, WO >3/yr (11 pts)	☐		

NOTE: If condition is based on an average number of work orders per year ("avg WO"), provide work orders. Average is over prior three years. See application instructions.

Provide description of mechanical-related conditions and specific references to title and page of support documents.

Electrical

Narrative, Lighting age >20yr (2 pts)	☐	Intercom Issues, WO >3/yr (8 pts)	☐
Narrative, Electrical age >30yr (4 pts)	☐	Codes, Lighting (10 pts)	☐
Power, WO <3/yr (4 pts)	☐	Codes, Power (10 pts)	☐
Lighting, WO <3/yr (4 pts)	☐	Intercom Failure (10 pts)	☐
Egress/EM lights, WO <3/yr (5 pts)	☐	Codes + PE eval (each system) (+3 pts)	☐
Back-up Generator In-operable (5 pts)	☐	Electrical, age >40yr (15 pts)	☐
Power, WO >3/yr (7 pts)	☐	Light Levels, <50% of code (16 pts)	☐
Lighting, WO >3/yr (7 pts)	☐	Electrical Systems, WO >5/yr (21 pts)	☐
Egress/EM lights, WO >3/yr (8 pts)	☐	Power Failure (25 pts)	☐

NOTE: If condition is based on an average number of work orders per year ("avg WO"), provide work orders. Average is over prior three years. See application instructions.

Provide description of electrical-related conditions and specific references to title and page of support documents.

Fire Alarm/Sprinkler

Narrative, Fire Alarm age >10yr (2 pts)	☐	Heads Failing, age >40yr (10 pts)	☐
Narrative, Sprinkler >30yr (2 pts)	☐	FA/Sprinkler, WO >3/yr (15 pts)	☐
Heads Failing, age >30yr (5 pts)	☐	Fire Alarm Non-op, <3 floors (17 pts)	☐
Sprinkler Coverage Gaps (5 pts)	☐	FA/Sprinkler, WO >5/yr (20 pts)	☐
Non-addressable FA (6 pts)	☐	Fire Alarm Non-op, >3 floors (25 pts)	☐
FA/Sprinkler, WO >1/yr (8 pts)	☐	Sprinkler Non-op (30 pts)	☐

NOTE: If condition is based on an average number of work orders per year ("avg WO"), provide work orders. Average is over prior three years. See application instructions.

Provide description of fire alarm or sprinkler-related conditions and specific references to title and page of support documents.

UST/AST/HazMat

HazMat (all) Low Exposures (3 pts)	☐	UST/AST Leak (7 pts)	☐
Narrative, UST age >30yr (2 pts)	☐	USCG/40 CFR Cite (10 pts)	☐
Narrative, AST age >40yr (5 pts)	☐	HazMat (all) Mod Exposures (10 pts)	☐
Sewage Lagoon Failure/Exposure (5 pts)	☐	HazMat (all) High Exposures (22 pts)	☐

Provide description of UST, AST, or HazMat-related conditions and specific references to title and page of support documents.

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SEC. 5. REQUIREMENTS FOR SPACE TO BE ADDED OR REPLACED

NOTE: If this project is classified as Major Maintenance (Category C, D, or E) and is not including any new space, skip to 5j. **All applications requesting new or replacement space, or classified as School Construction (Category A, B, or F), must provide the information requested in this section.** For the purposes of this section, gross square footage is calculated in accordance with 4 AAC 31.020(e). Worksheets to be completed are available at the department's website at:
~~http://~~Education.Alaska.Gov/facilities/FacilitiesCIP.html

5a. Indicate the student grade levels to be housed in the proposed project facility: _____

5b. Is there any work (other than this project) within the attendance area that has been approved by local voters, or has been funded, or is in progress that houses any student grade levels included in the proposed project? ☐ yes ☐ no

~~(~~If the answer is yes, ~~provide information~~ in the table below, identify the project and provide information about size, grades to be served, and student capacity~~, and grades to be served in the table below.)~~

Project Name	GSF	Grades	Student Capacity

5~~b~~c. Are there school facilities within the attendance area that house any student grade levels included in the proposed project? ☐ yes ☐ no

~~(~~If the answer is yes, ~~provide information~~ in the table below, identify the school and provide information about size, grades served, and student capacity~~, and grades served in the table below.)~~

School Name	GSF	Grades	Student Capacity

In lieu of data in the format above for questions 5b and 5c, we are providing detailed attachments. ☐ yes ☐ no

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5d. What is the anticipated date of occupancy for the proposed facility? _____

5e. Unhoused students (Up to 80 points)

In the table below, provide the attendance area's current and projected ADM:

Table 5.1 ATTENDANCE AREA ADM

School Year	K-6 ADM	7-12 ADM	Total ADM
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
2025-2026			
2026-2027			
2027-2028			

5f. Were the ADM projections used by the district based on the department's worksheets? ☐ yes ☐ no

Attach calculations and justifications.

5g. Confirm space eligibility:

Qualifies for _____ additional SF
Applying for _____ additional SF

5h. Regional community facilities (Up to 5 points)

List below any alternative regional, community, and school facilities in the area that are capable of meeting all, or part, of the project needs. Identify the facility by name, its condition, and provide the distance from current school. If attached documentation is intended to address this question, note the attachment on the last page of the application.

5i. Are educational specifications attached? ☐ yes ☐ no

ALL PROJECTS CONTINUE FROM THIS POINT

5j. Project space utilization (Up to 30 points)

Completion of this table is **mandatory for all projects that add space or change existing space utilization**. If the project does not alter the configuration of the existing space, it is not necessary to complete this table. Use gross square feet for space entries in this table.

Table 5.2 PROJECT SPACE EQUATION

Space Utilization	A Existing Space	I Space to remain "as is"	II Space to be Renovated	III Space to be Demolished	IV New Space	B Total Space upon Completion
Elem. Instructional/Resource						
Sec. Instructional/Resource						
Support Teaching						
General Support						
Supplementary						
Total School Space						

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SEC. 6: PROJECT PLANNING & DESIGN

NOTE: Reference Appendix B of the instructions for required elements. More developed design documents can be attached in lieu of previous documents.

6a. Condition/Component survey (0 to 10 points)

1. Is a facility or component condition survey attached? ☐ yes ☐ no

   Document title: _____

   Date prepared: _____

6b. Use of prior school design (up to 20 points)

1. Is the district proposing to use a previously department-approved design for this project? ☐ yes ☐ no
2. If yes, in addition to the space eligibility analysis in Section 5, has the district attached design plans and a cost analysis that includes both design and construction costs demonstrating how the use will result in cost savings for the project? ☐ yes ☐ no

6c. Use of prior building system design (up to 3 points per qualified system)

1. Is the district proposing to use one or more previously approved building system designs for this project? ☐ yes ☐ no
2. If yes, provide supporting information on each specific system showing how the use of the building system(s) would meet the needs of the proposed project and will result in a cost savings for the project.

6d~~b~~. Planning/Concept design (0 or 10 points, all elements required for 10 points)

1. Has an architectural or engineering consultant been selected (as required)? ☐ yes ☐ no
2. Are concept design studies/planning cost estimates attached? ☐ yes ☐ no
3. New construction projects: are educational specifications, site selection analysis, and student population projections attached (as required)? ☐ yes ☐ no

6e~~c~~. Schematic design - 35% (0 or 10 points, all elements required for 10 points as applicable to the project)

1. Are complete schematic design documents attached? Schematic design documents include approximate dimensioned site plans, floor plans, elevations, and engineering narratives for all necessary disciplines. If the answer is no and project is complete, provide a justification for why documents are not needed. ☐ yes ☐ no
2. Is a schematic design level cost estimate attached? ☐ yes ☐ no

6fd. Design development - 65% (0 or 5 points, all elements required for 5 points as applicable to the project)

1. Are design development documents attached? Design development documents include dimensioned site plans, floor plans, complete exterior elevations, draft technical specifications and engineering plans. If the answer is no and project is complete, provide justification as to why documents are not needed. ☐ yes ☐ no

2. Is a design development cost estimate attached? ☐ yes ☐ no

6ge. Planning/Design team List parties who have contributed to the evaluation and/or design services thus far for this project. When applicable, a district employee with special expertise should be listed, along with the basis for his or her expertise.

Provider	Expertise

SEC. 7: COST ESTIMATE

Cost estimate for total project cost (Up to 30 points)

7a. Project cost estimate Complete the following tables using the Department of Education & Early Development's current Cost Model edition or an equivalent cost estimate. Completion of the tables is mandatory.

Percentages are based on construction cost. See Appendix C for additional information. If ~~your~~ the project exceeds the recommended percentages, ~~you must~~ provide a detailed justification for each item exceeding the percentage. The total of all additive percentages should not exceed ~~130~~125%. If the additive percentages exceed ~~130~~125%, a detailed explanation must be provided or the department will adjust the percentages to meet the individual and overall percentage guidelines.

Table 7.1. TOTAL PROJECT COST ESTIMATE

Project Budget Category	Maximum % without justification	I Prior AS 14.11 Funding	II Current Project Request	III % of Total Construction Cost	IV Project Total
CM - By Consultant [1]	2 - 4%				
Land [2]	n/a				
Site Investigation [2]	n/a				
Seismic Hazard [3]	n/a				
Design Services	6 - 10%				
Construction [4]	n/a				
Equipment & Technology [2,5]	up to 4%~~10%~~				
District Administrative Overhead [6]	up to 9%				
Art [7]	0.5% or 1%				
Project Contingency	5%				
Project Total	**p to 125%~~130%~~**				

1. Percentage is established by AS 14.11.020(c) for consultant contracts (Maximum allowed percentage by total project cost: $0-$500,000 – 4%; $500,001- $5,000,000 – 3%; over $5,000,000 – 2%).
2. Include only if necessary for completion of this project; address need in the project description (Question 3d). Amounts included for Land and Site Investigation costs need to be supported in the cost estimate discussion (Question 7c), and supporting documentation should be provided in the attachments.
3. Costs associated with assessment, design, design review, and special construction inspection services associated with seismic hazard mitigation of a school facility. This amount needs to be provided by a design consultant, and should not be estimated based on project percentage.
4. Attach detailed construction cost estimate and life cycle cost if project is new-in-lieu-of-renovation.
5. Equipment and technology costs should be calculated based on the number of students to be served by the project. See the department's publication, *Guidelines for School Equipment Purchases* for calculation methodology (2016). Technology is included with Equipment. Projects with an educational specification shall include FF&E list and estimate of cost.
6. Includes district/municipal/borough administrative costs necessary for the administration of this project; this budget line will also include any in-house construction management cost, reduced for CM percentage.
7. Only required for renovation and construction projects over $250,000 that require an Educational Specification (AS 35.27.020(d)).

Table 7.2 CONSTRUCTION COST ESTIMATE						
	New Construction			Renovation		
Construction Category	Cost	GSF	Unit Cost	Cost	GSF	Unit Cost
Base Building Construction [1]						
Special Requirements [2]		n/a			n/a	
Sitework and Utilities		n/a			n/a	
General Requirements		n/a			n/a	
Geographic Cost Factor		n/a			n/a	
Size/Dollar Adj. Factor		n/a			n/a	
Contingency		n/a			n/a	
Escalation		n/a			n/a	
Construction Total						

1. If using the Cost Model, Base Construction = Divisions (1.0+2.0) for new construction, and Division 11.00 for Renovation, otherwise, Base Construction = the total construction cost less the costs that correspond with other cost categories in the table.
2. Explain in detail and justify special requirements in Question 7c.

7b. Cost estimate source. Identify and describe as needed the specific source of the costs provided in Table 7.1 (e.g. professional estimators, solicited vendor quotes, paid invoices).

7c. Cost estimate discussion & justifications. Identify and explain cost estimate assumptions, lump sums, and percentages in excess of the recommended percentages in Table 7.1. Provide a detailed justification for each item exceeding a recommended percentage.

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SEC. 8: ADDITIONAL PROJECT FACTORS

Emergency conditions are those that pose a high level of threat for building use by occupants.

8f. Is this project an emergency? (Up to 50 points) ☐ yes ☐ no

Has the district submitted an insurance claim? ☐ yes ☐ no
If no, explain below.

If the project is an emergency, describe below in detail the nature, impact, and immediacy of the emergency and actions the district has taken to mitigate the emergency conditions.

Categorize the issues described and explained above by checking the boxes that apply to the building condition(s).

Category of Conditions	Applicable
Building is destroyed or rendered functionally unsafe for occupancy and requires the building to be demolished and rebuilt. (50 points)	☐
Building is unsafe and the entire student population is temporarily unhoused. The building requires substantial repairs to be made safe for the student population to occupy the building. (25-45 points)	☐
Building is occupied by the student population. A local or state official has issued an order that the building will need to be repaired by a certain date or the district will have to vacate the building. (5-25 points)	☐
A portion of the building requires significant repair or replacement of damaged portion of building. The damaged portion of the building cannot be used for educational purposes. (5-45 points)	☐
A major building component or system has completely failed and is no longer repairable. The failed system or component has rendered the facility unusable to the student population until replaced. (25-45 points)	☐
A major building component or system has a high probability of completely failing in the near future. The component or system has failed, but has been repaired and has limited functionality. If the component fails, the district may be required to restrict use of the building until the component or system is repaired or replaced. (5-25 points)	☐

8b. Inadequacies of existing space (Up to 40 points)

Describe how the inadequacies of the existing space impact mandated instructional programs or existing or proposed local programs and how the project will improve the existing facilities to support the instructional programs.

8c. Other options (Up to 25 points)

Describe, in addition to the proposed project, at least two or more viable and realistic options that have been considered in the planning and development of this project to address the best solution for the facility.

Major maintenance projects should include consideration of project design options, material or component options, phasing, cost comparisons, or other considerations.

New school construction or addition/replacement of space projects should include a discussion of existing building renovation versus new construction, acquisition or use of alternative facilities, a life cycle cost analysis and cost benefit analysis, service area boundary changes where there are adjacent attendance areas, or other considerations.

8d. Annual operating cost savings (Up to 30 points)

Quantify the project's annual operational cost savings, if any, in relation to the project total cost.

8e. Phased funding (Up to 30 points)

Provide AS 14.11 administered grants that have been appropriated by the legislature as partial funding in support of this project. This category is score-able only in instances where project funding was intentionally phased.

Applications seeking funds for cost overages, change in scope, or other actions not noted in the original application or legislative appropriation will not be considered eligible for these points.

DEED grant #: _____

8f. Is the district applying for a waiver of participating share? ☐ yes ☐ no

Only municipal districts with a full value per ADM less than $200,000 are eligible to apply for a waiver of participating share. REAA's are not eligible to request a waiver of participating share.

(If the district is applying for a waiver, attach justification. Refer to AS 14.11.008(d) and Appendix F of the application instructions.)

SEC. 9. DISTRICT PREVENTIVE MAINTENANCE & FACILITY MANAGEMENT

District preventive maintenance and facility management (~~55~~65 points possible)

Ensure that documents related to the district's maintenance and facility management program have been provided with district CIP submittals. Include management reports, renewal and replacement schedules, work orders, energy reports, training schedules, custodial activities, and any other documentation that will enhance the requirements listed in the instructions. Include the following documents:

9a. Maintenance Management Narrative (Up to 5 Evaluative Points)

9b. Maintenance Labor Reports (Up to 15 Formula-Driven Points)

9c. PM/Corrective Maintenance Reports (Up to 10 Formula-Driven Points)

9d. 5-Year Average Expenditure on Maintenance. Districtwide maintenance expenditures for the last 5 years will be gathered by the department from audited financial statements. (Up to 5 Formula-Driven Points)

9e. Energy Management Narrative (Up to 5 Evaluative Points)

9f. Energy Consumption Reports (Up to 10 Formula-Driven Points)

~~9f~~9g. Custodial Narrative (Up to 5 Evaluative Points)

~~9g~~9h. Maintenance Training Narrative (Up to 5 Evaluative Points)

~~9h~~9i. Capital Planning Narrative (Up to 5 Evaluative Points)

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ATTACHMENTS CHECKLIST

Note all attachments included with the application.

Project eligibility attachments: Eligibility item is required on all projects. Submit two copies, regardless of the number of project applications.

- ☐ Six-year Capital Improvement Plan (CIP) (question 2a)

District eligibility attachments: Submit two copies, regardless of the number of project applications.

- ☐ Preventive maintenance and facility management narratives (questions 9a, 9e, 9g-9~~h~~i)
- ☐ Preventive maintenance reports (questions 9b, 9c, 9f)

Project description attachments: List all attachments referred to or noted in the application. Some items may not be applicable to a specific project. Submit two copies of each attachment with application.

- ☐ Transition plan for state-owned or state-leased properties (question 3c)
- ☐ For fully or partially completed projects: documentation establishing compliance with 4 AAC 31.080 (question 3f)
- ☐ Site description, site requirements, and/or site selection analysis (question 3g)
- ☐ Condition support documents *(e.g., maintenance work orders, warranties, etc.)* (question 4a)
- ☐ Facility condition survey (question 6a)
- ☐ Facility appraisal (question 6b)
- ☐ Educational specification (question 5i, 6b)
- ☐ Concept design documentation (question 6b)
- ☐ Schematic design documentation (question 6c)
- ☐ Design development documentation (question 6d)
- ☐ Cost estimate worksheets (question 7a)
- ☐ Appropriate compliance reports *(i.e., Fire Marshal, AHERA, ADA, etc.)* (questions 4a, 8a)
- ☐ Cost/benefit analysis (question 8d)
- ☐ Life cycle cost analysis (question 8d)
- ☐ Value analysis (question 8d)
- ☐ Justification for waiver of participating share (question 8f)
- ☐ Capacity calculations of affected schools in the attendance area/areas (question 5e)
- ☐ Enrollment projections and calculations (question 5e)
- ☐ Other: _____

Alaska Department of Education & Early Development

Instructions for completing the Application for Funding for a Capital Improvement Project

FY2021

These instructions support DEED Form #05-~~18~~19-~~043~~XXX
Application for Funding Capital Improvement Project by Grant or State Aid for Debt Retirement.

PREPARING & SUBMITTING THIS APPLICATION

Answer all questions: Each question on the application form must be answered in order for the application to be considered complete. **Only complete applications will be accepted. Incomplete applications will be considered ineligible and returned unranked**. If a question is not applicable, please note as NA. The department has the authority to reject applications due to incomplete information or documentation provided by the district. The grant application deadline is September 1st (postmarked or shipped on or before September 1st is acceptable).

Project name to be accurate and consistent: The project name on the first page of the application should be consistent with project titles approved by the district school board and submitted with the six-year Capital Improvement Plan (CIP). The project name should begin with the name of the school and type of school (ex: K-12). Multi-school projects should list the schools that are part of the scope unless the work is districtwide at most or all school sites in the district.

Limited to ten applications: The department will only score up to ten individual project applications from each district during a single rating period. In addition, a district can submit a letter to request reuse of an application's score for one year after the application was filed; or, if the project was substantially complete at the time of the application, the district can request reuse of the application's score for up to five years after the application was filed.

The department may adjust parts of the application: Project scope and budget may be altered based on the department's review and evaluation of the application. The department will correct errors noted in the application and make necessary increases or decreases to the project budget. The department may decrease the project scope, but will not increase the project scope beyond that requested in the original application submitted by the September 1st deadline.

Authorizing signature: The application must be signed by the appropriate official. Unsigned applications cannot be accepted for ranking.

Application packages should be submitted to:
Alaska Department of Education & Early Development
Division of ~~School~~ Finance & Support Services, Facilities
801 W. 10th Street, Suite 200
P.O. Box 110500
Juneau, AK 99811-0500

For further information contact:
School Facilities Manager

1. CATEGORY OF FUNDING AND PROJECT TYPE

1a. Type of funding requested.

Check **one** box to indicate which type of state aid is being requested.

Grant Funding: applications are submitted to the department by September 1st of each year, or on a date at the beginning of September designated by the department in the event that the 1st falls on a weekend or holiday (postmarked or shipped on or before September 1st is acceptable).

Aid for Debt Retirement: applications can be submitted at any time during the year if there is an authorized debt program in effect. **To verify if there is an authorized debt program in effect, contact the department.**

1b. Primary purpose.

Based on whether the application is for grant funding or aid for debt retirement, check **one** box in the appropriate column to indicate the primary purpose of the project. Each application should be for a single project for a particular facility, and should be independently justified. The district may include work in other categories in a proposed project. These projects will be reviewed and evaluated as mixed-scope projects. Refer to Appendix A of these instructions for descriptions of categories and the limitations associated with grant category C, category D, and category E projects. Application of scoring criteria will be on a weighted basis for mixed scope projects. The department will change a project category as necessary to reflect the primary purpose of the project.[1]

1c. Phases of project.

Check the applicable phase(s) covered by this funding request. Refer to Appendix B for descriptions of phases.

2. ELIGIBILITY REQUIREMENTS TO SUBMIT AN APPLICATION

2a. District six-year plan.

Attach a current six-year Capital Improvement Plan (CIP) for the district. Use DEED Form 05-18-044. The project requested in the application must appear on the district's six-year plan in order to be considered for either grant funding or debt reimbursement.

2b. Fixed asset inventory system.

The district does not need to submit any fixed asset inventory system information to the department as part of the CIP application. The department will verify the existence of a Fixed Asset Inventory System during its on-site Preventive Maintenance program review every five years. The department will annually review the district's most recently submitted

[1] The department's authority to assign a project to its correct category is established in AS 14.11.013(c)(1) and in AS 14.11.013(a)(1) under its obligation to verify a project meets the criteria established by the Bond Reimbursement & Grant Review Committee under AS 14.11.014(b)

annual audit for information regarding its fixed asset inventory system. School districts that do not have an approved fixed asset inventory system, or a functioning fixed asset inventory system (i.e., cannot be audited) will be ineligible for grant funding under AS 14.11.011.

2c. Property insurance.

The department may not award a school construction grant to a district that does not have replacement cost property insurance. AS 14.03.150, AS 14.11.011(b)(2) and 4 AAC 31.200 set forth property insurance requirements. The district should annually review the level of insurance coverage as well as the equipment limitations of the policy, and the per-site and per-incident limitations of the policy to assure compliance with state statute and regulation.

2d. Capital improvement project.

AS 14.11.011(b)(3) requires a district to provide evidence that the funding request should be a capital project and not part of a preventive maintenance or regular custodial care program. Refer to Appendix E for an explanation of maintenance activities. Scope of work will be modified by the department during review of the application to remove items deemed to be preventive maintenance or custodial.

2e. Preventive maintenance program.

Under AS 14.11.011(b)(4), a district must have a certified preventive maintenance program to be eligible for funding. Initial notification of district certification is provided by June 1; final determination of a district maintenance program is issued August 15. For more information contact the department.

2f. Insurance.

District facility insurance data is required to be provided by each district to the department under AS 14.03.150 and 4 AAC 31.200. Insured replacement value will include all district facilities reported in the department's School Facility database:

https://education.alaska.gov/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm

Note: This information is used in calculating scores for question 9d. The five-year average expenditure for maintenance is divided by the five-year average insured replacement value, districtwide.

3. PROJECT INFORMATION

3a. Priority assigned by the district. (30 points possible) The district ranking of each project application must be a unique number approved by the district school board and must place each discrete project in priority sequence. The project having the highest priority should receive a ranking of one, and each additional project application of lower priority should be assigned a unique number in priority order. The department will accept only one project with a district ranking of priority one. The ranking of each application should be consistent with the board-approved six-year Capital Improvement Plan. Refer to AS 14.11.013(b)(2). Both major maintenance projects and school construction projects should be combined into a

single six-year plan. There are up to 30 points available for a district's #1 priority. Points drop off in increments of 3 for each corresponding drop in district priority ranking.

The district should provide a listing of *projects anticipated for the full six years* of the district's six-year plan, not just the first year of the plan.

3b. School facilities within scope. (30 points possible)

This question requests information on the year the facility was constructed and size of each element of the facility to establish the "weighted average age of facilities" score. If a project's scope of work is limited to a portion of a building (i.e., the original or a specific addition), the age of *that building portion* will be used in the "weighted average age of facilities" point calculation. If the project's scope of work expands to multiple portions of a building, the ages of *all building portions receiving work* will be used in the "weighted average age of facilities" point calculation. *Year built* refers to the year the original facility and any additions were completed or were first occupied for educational purposes. If a date of construction is not available, use an estimate indicated by an (*). *Gross square footage (GSF)* of each addition should be the amount of space added to the original facility. *Total size* should equal the total square footage of the existing facility. There are up to 30 points possible depending on the age of the building. Facility number, name, year built, and size are available online at:

http://education.alaska.edu/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm

Department data will be used for calculations, if there is an error in the database, contact the department prior to September 1.

3c. Facility status.

The response to this question should be consistent with column III of the space utilization table in question 5i. Projects that will result in demolition or surplusing of existing owned or leased facilities must include a detailed plan for the transition from existing facilities to replacement facilities. If a facility is to be demolished or surplused, the project must provide for the abatement of all hazardous materials as part of the project scope. The transition plan should describe how surplused state-owned or state-leased facilities will be secured and maintained during transition. The detailed plan for demolishing or surplusing state-owned or -leased properties should incorporate a draft of the department's Form 05-96-007, Excess Building. For the CIP process, furnish building data and general information; signatures and board resolutions may be excluded.

3d. Project description/Scope of work.

Describe the scope of work of the entire project. The project description/scope of work should include: (1) a detailed description of the project, (2) documentation of the conditions justifying the project, and (3) a description of the scope of the project and what the project will accomplish. The scope should also contain sufficient quantifiable analysis to show how the project is in the best interest of both the district and the state.

The description of project scope should include information that will allow the department to evaluate the criteria specified in AS 14.11.013; ensure project aligns with selected category.

Project scope should be sufficiently defined to assure bidding a single contract. If proposing a "districtwide" project, applicant should provide justification of how it is more cost-effective to combine multi-site (multi-community) projects.

It is helpful to identify the question number if you are providing detail to support another application question in the project description.

Question 2d: AS 14.11.011(b)(3) requires the district to provide sufficient evidence that the funding request should be a capital improvement project and not preventive maintenance (including routine maintenance) or custodial care. Refer to Appendix E of these instructions for information regarding the definitions of maintenance terms related to this question.

Question 3b: If the project impacts multiple facilities, the project description shall identify the facilities impacted and describe how each will be impacted. For facilities with both Original and Addition space, identify the discrete section(s) of the portion being impacted. For "districtwide" projects, a detailed description and scope is required for each facility.

Question 3c: Projects that will result in demolition or surplusing of existing owned or leased facilities must include a detailed plan for the transition from existing facilities to replacement facilities.

Question 3g: Site description should include location, size, availability, cost, and other pertinent information as appropriate. If a site selection and evaluation report is attached, the information can be referenced with a brief summary, rather than being reproduced in this section.

Question 3f: If project is complete or partial complete, identify which scope elements have been completed.

Question 5c: If this project will (1) result in renovated or additional educational space, and (2) serve students of the same grade levels currently housed or projected to be housed in other schools, the project description should indicate the:

- attendance areas that will be impacted (i.e. will contribute students) by this project,
- current and projected student populations in each facility (school) affected by the project, and
- DEED gross square footage for each affected facility (school) in the attendance area.

Question 6a-6d: If a facility condition survey, facility appraisal, schematic design, and/or design development documents are attached, they can be summarized and referenced, rather than reproduced in the description of project need, justification, and scope. If project is complete, and schematic design or design development documents are not attached, provide a justification for why documents are not needed.

Question 8c: When a new, renovation, new-in-lieu-of-renewal, or Category E project is proposed, the project description should include a brief discussion of the cost/benefit and life cycle cost principles which guided this project solution. The detailed cost/benefit analysis

and life cycle cost analysis documents shall provide data documenting conditions that justify the project [AS 14.11.011(b)(1)]. If these documents are attached, they can be referenced and summarized, rather than reproduced in the project description.

3e. Project Schedule.

Provide an estimated project timeline that includes, at a minimum, the estimated date for receipt of funding, estimated construction start date, and estimated construction completion date. Identify any additional project schedule milestones or special circumstances that are applicable to the project. Include any schedule changes anticipated if alternative delivery is considered for the project.

3f. Complete or partially completed project.

Indicate whether the work identified by the project request is partially or fully complete. In question 3d, clearly identify which scope elements have been completed. If the construction work is partially or fully complete, attach documentation that establishes that the construction was procured in accordance with 4 AAC 31.080.

- Competitive sealed bids must be used unless alternative procurement has been previously approved by the department.
- Projects under $100,000 can be constructed with district employees if prior approval is received from the department. For projects that utilized in-house labor, attach the DEED approval of the use of in-house labor [4 AAC 31.080(a)]. If a project utilized in-house labor, or was constructed with alternative procurement methods, and does not have prior approval from the department, the project's construction budget will be reduced [4 AAC 31.080(e)].
- For construction contracts under $100,000, districts may use any competitive procurement method practicable. Provide an explanation of circumstances requiring selected procurement method with attachment.

For projects with contracted construction services, attach construction and bid documents utilized to bid the work, advertising information, bid tabulation, construction contract, and performance and payment bonds for contracts exceeding $100,000. Projects shall be advertised three times beginning a minimum of 21 days before bid opening. The bid protest period shall be at least 10 days. Construction awards must NOT include provisions for local hire.

If district has been working with the department for approval of project delivery method, design, and construction, provide the DEED recover of funds project number in the space provided.

3g. Acquisition of additional land.

Acquisition of additional land refers to expansion of an existing school site using property immediately adjacent to, or in close proximity to, the existing school site. Land acquisition may result from long-term lease, purchase, or donation of land. *Utilization of a new school site* refers to use of a site previously acquired by the district, or a new site acquired as a result of this application and not previously utilized as a public school.

If the project site is not yet known, the site description should be the district's best estimate of specific site requirements for the project, and it should be included in the project description. The department's 2011 publication, *Site Selection Criteria and Evaluation Handbook*, may be useful in responding to this question. A site selection study is required for those projects involving new sites in order to qualify for schematic design points (reference Appendix B).

3h. Multiple-school or districtwide project.

Explain how a multiple site project is cost effective and in the state's best interest and how the district will provide for a single contract.

4. CODE DEFICIENCY / PROTECTION OF STRUCTURE / LIFE SAFETY

4a. Code deficiency / Protection of structure / Life safety. (Up to 50 points)

Describe in detail the issue, impact, and severity of code deficiency, protection of structure, and life safety conditions being addressed by the project scope in question 3d; attach supporting documentation. If construction of a new school is proposed, describe any code issues at existing facilities in the attendance area that will be relieved by the project.

Code deficiency, protection of structure, and life safety-related categories:

Code Deficiency: Deficiencies related to building code conditions where there is no threat to life safety. This includes compliance with various current building and accessibility codes.

Protection of Structure: Deficiencies that, when left unrepaired, will lead to new or continued damage to the existing structure, building systems, and finishes resulting in a shortened life of the facility.

Life Safety: Deficiencies representing unsafe conditions threatening the health and life safety of students, staff, and the public. For example, required fire alarm and/or suppressant systems are non-existent or inoperative posing a life safety risk.

Note: Complete or imminent building failure caused by code deficiency, protection of structure, or life safety conditions resulting in unhoused students may be viewed as a more critical project.

The project could contain a single severe condition or multiple moderate conditions. Multiple conditions will be rated collectively, but may not necessarily rank as high as a single severe condition. For projects, such as districtwide projects, that combine critical and non-critical work, points for the critical portion of the project will be weighted proportionally.

The scoring matrix for this category (ref. Guidelines for Raters of the CIP Application) is reproduced in the application, and groups deficiencies into the following eight categories: Site, Structural, Roof/Envelope, Arch/Interior/ADA, Mechanical, Electrical, Fire Alarm/Sprinkler, and UST/AST/Hazmat. Identify the condition from the matrix and provide

a relevant description of the conditions with references to supporting documentation. While extensive, the discrepancies listed in the matrix may not be exhaustive. ~~-~~If a deficiency is not listed, note that in the description and use the listed deficiencies as a context for determining appropriate documentation.

As indicated in the matrix, code deficiency, protection of structure, or life safety conditions scoring incorporates ranges ~~will be assessed~~ based on the established severity ranges of the conditions and upon the documentation provided to support the reported severity. Supporting documentation of the conditions is critical. Documentation that supports the conditions can be documents such as: condition surveys, third party communications, maintenance work orders, or other records verifying the conditions. This is not an exclusive list and applicants are encouraged to provide other sources of quantitative information to support the building or component condition. The primary purpose of this documentation is to present objective, primary, specific, and verifiable data.

For matrix scores based on average number of work orders over time, include copies of the relevant work orders. Work order detail should match that required under 4 AAC 31.013(a)(1).

Supporting documentation elsewhere in the application can be summarized and referenced, rather than reproduced in the narrative. When citing information elsewhere in the application or application attachments, provide the specific location of the referenced information.

5. REQUIREMENTS FOR SPACE TO BE ADDED OR REPLACED

NOTE: Gross square footage entries in this section should reflect the measurements specified by 4 AAC 31.020. Space variance requests not already approved by the department must be submitted in accordance with 4 AAC 31.020 by the application deadline in order to receive consideration with the current request. The department will not consider space variance requests during the application review process for work proposed in the application.

5a. Project grade levels.

The response to this question should reflect the grade levels that will be served by the facility at the completion of the project.

5b. District voter-approved projects.

Any additional square footage that is funded for construction or approved by local voters for construction should be listed with a descriptive project name, additional GSF, grade levels to be served, and anticipated student capacity. Include these projects in any capacity/unhoused calculations provided in the year of anticipated occupancy.

5c. Other school facilities.

List all schools in the attendance area that serve grade levels equivalent to those of the proposed project. If the project includes any elementary grades, all schools in the attendance

area serving elementary students are to be listed. If the project includes any secondary grades, all schools in the attendance area serving secondary students are to be listed. For each school listed, include its size, the grades served, and the school's total student capacity. Use the department's "2017 Attendance Area ADM & GSF Calculations" MS Excel worksheet to calculate the total student capacity for each school. A link to this form and the "Attendance Areas" report can be found under at http://education.alaska.gov/facilities/FacilitiesCIP.html

5d. Date of anticipated occupancy.

The date provided here should be the anticipated date the facility will be occupied. This will be the starting point for looking at five-year post-occupancy population projections. If a project schedule is available, it should be provided to substantiate the projected date.

5e. Unhoused students. (80 points possible)

All projects that are adding new space or replacing existing space must complete Table 5.1 ATTENDANCE AREA ADM and worksheets in the department's MS Excel workbook, "217 Attendance Area ADM & GSF Calculations" found under "Space Guidelines" at http://education.alaska.gov/facilities/FacilitiesCIP.html. These worksheets are the tools for determining space eligibility.

Include copies of the worksheets "ADM", "Current Capacity", and "Projected Capacity" with the application. The department may adjust the submitted ADMs and allowable space as necessary for corrections.

The points for this question are based on the following formulas:

1. Current Unhoused Students: If current capacity is at or below 100%, 0 points will be awarded. If current capacity is over 100%, then one point for every 3% percent over 100% capacity will be awarded. For projects that have a current capacity over 250%, the full 50 points will be awarded.
2. Unhoused Students in Seven Years: If capacity five years post-occupancy is at or below 100%, 0 points will be awarded. If capacity five years post-occupancy is over 100%, then one point for every 5% over 100% capacity will be awarded. For projects that have a capacity five years post-occupancy over 250%, the full 30 points will be awarded.

5f. ADM projection method.

Identify the method(s) that were utilized to determine the student population projections listed in Table 5.1. The department will compare the projections to historic growth trends for the attendance area. The department will revise population projections that exceed historical growth rates, show disparate growth between elementary and secondary populations, or are unlikely to be sustained as an attendance area's overall population grows. Inclusion of a charter school population housed in lease space due to terminate within two years may be included; include a copy of the lease as an attachment to the application. The application should include student population projection calculations and sufficient demographic information (e.g., housing construction, economic development, etc.) to justify the project's population projection.

5g. Confirm space eligibility.

The amount of additional qualified square footage from the GSF calculations workbook should be entered on "qualifies for additional SF" line. The amount of additional square footage that will be added in this project should be entered on the "applying for additional SF" line. The amount of square footage that is applied for may be the same or less than the amount of the qualified square footage.

5h. Regional community facilities. (5 points possible)

Statutes require an evaluation of other facilities in the area that may serve as an alternative to accomplishing the project as submitted. Information regarding the availability of such facilities and the effort (e.g. cost, time, etc.) required to make the facility usable for the school needs represented by the project should be provided. The area is not restricted to the attendance area served by the project.

Projects in Category F, which may not relate to providing alternate facilities for unhoused students, should describe existing community facilities (parking, sporting, or outdoor recreation areas) related to the project scope.

There are up to 5 points available for an adequate description showing that the district has considered alternatives to the proposed project for housing unhoused students or providing the desired feature.

Statutory and Regulatory Reference: AS 14.11.013(b)(4), 4 AAC 31.022(c)(5)

5i. Educational Specifications.

A district planning a project to add or reconfigure space is required to develop an educational specifications document and provide it to the department for review. [See AS 14.07.020(11), 4 AAC 31.010] For projects adding or reconfiguring space, an educational specification is a required planning document in Appendix B for planning/concept design points.

5j. Project space utilization. (30 points possible)

Table 5.2 Project Space Equation summarizes space utilization in the proposed project expressed in gross square feet. Space figures represented should tabulate to match the gross building square footages reported in question 3b as well as those shown in Table 7.2 of the cost estimate section. The worksheet at Appendix D lists types of school space that fit in each category. There are up to 30 points possible on the school construction list for the type of space being constructed.

6. PROJECT PLANNING & DESIGN

There are four distinct items in this question. Each one has the potential to generate points.

6a. Condition/Component survey. (0 to 10 points possible – refer to Rater Guidelines for scoring criteria)

A *facility condition survey* is a technical survey of facilities and buildings, using the department's Guide for School Facility Condition Survey or a similar format, for the purpose

of determining compliance with established building codes and standards for safety, maintenance, repair, and operation. Portions of the condition survey, such as that information pertaining to building codes and analysis of structural and engineered systems including site assessment may be completed by an architect, engineer, or personnel with documented expertise in a building system. For project scopes that are component or system renovations, a condition survey of the component or system is acceptable.

A facility condition survey is required for major rehabilitation projects to receive further planning and design points. Projects with scopes that warrant identification of in-depth examination of deteriorated systems will require a scope-specific facility or component condition survey to receive points beyond Phase I Planning/Concept Design. Condition surveys should be clearly identified and establish a specific date or date range when the survey occurred or was produced.

The department does not consider submittal of a Spill Prevention, Control, and Countermeasures (SPCC) Plan as a condition survey for fuel tank or fuel facility projects. In addition, an energy audit, although useful and informative, will not receive condition survey points if the project's scope warrants additional facility condition survey data.

6b. Use of prior school design (20 points possible)

Statutes require that the department shall encourage school districts to use previously approved school design if the use will result in a cost savings for the project. Provide the following information regarding plan availability and the costs to revise the plan to meet the needs of the current project:

- Complete documents of the proposed reused school plans.
- Evidence of ownership of proposed reused school plans.
- An analysis of the anticipated deviations and revisions from the proposed reused school plans along with an estimated cost of those deviations (+ or -).
- An estimate of the design and construction costs for the proposed reused school plans along with an estimate of the cost of design and construction for a project alternative for a new school design.

Four measures are identified to determine the range of effectiveness in using a prior school design:

1. The district's ownership and legal ability to effectively use the prior design.
2. The age of the prior design.
3. The amount of change to the prior design anticipated to be needed in the current project.
4. The estimated cost savings in design and construction achieved by the reuse.

Up to 20 points are available (5 points for each of the identified measures) for a project that reuses a department-approved school design. This point category is only applicable to construction projects.

Statutory and Regulatory Reference: AS 14.11.013(a)(4) and (b)(7)

6c. Use of prior building system design (15 point possible)

Statutes require that the department shall encourage school districts to use previously approved building systems if the use will result in a cost savings for the project. Five building system categories are available for evaluation of prior design use: 1) Building Envelope, 2) Plumbing, 3) HVAC, 4) Lighting, and 5) Power. A project application can receive points for capital renewal of: a complete system, a subsystem, or a component of system, once in each of these categories when evaluated against ASHRAE Standard 90.1-2010, or if part of a published district facility standard that meets minimum ASHRAE 90.1-2010 requirements.

The following items must be provided with the application in order for the department to evaluate this criteria:

- Evidence that the identified building system is part of a written standard.
- Evidence that the identified building system exceeds the minimum prescriptive requirements of ASHRAE Standard 90.1-2010.
- A comparison of the life-cycle cost analysis for the proposed building system with that of an equivalent system meeting minimum requirements of ASHRAE Standard 90.1-2010.

There are up to 15 points possible for a project that provides support for a reuse of a cost-effective building system design; up to 3 point per qualified system category. This point category is not applicable to projects receiving scores for use of a prior school design.

Statutory and Regulatory Reference: AS 14.11.013(a)(4) and (b)(7)

~~6b~~6d. Planning / Concept design. (0 or 10 points possible)

Planning work includes the items listed under planning in Appendix B of this document. At the planning phase, existing conditions may be assumed based on standard life expectancies and other industry norms. Condition/component surveys are only required for projects proposing major rehabilitation. Some projects may not require the services of an architect or engineer; typically these projects are limited in scope where drawings and extensive technical specifications are not necessary in order to issue an Invitation to Bid. Provide a justification in question 6e if no consultant was selected. Some projects do not require concept design or educational specifications. Reference Appendix B for projects which require these planning documents. The department's Program Demand Cost Model is acceptable as a planning/concept level cost estimate. There are 10 points possible for completed planning/concept design work.

If design has progressed further than planning/concept design, then schematic design (35%) design development (65%), or construction level drawings and cost estimates may be submitted in lieu of concept design documents.

A *facility appraisal* is an educational adequacy appraisal following the format or similar formats of the Council of Educational Facility Planners, International "Guide for School Facility Appraisal". An appraisal is optional; however, an appraisal document is useful to the department in evaluating the overall merits of the project request.

~~6c~~6e. Schematic design – 35%. (0 or 10 points possible)

Schematic design work includes the items listed under schematic design in Appendix B of this document. There are 10 points possible for completed schematic design work.

Project development to schematic design on most projects requires a condition/component survey to assess existing conditions. Condition/component surveys are required for projects proposing major rehabilitation and may be required for other projects if necessary to adequately support the scope of the proposed work.

Some projects may not require a schematic design in order to issue an Invitation to Bid. Typically these projects are limited in scope where drawings and extensive technical specifications are not necessary. Provide a justification if schematic design documents were not needed. The department's Program Demand Cost Model is not an acceptable Schematic level estimate.

If design has progressed further than schematic design (35%), then design development (65%) or construction level drawings and cost estimates may be submitted in lieu of schematic design documents.

~~6d~~6f. Design development – 65%. (0 or 5 points possible)

Design development work includes items listed under design development in Appendix B of this document. There are 5 points possible for completed design development work.

Project development to schematic design on most projects requires a condition/component survey to assess existing conditions. Condition/component surveys are required for projects proposing major rehabilitation and may be required for other projects if necessary to adequately support the scope of the proposed work.

Construction level drawings and cost estimates may be submitted in lieu of design development documents.

~~6e~~6g. Planning / Design team.

The application needs to identify the district's architectural or engineering (A/E) consultant for the Condition Survey, Planning, Schematic Design and Design Development work. If there is no consultant, the district must provide a detailed explanation of why a consultant is not required for the project. For others besides licensed design professionals currently registered in the State of Alaska, provide the qualifications for design team members that the district accepted. For example, if one is a school board member who is also an electrician, please note both. Likewise, note a district employee with X years as a licensed roofing contractor, or a maintenance person with X years as the lead mechanical custodian for the district.

7. COST ESTIMATE

Cost estimate for total project cost. (30 points possible)

7a. Project cost estimate.

For all applications, including those for planning and design, cost estimates should be based on the district's most recent information and should address the project being requested. Refer to Appendix C for descriptions of elements of the total project cost. The cost estimate should be of sufficient detail that its reasonableness can be evaluated. If a project is projected to cost significantly more than would be predicted by the Department's current Program Demand Cost Model, provide attachments justifying the higher cost. If there are special requirements, a detailed explanation and justification should be provided in question 7c.

Table 7.1 Total Project Cost Estimate.

In Table 7.1, all prior AS 14.11 funding for this project should be listed by category and totaled in Column I. If a grant has not been issued, but an appropriation has been made, use the appropriated amount plus participating share in lieu of the issued grant or bond amount. Column II should list the amount of funding being requested in this application, by category and in total. Column III should show a percentage breakdown for the total project allocated costs as a percentage of the total construction cost. Column IV should list the total project cost estimate from inception to completion, all phases. Calculate the percent of construction for all cost categories except Land, Site Investigation, and Seismic Hazard. To calculate the percent of construction, divide the category costs by the Construction cost and multiply by 100%. Use Column IV costs to calculate the percent of construction. Other categories should be within the ranges listed. Construction Management (CM) by consultant must be less than 4% if the total project cost is less than or equal to $500,000; 3% for project costs between $500,000 - $5,000,000; and 2% for projects of $5,000,000 or greater [AS 14.11.020(c)]. The percent for art, required for all renovation and construction projects with a cost greater than $250,000, and which requires an Educational Specification, is given a separate line. Project Contingency is fixed at 5%. The total project cost should not exceed 130% of construction cost, excluding land and site investigation. If the project exceeds the recommended percentages, add a detailed justification in question 7c.

Seismic Hazard costs include the costs required to assess, design, and perform special construction inspections for a school facility. These costs include the costs for an assessment of seismic hazard at the site by a geologist or geotechnical engineer with experience in seismic hazard evaluation, an initial rapid visual screening of seismic risk, investigation of the facility by a structural engineer, design of mitigation measures by a structural engineer, third party review of seismic mitigation measures, and special inspections required during construction of the seismic mitigation components of the project. The costs associated with this budget item must be prepared by a licensed professional engineer with experience in seismic design. The district should refer to the department's website to review information on Peak Ground Acceleration information for various areas of the state available on the

department's CIP website (~~. The website location for the information is: http://~~education.alaska.gov/Facilities/FacilitiesCIP.html)

Table 7.2 Construction Cost Estimate.
This summarization of construction costs is structured to be consistent with the DEED cost model. Other estimating formats may not provide an exact correlation; however, the following categories **MUST** be reported to allow adequate comparisons between projects: basic building, site work and utilities, general requirements, contingency, and escalation. Do not blank out or write over this table. If the application includes a cost estimate from a designer or professional cost estimating firm, Table 7.2 must still be filled out as described above.

Up to 30 points are possible for reasonableness and completeness of the cost estimate provided in support of the project.

7b. Cost estimate source.

Identify the source of the cost estimate. A cost estimate could be from a professional design or estimating firm, vendor quotes, actual invoices, or based on the documented costs of a similar project in the district.

7c. Cost estimate discussion and justifications.

Provide sufficient information to support meaningful evaluation of the project cost and the reasonableness of the cost estimate. Though basic cost information is incorporated into Tables 7.1 and 7.2, many cost elements reported in standard estimates will require further explanation or support. Please refer to Appendix C for guidelines covering project cost estimate percentages for factored cost items. Provide justification for any lump-sum elements used in the cost estimate, including site work and utilities. If the project exceeds a recommended percentage for a specific category or if the project is requesting more than 30% in additional percentage costs, provide a detailed justification. The project scope and cost estimate should be increasingly detailed as project phases advance.

Identify attachments with additional information regarding project cost that may aid in evaluating the reasonableness of the cost estimate. Documents may include a life cycle cost analysis, cost benefit analysis, bid documents, actual cost estimates, final billing statement for completed projects, and any additional supporting documentation justifying project costs.

8. ADDITIONAL PROJECT FACTORS

8a. Emergency conditions. (50 points possible)

Emergencies are conditions that pose a high level of threat for building use by occupants. An emergency exists when students are currently unhoused due to the loss of the facility, or damage to the facility due to circumstances associated with the emergency. An emergency also exists when the district's ability to utilize the facility is impacted or there is an immediate or high probability of a threat to property, life, health, or safety.

Not all systems or components that have reached the end of their useful life or are starting to fail are considered to be emergencies. A system or component that has reached the end of its useful life or has started to fail, but routine or preventive maintenance prolongs the life of the system or component, is not considered to be an emergency. Example: A roof that has started to leak and the leaking is stopped with routine maintenance would not constitute an emergency. A roof that is leaking, where rot has been found in the structure of the roof and routine maintenance no longer prevents water from entering the building, could be considered an emergency.

Describe in detail the nature, impact, and immediacy of the emergency and actions the district has taken to mitigate the emergency conditions. At a minimum, include the following:

- the nature of the emergency,
- the facility condition related to the emergency,
- the threat to students and staff,
- the consequence of continued utilization of the facility,
- the individuals or groups affected by the condition,
- what action the district has taken to mitigate the emergency conditions, and
- the extent to which any portion of the project is eligible for insurance reimbursement or emergency funding from any state or federal agency.

Supporting documentation of the conditions is critical. Documentation that supports the conditions can be documents such as: condition surveys, photos, third party communications, insurance claims, or other records verifying the conditions. This is not an exclusive list and applicants are encouraged to provide other sources of quantitative information to support the emergency condition. The primary purpose of this documentation is to present objective, primary, specific, and verifiable data.

The emergency descriptions with check boxes contained in question 8a are to help the applicant identify the type of emergency the project is resolving. The applicant must provide a description of the particular emergency in the application and include all relevant documentation that supports the immediacy or high probability of the threat or emergency. An application that checks an emergency building condition box without a description of the emergency will receive no points.

The matrix below incorporates the emergency conditions categories listed in the application with supporting examples.

Building

Building is destroyed or rendered functionally unsafe for occupancy and requires the building to be demolished and rebuilt. Example: A flood or fire event has destroyed or left the building so structurally compromised that the building must be demolished.

Building is unsafe and the entire student population is temporarily unhoused. The building requires substantial repairs to be made safe for the student population to occupy

the building. Example: The roof of a school came off in a severe wind storm with water damage to interior finishes.

Building is occupied by the student population. A local or state official has issued an order that the building will need to be repaired by a certain date or the district will have to vacate the building. Example: It is discovered that the building does not meet current specified safety standards and the building will need to be made current with the standards within the next 90 days. Documentation substantiating the order needs to be supplied.

A portion of the building requires significant repair or replacement of damaged portion of building. The damaged portion of the building cannot be used for educational purposes. Example: The roof leaked over a classroom causing structural damage to the walls, which restricts the use of the room until the repairs are made.

Components or Systems

A major building component or system has completely failed and is no longer repairable. The failed system or component has rendered the facility unusable to the student population until replaced. Example: The heating plant has completely failed leaving the building unusable to the student population and susceptible to freezing and further damage.

A major building component or system has a high probability of completely failing in the near future. The component or system has failed, but has been repaired and has limited functionality. If the component fails, the district may be required to restrict use of the building until the component or system is repaired or replaced. Example: A fire alarm system has a history of components failing and given the age of the system, parts are no longer available. The system has a high probability of failing completely and district may have to vacate the building.

Statutory and Regulatory Reference: AS 14.11.013(b)(1)

8b. Inadequacies of space. (40 points possible)

Describe how the project will improve existing facilities to support the instructional program. The response should address how the inadequacies of the facility impact the instructional program and whether that instructional program is a mandatory, existing local, or a proposed new local program. Types of inadequacies addressed may include the quality of space, amount of space, or configuration of the space.

Statutory and Regulatory Reference: AS 14.11.013(b), 4 AAC 31.022(c)(4)

8c. Other options. (25 points possible)

In an effort to support the project submitted as the best possible, districts should consider a full range of options during planning and project development.

- A cost/benefit analysis, life cycle cost analysis, or other evaluative processes used by the district in reaching its design solution should be included. See also Item I, Project Eligibility Checklist, which requires a life cycle cost analysis, a cost benefit analysis, or

any other quantifiable analysis, when needed, to demonstrate that the project is in the best interest of the district and the state.

- A project that proposes component replacement should discuss the merits of alternative products, material options, construction methods, alternative design, or other solutions to the problem as applicable.
- A project that proposes roof replacement should discuss the merits of different roofing materials, the addition of insulation, or altering the roof slope and provide an explanation as to why these options were not selected.
- If the proposed project will add new or additional space, districts may consider options such as double shifting, service area boundary changes, and any space available in adjacent attendance areas that are connected by road. In districts that contain adjacent attendance areas, at least one of the options considered must be an evaluation of potential boundary changes.
- Projects that propose construction of a new school should discuss other options, such as renovation of the existing building or acquisition of alternative facilities, and provide an explanation as to why these options were not selected.
- Scoring in this area will be related to factors such as: the range of options, the rigor of comparison, the viability of options considered, and the quality of data supporting the analysis of the option. Options also need to consider the results of cost benefit analysis, life cycle cost analysis, and value analysis as necessary.

There are up to 25 points available for a documented comprehensive discussion on the options considered by the district that would accomplish the same goals as the proposed project.

Statutory and Regulatory Reference: AS 14.11.013(b)(6), 4 AAC 31.022(c)(6)

8d. Annual operating cost savings. (30 points possible)

Information (and evaluation points) related to operational costs is not limited to Category E projects. Explain and document ways in which the completion of the project would reduce current operational costs. This analysis should be consistent with a life cycle cost analysis or cost benefit analysis. Consider energy costs, costs related to wear-and-tear, maintenance of existing facilities costs, and costs incurred by current functional inadequacies at the facility and attendance area level. Provide benchmark values such as fuel costs, specific labor costs affected by the project, and historical record of problems to be addressed by this project.

For new facilities, discuss design choices that will provide periodic and long-term savings in the operation and maintenance of the facility. Although the addition of square footage may increase overall operational costs, project descriptions for this category of project should include information on methods and strategies used to minimize operational costs over the life of the building. Include cost benefit analyses that were accomplished on building systems and materials.

Up to 30 points are possible based on the projected cost savings payback with a full and complete description.

Statutory and Regulatory Reference: AS 14.11.013(b), 4 AAC 31.022(c)(3)

8e. Phased funding. (30 points possible)

Prior state funding refers to **grant funds appropriated by the legislature to the department and administered under AS 14.11 as partial funding for this project only.** Any amounts noted here should also be included in Table 7.1 of the Cost Estimate, question 7a. No other fund sources apply, including debt retirement. There are up to 30 points available if a project includes previous grant funding under AS 14.11, and the project was intentionally short funded.

8f. Participating share waiver.

Waivers of participating share should be in accordance with AS 14.11.008(d). Justification should be documented. See Appendix F in the attachments to these instructions for detailed information. Only municipal districts with a full value per ADM less than $200,000 that are not REAAs are eligible to request a waiver of participating share. Contact the department for a district's most recent full-value per ADM calculation.

9. DISTRICT PREVENTIVE MAINTENANCE & FACILITY MANAGEMENT

District preventive maintenance and facility management. (~~55~~65 points possible)

AS 14.11.011(b)(1) and 4 AAC 31.011(b)(2) require each school district to include with its application submittals a description of its preventive maintenance program, as defined by AS 14.11.011(b)(4), AS 14.14.090(10), and 4 AAC 31.013. Refer to Appendix E for details.

The scoring criteria for this area reflect efforts beyond just preventive maintenance. For each element of a qualifying plan outlined in 4 AAC 31.013, documents, including reports, narratives, and schedules, have been identified for eight separate evaluations. These documents will establish the extent to which districts have moved beyond the minimum eligibility criteria and have tools in place for the active management of all aspects of their facility management. The documents necessary for each evaluation are listed below. They are grouped according to the five areas of effort established in statute and are annotated as to the type of evaluation (i.e., evaluative or formula-driven). Refer to the Guidelines for Raters of the CIP Application for additional information on scoring.

Up to ~~55~~65 points possible for a clear and complete reporting of the district's maintenance program.

Only two sets, one of which may be an electronic copy, should be provided by the district, regardless of the number of submitted applications.

Maintenance Management

9a. Maintenance management narrative (Evaluative) (up to 5 points available)

Provide a narrative description of the effectiveness of your work order based maintenance management system.

How *effective* is the district's work order-based maintenance management system? How does the district assess the program's effectiveness? Describe the formal system in place that tracks timing and costs as stated in regulation and attach documentation (sample work orders, etc.). Discuss the quality of the program as it is reflected in the submitted formula-driven reports for 9b (i.e., diversity in work types, hours available is accurate, there is a high percentage of reported hours).

9b. Maintenance labor reports (Formula-Driven) (up to 15 points available)

Item A: Produce a districtwide report showing total maintenance labor hours collected on work orders by type of work (e.g., preventive, corrective, operations support, etc.) vs. labor hours available by month for the previous 12 months.

Item B: Produce a districtwide report that shows a comparison of completed work orders to all work orders initiated, by month, for the previous 12 months.

Item C: Produce a districtwide report showing the number of incomplete work orders sorted by age (30 days, 60 days, 90 days, etc.) and status for the previous 12 months (deferred, awaiting materials, assigned, etc.).

These reports will demonstrate a district's ability to manage maintenance activities related to the level and scope of labor requirements.

9c. PM/corrective maintenance reports (Formula-Driven) (up to 10 points available)

Item A: Provide a districtwide report that compares scheduled (preventive) maintenance work order hours to unscheduled maintenance work order hours by month for the previous 12 months.

Item B: Provide a districtwide report with monthly trend data for unscheduled work orders showing both hours and numbers of work orders by month for the previous 12 months.

These reports support the district's ability to manage maintenance activities related to scheduled (preventive) maintenance and unscheduled work (repairs). One factor in determining the effectiveness of a preventive maintenance program is a comparison of the time and costs of scheduled maintenance in relation to the time and costs of unscheduled maintenance.

9d. 5-year average expenditure for maintenance (Formula-Driven) (5 points available)

Districtwide maintenance expenditures for the last five years will be gathered by the department from audited financial statements. (Costs for teacher housing, utilities, or expenditures for which reimbursement is being sought will be excluded.) The department

will calculate these items based on the Alaska Department of Education & Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2018 Edition annual audited district-wide operations expenditure as the sum of Function 600 Operations & Maintenance of Plant expenditures in Fund 100 General Fund, excluding Object Code 430 Utilities, Object Code 435 Energy, Object Code 445 Insurance, all expenditures for teacher housing, and capital projects funded through AS 14.11. In addition, expenditures included in this calculation will not be eligible for reimbursement under AS 14.11.

The five-year average expenditure for maintenance is divided by the five-year average insured replacement value, districtwide. Insured value will include all district facilities reported in the department's facility database:

https://education.alaska.gov/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm

No information need be submitted with the application for this question.

Energy Management

9e. Energy management narrative (Evaluative) (5 points available)

Provide a narrative description of the district's energy management program and energy reduction plan.

Address how the district is engaged in reducing energy consumption in its facilities. Energy *management* should address energy utilization with the goal of reducing consumption. This objective can be achieved through a number of methods: some related to the building's systems (including regular evaluation of need for commissioning an existing building), some related to the way the facilities are being used. The results of the energy management program should also be discussed.

9f. Energy consumption reports (Formula-Driven) (up to 10 points available)

Item A: Provide site-specific reports that compares monthly consumption for energy and utilities for all main schools over the previous 5 years.

Item B: Provide an annual energy use intensity (EUI) trend report for all main schools, which includes the district's threshold EUI for triggering a need for commissioning of existing buildings.

These reports support the district's ability to manage energy use and establish the ability to evaluate usage trends over time in support of building performance.

Custodial Program

9f. Custodial narrative (Evaluative) (5 points available)

Provide a narrative description of the district's custodial program and evidence to show it was developed using data related to inventories and frequency of care.

Minimal custodial programs do not have to be quantity-based nor time-based relative to the level of care. Quality custodial programs take both these factors into account and customize a custodial plan for a facility on the known quantities and industry standards for a given activity (e.g., vacuuming carpet, dusting horizontal surfaces, etc.). Describe how the scope of custodial services is directly related to the type of surfaces and fixtures to be cleaned, the quantity of those items, and the frequency of the care for each. Describe how the district has customized its program to deal with different surfaces and care needs on a site-by-site basis.

Maintenance Training

9g. Maintenance training narrative (Evaluative) (5 points available)

Provide a narrative description of the district's training program including, but not limited to: identification of training needs, training methods, and numbers of staff receiving building-system-specific training in the past 12 months. In addition to the narrative description, provide a copy of the district's training log for the past year. The training log should include the name of the person trained, the training received, and the date training was received. Districts utilizing a computerized maintenance management system can track training and job shadowing activities through work orders and labor hours.

Training may include on-the-job training of junior personnel by qualified technicians on staff. For systems or components that are scheduled for replacement, or have been replaced as part of a capital project, manufacturer or vendor training could be made available to the maintenance staff to attain these goals and objectives. In-service training as well as on-line training could be provided for the entire staff. Safety and equipment specific videos are also an inexpensive training resource.

Capital Planning (Renewal & Replacement)

9h. Capital planning narrative (Evaluative) (5 points available)

Provide a narrative giving evidence the district has a process for developing a long-range plan for capital renewal.

Discuss the district's process for identifying capital renewal needs. Renewal and replacement schedules can form the basis for this work, but building user input should also be considered. It is important to move the capital planning process from general data on renewal schedules to actual assessments of conditions on site. This helps to validate the process and allows the district to create capital projects that reflect actual needs. A final step would be to review the systems needing replacement and to organize the work into logical projects (e.g., if a fire alarm and roof are confirmed to be in need of renewal, they may need to be placed in separate projects versus renewal of a fire alarm and lighting which could be effectively grouped in a single project).

10. ATTACHMENTS CHECKLIST

Eligibility and project description attachments.

An application must include adequate documentation to verify the claims made in the application. The department may reject an application that does not have complete information or adequate documentation. See AS 14.11.013(c)(3)(A) and 4 AAC 31.022(d)(1). The eligibility and project description attachments checklist is provided to identify required materials and additional materials that are referenced in support of the project. The eligibility attachments are required for all projects. Projects with missing eligibility attachments will not be ranked. Check to see that your application is complete and indicate additional attachments the department should be referencing while evaluating the project.

APPENDIX A: CATEGORIES OF GRANTS

~~Adopted by~~ Proposed to the Bond Reimbursement & Grant Review Committee
~~September 10, 2014~~April 17, 2019

AS 14.11.013(a)(1) - annually review the six-year plans submitted by each district under AS 14.11.011(b) and recommend to the board a revised and updated six-year capital improvement project grant schedule that serves the best interests of the state and each district; in recommending projects for this schedule, the department shall verify that each proposed project meets the criteria established under AS 14.11.014(b) and qualifies as a project required to:[1, 2]

A. "Avert imminent danger or correct life threatening situations." This category is generally referred to as "Health and Life Safety." A project classified under "A" must be documented as having unsafe conditions that threaten the physical welfare of the occupants. Examples might be that the seismic design of structure is inadequate; that the required fire alarm and/or suppressant systems are non-existent or inoperative; or that the structure and materials are deteriorated or damaged seriously to the extent that they pose a health/life-safety risk. The district must document what actions it has taken to temporarily mitigate a life-threatening situation.

B. "House students who would otherwise be unhoused." This category is referred to as "Unhoused Students." A project to be classified under "B" must have inadequate space to carry out the educational program required for the present and projected student population. Documentation should be based on the current Department of Education & Early Development Space Guidelines. (Refer to 4 AAC 31.020)

C. "Protection of the structure of existing school facilities." This category is intended to include projects that will protect the structure, enclosure, foundations and systems of a facility from deterioration and ensure continued use as an educational facility. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed $~~25~~50,000. The category is for major projects, which are not a result of inadequate preventive, routine, and/or custodial maintenance. An example could be a twenty-year-old roof that has been routinely patched and flood coated, but is presently cracking and leaking in numerous locations. A seven-year-old roof that has numerous leaks would normally only require preventive maintenance and would not qualify. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

D. "Correct building code deficiencies that require major repair or rehabilitation in order for the facility to continue to be used for the educational program." This category, Building Code Deficiencies, was previously referred to as "Code Upgrade." The key words are "major repair." A "D" project corrects major building, fire, mechanical, electrical, environmental, disability (ADA), and other conditions required by codes. Work on individual facility

[1] Projects can combine work in the different categories with the majority of work establishing the project's type. For the purpose of review and evaluation, projects which include significant work elements from categories other than the project's primary category will be evaluated as **mixed scope** projects [4 AAC 31.022(c)(8)].

[2] Projects will be considered for replacement-in-lieu-of-renewal when project costs exceed 75% of the current replacement cost of the existing facility, based on a twenty-year life cycle cost analysis that includes disposition costs of the existing facility.

systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed $~~25~~50,000. An example could be making all corridors one-hour rated. Making one or two toilet stalls accessible would not fit this category. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

E. "Achieve an operating cost saving." This category is intended to improve the efficiency of a facility and therefore, save money. Examples that might qualify are increasing insulation, improving doors and windows, modifying boilers and heat exchange units for more energy efficiency. The project application must include an economic analysis comparing the project cost to the operating cost savings generated by the project. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.

F. "Modify or rehabilitate facilities for purpose of improving the instructional unit." Category "F", Improve Instructional Program, was previously referred to as "Functional Upgrade." This category is limited to changes or improvements within an existing facility such as, modifications for science programs, computer installation, conversion of space for special education classes, or increase of resource areas. It also covers improvements to outdoor education and site improvements to support the educational program.

G. "Meet an educational need not specified in (A)-(F) of this paragraph, identified by the department." Any situation not covered by (A)-(F), and mandated by the Department of Education. (Currently, there are no such mandates.)

Alaska Department of Education & Early Development

APPENDIX B: CAPITAL IMPROVEMENT PROJECT PHASES

Adopted by the Bond Reimbursement & Grant Review Committee
April 4, 2018

The application form requires designation of the phase(s) for which the district requests funding. Below is a basic scope of effort for each phase. Items marked **Required** are mandatory (where project scope dictates) in order for projects to receive planning, schematic design and/or design development points. Required documents must be submitted by September 1st.

CONDITION/COMPONENT SURVEY (0 to 10 points possible)

PHASE I - PLANNING/CONCEPT DESIGN (0 or 10 points possible)

1. Select architectural or engineering consultants (4 AAC 31.065) - (**Required if necessary to accomplish scope of project**)
2. Prepare a school facility appraisal (optional)
3. Include a condition/component survey as referenced above - (**Required if project is a major rehabilitation**[1])
4. Identify need category of project - (**Required**)
5. Verify student populations and trends - (**Required for new facilities and additions to existing facilities**)
6. Complete education specifications (4 AAC 31.010) - (**Required for new facilities, additions, and for projects that reconfigure or repurpose existing space**)
7. Complete concept design studies - (**Required for new facilities, additions, and for projects that reconfigure or repurpose existing space**)
8. Complete planning cost estimate – (**Required**)
9. Identify site requirements and potential sites - (**Required for new facilities**)

PHASE IIA - SCHEMATIC DESIGN – 35% (0 or 10 points possible)

1. Perform site evaluation and site selection analysis (4 AAC 31.025) - **(Required for new facilities)**
2. Prepare plan for transition from old site to new site, if applicable - (**Required for new facilities**)
3. Accomplish site survey and perform preliminary site investigation (topography, geotechnical) - (**Required for new facilities**)
4. Obtain letter of commitment from the landowner allowing for purchase or lease of site - (**Required for new facilities**)
5. Complete schematic design documents including development of approximate dimensioned site plans, floor plans, elevations and engineering narratives for all necessary disciplines - (**Required if necessary to adequately scope and complete the project**)
6. Complete preliminary cost estimate appropriate to the phase - (**Required**)
7. Accomplish a condition/component survey relevant to scope - (**Required if project is a major rehabilitation**[1] **or is necessary to adequately scope and complete the project.**)

PHASE IIB - DESIGN DEVELOPMENT – 65% (0 or 5 points possible)

1. Complete required elements of planning/design not finished in the previous phases - (**Required**)
2. Review and confirm planning (4 AAC 31.030)
3. Accomplish a condition/component survey relevant to scope - (**Required if project is a major rehabilitation**[1] **or is necessary to adequately scope and complete the project.**)

[1] Under 4 AAC 31.900(7): "rehabilitation" means adapting an existing facility to improve the opportunity to provide a contemporary educational program; and includes major remodeling, repair, renovation, and modernization with related capital equipment.

4. Obtain option to purchase or lease site at an agreed upon price and terms - (**Required for new facilities**)
5. Complete design development documents, including dimensioned site plans, floor plans, complete exterior elevations, draft technical specifications, and engineering plans - (**Required if necessary to adequately scope and complete the project**)
6. Prepare proposed schedule and method of construction
7. Prepare revised cost estimate appropriate to the phase - (**Required**)
8. Energy consumption and cost report

PHASE III - CONSTRUCTION

1. Complete required elements of planning and design not previously completed - (**Required**)
2. Prepare final cost estimate - (**Required**)
3. Complete final contract documents and legal review of construction documents (4 AAC 31.040)
4. Advertising, bidding and contract award (4 AAC 31.080) - (**Required for contracts over $100,000**)
5. Submit signed construction contract
6. Construct project
7. Procure furniture, fixtures, and equipment, if applicable
8. Substantial completion
9. Final completion and move-in
10. Post occupancy survey
11. Obtain project audit/close out

Construction Management (CM) by a private contractor. Costs may include oversight of any phase of the project by a private contractor. Construction management includes management of the project's scope, schedule, quality, and budget during any phase of the planning, design and construction of the facility. The maximum for construction management by consultant is 4% of the total project cost as defined in statute [AS 14.11.020(c)].

Land is a variable unrelated to construction cost and should include actual purchase price plus title insurance, fees, and closing costs. Land cost is limited to the lesser of the appraised value of the land or the actual purchase price of the land. Land costs are excluded from project percent calculations.

Site Investigation is also a variable unrelated to construction cost and should include land survey, preliminary soil testing, and environmental and cultural survey costs, but not site preparation. Site investigation costs are excluded from project percent calculations.

Design Services should include full standard architectural and engineering services as described in AIA Document B141-1997. Architectural and engineering fees can be budgeted based upon a percentage of construction costs. Because construction costs vary by region and size, so may the percentage fee to accomplish the same effort. Additional design services such as educational specifications, condition surveys, and post occupancy evaluations may increase fees beyond the recommended percentages.

Recommended: 6-10% (Renovation, complexity of scope, and scale might run 2% higher)

Construction includes all contract work as well as force account for facility construction, site preparation, and utilities. This is the base cost upon which others are estimated and equals 100%.

Equipment/Technology includes all moveable furnishing, instructional devices or aids, electronic and mechanical equipment with associated software and peripherals (consultant services necessary to make equipment operational may also be included). It does not include installed equipment, nor consumable supplies, with the exception of the initial purchase of library books. Items purchased should meet the district definition of a fixed asset and be accounted for in an inventory control system. The Equipment/Technology budget has two benchmarks for standard funding: percentage of construction costs and per-student costs as discussed in DEED's *Guidelines for School Equipment Purchases*. If special technology plans call for higher levels of funding, itemized costs should be presented in the project budget separate from standard equipment.

Recommended: 0-~~10~~4% of construction cost **or** between $2,300 - $3,800 per student depending on school size and type.

District Administrative Overhead includes an allocable share of district overhead costs, such as payroll, accounts payable, procurement services, and preparation of the six-year capital improvement plan and specific project applications. In-house construction management should be included as part of this line item. The total of in-house construction management costs and construction management by consultant should not exceed 5% of the construction budget.

Recommended: 2-9%

Alaska Department of Education & Early Development
APPENDIX C: PROJECT COST ESTIMATE
Adopted by the Bond Reimbursement & Grant Review Committee
~~February 28, 2017~~April 17, 2019

Percent for Art includes the statutory allowance for art in public places. This may fund selection, design/fabrication and installation of works of art. One percent of the construction budget is required except for rural projects which require only one-half of one percent. For this category, projects are rural if they are in communities under 3,000 or are not on a year-round, publicly-maintained road system and have a construction cost differential greater than 120% of Anchorage as determined in the Cost Model for Alaskan Schools. The department recommends budgeting for art.

Project Contingency is a safety factor to allow for unforeseen changes. Standard cost estimating by A/E or professional estimators use a built in contingency in the construction cost of ± 10%. Because that figure is included in the construction cost, this item is a project contingency for project changes and unanticipated costs in other budget areas.

Recommended: 5% Fixed

Total Project Request is the total project cost, as a percent of the construction cost; except in extreme cases, should average out close to the same for all projects, when the variables of land cost and site investigation are omitted. This item is the best overall gauge of the efficiency of the project.

Recommended: Not to exceed 130125%

APPENDIX D: TYPE OF SPACE ADDED OR IMPROVED

Adopted by the Bond Reimbursement & Grant Review Committee
April 18, 1997

Category A - Instructional or Resource

Kindergarten
Elementary
General Use Classrooms
Secondary
Library/Media Center
Special Education
Bi-Cultural/Bilingual
Art
Science
Music/Drama
Journalism
Computer Lab/Technology Resource
Business Education
~~Home Economics~~Consumer Education
Gifted/Talented
Wood Shop
General Shop
Small Machine Repair Shop
Darkroom
Gym

Category B - Support Teaching

Counseling/Testing
Teacher Workroom
Teacher Offices
Educational Resource Storage
Time-Out Room
Parent Resource Room

Category C - General Support

Student Commons/Lunch Room
Auditorium
Pool
Weight Room
Multipurpose Room
Boys' Locker Room
Girls' Locker Room
Administration
Nurse
Conference Rooms
Community Schools/PTA Administration
Kitchen/Food Service
Student Store

Category D - Supplementary

Corridors/Vestibules/Entryways
Stairs/Elevators
Mechanical/Electrical
Passageways/Chaseways
Supply Storage & Receiving Areas
Restrooms/Toilets
Custodial
Other Special Remote Location Factors
Other Building Support

APPENDIX E: DEFINITIONS OF MAINTENANCE

~~Adopted by~~ Proposed to the Bond Reimbursement & Grant Review Committee
April ~~18~~17, ~~2001~~2019

Component
A part of a system in the school facility.

Component Repair or Replacement
The unscheduled repair or replacement of faulty components, materials, or products caused by factors beyond the control of maintenance personnel.

Custodial Care
The day to day and periodic cleaning, painting, and replacement of disposable supplies to maintain the facility in safe, clean, and orderly condition.

Deferred Maintenance
Custodial care, routine maintenance, or preventive maintenance that is postponed for lack of funds, resources, or other reasons.

Major Maintenance
Facility renewal that requires major repair or rehabilitation to protect the structure and correct building code deficiencies, and shall exceed $~~25~~50,000 per project, per site. It must be demonstrated, using evidence acceptable to the department that (1) the district has adhered to its regular preventive, routine, and/or custodial maintenance schedule for the identified project request, and (2) preventive maintenance is no longer cost effective.

Preventive Maintenance
The regularly scheduled activities that carry out the diagnostic and corrective actions necessary to prevent premature failure or maximize or extend the useful life of a facility and/or its components. It involves a planned and implemented program of inspection, servicing, testing, and replacement of systems and components that is cost effective on a life-cycle basis. Programs shall contain the elements defined in AS 14.11.011(b)(4) and 4 AAC 31.013 to be eligible for funding.

Renewal or Replacement
A scheduled and anticipated systematic upgrading or replacement of a facility system or component to establish its ability to function for a new life cycle.

System(s)
An assembly of components created to perform specific functions in a school facility, such as a roof system, mechanical system, or electrical system.

APPENDIX F: INFORMATION REGARDING PARTICIPATING SHARE & IN-KIND CONTRIBUTIONS OR REQUEST FOR FULL WAIVER

Adopted by the Bond Reimbursement & Grant Review Committee
April 23, 1999

Current law – AS 14.11.008(d) - requires that a district provide a participating share for all school construction and major maintenance projects funded under AS 14.11. The department administers all funds for capital projects appropriated to it under the guidelines of AS 14.11 and 4 AAC 31. The following points should be considered by those districts requesting a waiver of the local participating share.

1. A district has three years before and after the appropriation to fulfill the participating share requirement.

A review of the annual financial audits and school district budgets indicate that no district is in a financial condition which warrants a full waiver. Local dollars are available to fund all or a portion of the match during the six years. Districts continue to generate and budget for, local interest earnings, facility rental fees, and other forms of discretionary revenue adequate to fund some or all of the required local match. If properly documented and not already funded by AS 14.11, prior expenditures for planning, design, and other eligible costs may be sufficient to meet the match requirement.

2. Both the administration and the Legislature have strong feelings that local communities should at least be partially engaged in the funding of projects.

In recognition of the inability of some communities to levy a tax or raise large amounts of cash from other sources, the legislation provides an opportunity for in-kind contributions, in lieu of cash. All districts need to make a directed effort to provide the local match, utilize fund balances and other discretionary revenue, consider sources of in-kind contributions, document that effort, and then request a full or partial waiver, as necessary.

3. All waiver requests require sufficient documentation.

Requests should be accompanied by strong, compelling evidence as to overall financial condition of the school district and in the case of a city/borough school district, the financial condition of the city/borough as well. The attachments should include, at a minimum, cash account reconciliations, balance sheets, cash investment maturity schedules, revenue projection, cash flow analysis and projected use of all fund balances and documentation in support of attempts to meet the local match. Historical expenditures do not provide sufficient evidence of future resource allocations. Consideration should be given to new and replacement equipment purchases, travel, and other expenditures that support classroom activity, but may be delayed until the local match is funded. Each district has an opportunity to help itself and provide a safe, efficient school facility through shared responsibility.

4. Districts may request consideration of in-kind contributions of labor, materials, or equipment.

Under regulation 4 AAC 31.023(d), in-kind contributions are allowed. This also affords an opportunity for community participation through contributions to the art requirements for new buildings or other means. This option should be fully explored, as well as the documentation mentioned above, prior to requesting a waiver of all or part of the participating share.

Guidelines for Raters of the CIP Application

Introduction

The Department of Education & Early Development is charged with the task of compiling a prioritized list of projects to be used in preparing a six-year capital plan for submittal to the governor and the legislature (AS 14.11.013(a)(3)). The criteria for accomplishing the priorities are established in statute (AS 14.11.013(B)) and are awarded points based on a scoring system developed by the Bond Reimbursement and Grant Review Committee under its statutorily imposed mandate (AS 14.11.014(b)(6)).

The guidelines provided here are to assure that raters are using a common set of terms and standards when awarding points for the evaluative scoring criteria.

Basis for Rating Applications

The following positions will define the base philosophy for rating applications.

Since districts are required to submit a request for a capital project no later than September 1 of the year preceding the fiscal year for which they are applying, no rater shall review, rank, or give feedback regarding scoring a project prior to this deadline.

Applications will be ranked based on the information submitted with the application, or applicants may use information submitted to the department in support of a project, provided the submission occurs on or before September 1 and is identified as an attachment to an application. Each rater shall arrive at the initial ranking of each project independently. Raters will be expected to go through each application question by question. They will also review all attachments for content, completeness, and bearing on each scoring element. Consistency in scores from year-to-year shall be considered. It is expected that projects will demonstrate different levels of completeness in descriptions and detail depending on the stage of project development.

Projects are prioritized in two lists, the School Construction List and the Major Maintenance List, and reflect the two statutory funds established for education capital projects. Under the definitions provided in statute and regulation, projects which add space to a facility are classed as School Construction projects and must fall in categories A, B, F, or G. Major maintenance projects (categories C, D, and E) may not include additional space for unhoused students. Only projects in which the primary purpose is Protection of Structure, Code Compliance, or Achieve an Operating Cost Savings, where the work includes renewal, replacement, or consolidation of existing building systems or components, should be considered as maintenance projects.

Each rater should have an eligibility checklist available during rating. Eligibility items A, F, G, I, J, L, and N will be evaluated by each rater. Other eligibility items will be the responsibility of support team members doing data input and capacity/allowable calculations. Discussion regarding project eligibility should be brought to the attention of the rating team as soon as it becomes an issue in one person's mind.

Evaluative Rating Guidelines

For each of the evaluative rating categories, raters will consider the factors listed when evaluating and scoring applications. The list is not exclusive, nor exhaustive. As raters read and evaluate projects, review of the listed elements is to be done for referential purposes. Raters should also refer to the Application Instructions for each question.

~~**Condition/Component survey** (Application question 6a; Points possible: 0-10 – non-evaluative)~~

- ~~Condition/component survey age is relative to the earlier of either the application submittal deadline or the project's substantial completion.~~

~~Points will be assigned in increments using the following suggested guidelines:~~

~~Condition/component survey is a comprehensive product that informs the project. It includes a full description of existing systems, including code deficiencies, and provides recommendations for upgrades related to all deficiencies described. Costs associated with each deficiency and upgrades are provided as applicable. Supplements may be included such as special inspections, engineering calculations, photographs, drawings, etc. Floor plans, with building area designations and room identifications, are encouraged. Portions of the condition survey, such as that information pertaining to building codes and analysis of structural engineered systems, may have been completed by an architect, engineer, or persons with documented expertise in a building system. It is less than 6 years old.~~	~~10 points~~
~~Condition/component survey contains many of the required elements as listed above, but not all. It is less than 10 years old.~~	~~8 points~~
~~Condition/component survey informs the project. Supplements such as special inspections, engineering calculations and drawings that would further document conditions justifying the project are not provided or documentation is not substantial. It is less than 10 years old.~~	~~5 points~~
~~Condition/component survey is more than 10 years old, but may still contain some relevant building information pertaining to the project.~~	~~3 points~~
~~Condition/component survey has not been submitted or does not inform the project.~~	~~0 points~~

Code deficiencies / Protection of structure / Life safety
(Application Question 4a; Points possible: 50)

- Points will be assigned for code deficiency, protection of structure, or life safety conditions when the application documents the deficiency, the need for correction, and how the project corrects the deficiency. A condition may only receive points in one scoring area.
- Simply identifying a condition in the application will not necessarily generate points. A well-described and documented condition that provides for full evaluation and point awards will include specificity, with attached documentation to support the narrative.
- Age of building system is considered based on the application calendar year.
- A project can address a single condition or multiple conditions. Evaluate the severity of each condition. Incremental point adjustments from those provided in the below matrix may be provided for severity, the nature of the item, and effect on the school facility.
- Does the project scope combine severe and non-severe or critical and non-critical conditions? Inclusion of unrelated non-severe or non-critical conditions in a project will reduce the overall score of the project based on a percentage of project cost.
- Points for mixed-conditions can total more than the possible points. Combined points are weighted using a ratio of construction cost for correcting scored conditions to the total requested construction cost of the project.
- ~~Complete or imminent building failure caused by code deficiency, protection of structure, or life safety conditions resulting in unhoused students. The narrative is supported by documentation that details the failure or imminent failure of the building with evidence that the student population will be vacated. Projects at this level will likely have an emergency situation that will be addressed in the emergency question. (35 to 50 points)~~
- Per 4 AAC 31.022(c)(8), scoring of mixed-scope projects will be weighted.

Points will be assigned using the following suggested guidelines. ~~Points for mixed-conditions will be combined and weighted using a ratio of construction cost for correcting scored conditions to the total requested construction cost of the project~~

Site

Condition Issue	Pts
Vehicle Surfaces	3
Walk~~ing~~ways and Surfaces	4
Drainage Issues	6
Playground Code	12
Wastewater Issues	15
Water Issues	16
Wastewater Failure	24
Water Failure	25

Structural

Condition Issue	Pts
Seismic - no restrictions	3
Foundation/Floor - no PE	4
Seismic - minimal restrictions	6
Upper Floor Structure - no PE	9
Vertical Structure - no PE	9
Roof Structure - no PE	10
Foundation/Floor - PE	15
Seismic - moderate restriction	15
Upper Floor Structure - PE	20
Vertical Structure - PE	20
Roof Structure - PE	24
Seismic/Gravity Partial Closure[1]	28
Seismic/Gravity Full Closure[1]	50

Roof/Envelope

Condition Issue	Pts
Siding Failure, age <20yr	2
Siding Finish	2
Roof, age >Warranty +5yr [3]	3
Trim/Flashings, age >~~2~~30yr	6
Roof, age Warranty +10yr [3]	6
~~Siding Material, age >20yr~~	~~8~~
Roof Leaks - avg WO<3/yr [2]	8
ASHRAE 90.1 Windows [4]	8
ASHRAE 90.1 Insulation [4]	10
Siding Failure, age <30yr	12
Siding Material, age >~~2~~30yr	12
Windows/Doors, age >~~2~~30yrs	12
Roof Leaks, avg WO >3/yr [2]	15
~~Windows/Doors, age >30yr~~	~~15~~
Doors w/Egress issues	15
Roof Leaks affect space, w/ WO documentation	25

Arch/Interior/ADA

Condition Issue	Pts
ADA - 1 issue	1
ADA - 2 issues	2
DEC Sanitation	2
ADA - 3 issues	3
Ceiling Finishes age >~~15~~30yr	3
Wall Finishes age >~~15~~30yr	3
ADA - 4 issues	4
Floor Finishes >~~15~~20yr	4
~~Wall Finishes >20yr~~	~~6~~
~~Ceiling Finishes >20yr~~	~~7~~
~~Floor Finishes >20yr~~	~~8~~
Building Egress	10
Rated Assemblies	12
Codes + Arch	15

Mechanical

Condition Issue	Pts
~~Narrative, System age >20yr~~	~~2~~
Narrative, System age >30yr	4
Ventilation, WO <3/yr^2	5
Plumbing, WO <3/yr^2	6
Heating, WO <3/yr^2	7
Pneumatic Controls	8
Ventilation, WO >3/yr^2	9
Plumbing, WO >3/yr^2	10
Heating, WO >3/yr^2	11
Codes: Ventilation	12
Codes: Plumbing	12
Codes: Heating	13
Codes + PE (each system)	~~15~~ +3
Boilers, 1 of 2 Non-op	13
HVAC age >40yr	15
Boilers, 2 of 3 Non-op	18
Mechanical Systems, WO >5/yr^2	21
Heating Failure	25

Electrical

Condition Issue	Pts
Narrative, Lighting age >20yr	2
Narrative, Electrical age >30yr	4
Power, WO <3/yr^2	4
Lighting, WO <3/yr^2	4
Back-up Generator In-operable	5
Egress/EM lights, WO <3/yr^2	5
Power, WO >3/yr^2	7
Lighting, WO >3/yr^2	7
Egress/EM lights, WO >3/yr^2	8
Intercom Issues, WO >3/yr^2	8
Codes, Lighting	10
Codes, Power	10
Codes + PE (each system)	~~1~~+3
Intercom Failure	10
Electrical, age >40yr	15
Light Levels, <50% of code	16
Electrical Systems, WO >5/yr^2	21
Power Failure	25

Fire Alarm/Sprinkler

Condition Issue	Pts
Narrative, Fire Alarm age >10yr	2
Narrative, Sprinkler >30yr	2
Heads Failing, age >30yr	5
Sprinkler Coverage Gaps	5
Non-addressable FA	6
FA/Sprinkler, WO >1/yr^2	8
Heads Failing, age >40yr	10
FA/Sprinkler, WO >3/yr^2	15
Fire Alarm Non-op, <3 floors	17
FA/Sprinkler, WO >5/yr^2	20
Fire Alarm Non-op, >3 floors	25
Sprinkler Non-op	30

UST/AST/HazMat

Condition Issue	Pts
HazMat (all) Low Exposures	3
Narrative, UST age >30yr	2
Narrative, AST age >40yr	5
Sewage Lagoon Failure/ Exposure	5
UST/AST Leak	7
USCG/40 CFR Cite	10
HazMat (all) Mod Exposures	10
HazMat (all) High Exposures	22

Definitions:

PE = documented by a Professional Engineer

No PE = not documented by a Professional Engineer

WO = Work Orders provided w/ application

Notes:

[1] If district does not qualify for space, points limited to 15.

[2] Average of prior 3 years, provide work orders. See application instructions.

[3] Provide copy of roof warranty.

[4] Provide existing R-value or code violation of system.

Regional community facilities
(Application Question 5h; Points possible: 5)

- Is a community "inventory" provided?
- Where reasonable alternative facilities have been identified, is there documentation with the facility owner regarding availability?
- Consider the effort/results in identifying alternative facilities and the rationale behind the viability of the alternative facility.
- Were judgments about the viability of alternate facilities made with "institutional knowledge", professional assessment, third party objectivity, and/or economic analysis?
- Are facilities listed in a narrative discussion or are they documented with supplemental data such as photos, maps, facility profile, etc.?
- This point category is only applicable to construction projects.

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
A community inventory is provided and reasonable alternative facilities have been identified. The rationale behind the viability of the alternative facilities has been provided and judgments are made using institutional knowledge, third party objectivity, economic analysis, etc. The narrative discussion is documented with photos, maps, facility profiles, etc.	5 points
A community inventory is provided and reasonable alternative facilities have been identified. The rationale behind the viability of the alternative facilities has been provided and judgments are made using institutional knowledge, third party objectivity, economic analysis, etc.	4 points
A community inventory is provided and reasonable alternative facilities have been identified. The rationale behind the viability of the alternative facilities has been provided.	3 points
A community inventory is provided and reasonable alternative facilities have been identified.	2 points
A community inventory is provided.	1 point
Question has not been answered	0 points

Cost estimate for total project cost
(Application Questions 7a - 7c; Points possible: 0-30)

- Check to assure that the estimate matches the proposed project scope.
- Primary evaluation should test both the "reasonableness" and the "completeness" of the cost estimate (i.e., How well can this estimate be used to advocate for this project?).
- Check for double entries, including factored items, cost after adjustment for geographic factor, and percentages and justification (with backup) when percentages exceed DEED guidelines.
- Review and evaluate backup for cost estimate including lump sum or actual construction costs.

- Rating considers the full range of estimates: from conceptual to detail design to actual construction costs. It should be noted that because this scoring element covers the full range of estimate possibilities, it is anticipated that conceptual estimates score less than more detailed construction estimates and actual construction cost documentation.
- Completed project costs are supported by competitive selection documentation, and DEED-approval of in-house labor or an alternative procurement method, as needed.

Points reflect the reasonableness and completeness evaluation and will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on construction document level cost estimate, bid tabulations, or actual invoices.	27-30 points
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on 65% design development level specifications and drawings.	23-26 points
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on 35% schematic design level documents.	18-22 points
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on concept design level documents. The DEED demand cost model is acceptable as a planning/ concept level cost estimate.	12-17 points
The cost estimate is not adequately developed to support concept level costs. Components may not be present to confirm scope of work, reasonableness and completeness or other elements. Project may be at an early preliminary stage.	6-11 points
Construction costs are not supported or many cost elements are missing.	1-5 points

Emergency conditions
(Application Question 8a; Points possible: 50)

- If the district doesn't declare the project an emergency, points will not be awarded.
- Consider the ranking of the project on the district six-year plan.
- Consider the "level of threat" to both people and property in assessing the emergency.
- Consider the "nature" of the emergency.
- Consider the "impact" on the use of the facility due to the emergency condition.

- Consider the "immediacy" of the emergency (how time critical is it?).
- Consider the level of description and documentation provided.
- Consider whether the description provided is congruent with other application elements.
- Does the project scope include non-emergency conditions? Scoring of mixed-scope projects, which address both emergency and non-emergency conditions, should be weighted based on the amount of emergency work that is included in the project.

Points will be assigned in increments according to the level of threat using the following suggested guidelines. High threat emergency projects with high emergency points are infrequent.

Scoring Criteria	Point Range
Building is destroyed or rendered functionally unsafe for occupancy and requires the building to be demolished and rebuilt. The emergency narrative is supported by documentation that addresses the immediacy of the emergency, the circumstances of the loss of the building, and that the students are currently unhoused.	50 points
Building is unsafe and the entire student population is temporarily unhoused. The building requires substantial repairs to be made safe for the student population to occupy the building. The emergency narrative is supported by documentation that addresses the immediacy of the emergency and the narrative explains any mitigation the district has taken to address the emergency.	25-45 points
Building is occupied by the student population. A local or state official has issued an order that the building will need to be repaired by a certain date or the district will have to vacate the building. The emergency narrative is supported by documentation from the local or state official providing the date when the repairs need to be completed. The documentation addresses the immediacy of the emergency and the narrative explains any mitigation the district has taken to address the emergency.	5-25 points
A portion of the building requires significant repair or replacement of damaged portion of building. The damaged portion of the building cannot be used for educational purposes. The emergency narrative is supported by documentation that addresses the immediacy for the emergency, the circumstances surrounding the damaged portion of the building, and the portion of the building that is not available for educational purposes.	5-45 points
A major building component or system has completely failed and is no longer repairable. The failed system or component has rendered the facility unusable to the student population until replaced. The emergency narrative is supported by documentation that addresses the immediacy of the emergency, the circumstances of the failure, and that the students are currently unhoused.	25-45 points

A major building component or system has a high probability of completely failing in the near future. The component or system has failed, but has been repaired and has limited functionality. If the component fails the district may be required to restrict use of the building until the component or system is repaired or replaced. The emergency narrative is supported by documentation that addresses the high probability of the failure and documents the requirement to restrict use of the building until corrected.	5-25 points

Inadequacies of Existing Space
(Application Question 8b; Points possible: 40)

- Scoring is based on the described and documented inability of existing space to adequately serve the instructional program. Points are not awarded for code violations.
- Consider the adequacy of the space in terms of both form and function, crowding, and upgrades to space that support the instructional program.
- Balance consideration of educational adequacy of physical arrangement versus functional factors.
- Scoring should take into consideration whether the inadequate space is for a mandatory instructional program or a new or existing local program.
- Does the project include improvements to functionally adequate space? Scoring of projects with functionally adequate space and inadequate space should weight the amount of work improving inadequate space that is included in the project.

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
The existing space as described and documented is significantly inadequate to meet state mandated instructional programs, facility is severely overcrowded, and the project is to add or upgrade state mandated instructional space. Documentation such as a condition survey, design narrative, or space calculations can be used to support the inadequacies of the existing space.	25-40 points
The existing space as described and documented is not adequate to meet state mandated or proposed new or existing local instructional programs, facility is moderately overcrowded, and the project is to add or upgrade state mandated instructional or proposed new or existing local instructional space. Documentation such as a condition survey, design narrative, or space calculations can be used to support the inadequacies of the existing space.	11-24 points
The existing space as described and documented is not adequate to meet state mandated or proposed new or existing local instructional programs, facility has minor or no overcrowding, and the project is to add or upgrade state mandated instructional or proposed new or existing local instructional space.	1-10 points
A major maintenance project that describes and documents the inadequacy of the existing space that is an additional condition being addressed in the project.	0-5 points

Other options
(Application Question 8c; Points possible: 25)

- Consider how completely this topic is addressed. Does the discussion provide alternatives and details that support a strong vetting of the project options?
- Consider the range of options considered and the rigor of the comparison to each other. Does the comparison of options support the project chosen?
- Scoring should increase in accordance with the amount of detailed information; graduated into three levels of: 1) unsupported narrative, 2) well supported narrative, and 3) detailed cost analysis.
- Consider boundary changes where applicable.
- For installed mechanical equipment, was a re-conditioned or re-built option considered in lieu of new?
- For over-crowding, was double shifting or other alternatives considered?

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
Were the options considered viable alternatives? The options are fully described viable options that are supported by a life-cycle cost analysis and cost benefits analysis that compare the cost of the options; an explanation is provided for the rationale behind the selection of the preferred option. Documentation is submitted that supports the options, analysis, and conclusion. The options contain the proposed project and at least two other viable options.	21-25 points
The options are fully described viable options that include cost comparisons between options. An explanation is provided for the rationale behind the selection of the preferred option; however, no life cycle cost analysis is included. Documentation is submitted that supports the options, analysis, and conclusion. The options contain the proposed project and at least two other viable options.	11-20 points
A description is included for each option; however, the options are not supported with additional documentation or cost analysis. The options contain the proposed project and at least one other viable option.	1-10 points

Annual operating cost savings
(Application question 8d; Points possible: 30)

- This should be rated based on information provided which specifically address this issue.
- Evaluation should be based on district provided data and analysis rather than opinion.
- Top scores should be reserved for those projects that can demonstrate a payback within a relatively brief period of time.
- Should be consistent with life cycle cost analysis and cost benefit analysis (if provided). This may have either a positive or a negative relationship to justification of a project.
- Evaluation may reward efforts to contain or reduce operating costs even if the project doesn't save money or have a payback (i.e. – utilizing LEED or CHPS standards for construction).

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
A detailed breakdown of projected annual operational cost savings compared to the project cost. The analysis should be consistent with a life cycle cost analysis or cost benefit analysis which is submitted with the project. The projected operational cost savings have a documented, detailed payback of 10 years or less.	21-30 points
A detailed breakdown of projected annual operational cost savings compared to the project cost. The analysis should be consistent with a life cycle cost analysis or cost benefit analysis which is submitted with the project. The projected operational cost savings have a documented, detailed payback of between 10 and 20 years.	11-20 points
A summary analysis that includes a projected annual operational cost savings compared to the project cost. The projected operational cost savings documents efforts to contain or reduce operating costs and has a payback that exceeds 20 years.	6-10 points
Stated opinion regarding estimated cost savings that could be achieved with the project.	1-5 points

District preventive maintenance and facilities management
(Application Questions 9a, 9e-9h; Points possible: 25 evaluative)

Maintenance Management Narrative
(Application Question 9a; Points possible: 5)

- Does the described program address preventive maintenance as well as routine?
- How well does the program work for each individual school?
- Does the program address all building components? Mechanical, electrical, structural, architectural, exterior/civil?
- Is there evidence supplied which demonstrates that the program is effective?
- Who participates in the program and how does it function?

Energy Management Narrative
(Application Question 9e; Points possible: 5)

- Is the district engaged in reducing energy consumption in its facilities?
- Is a comprehensive set of methods being used?
- Is the program districtwide in scope?
- Is the program achieving results?
- Is there a method for reviewing and monitoring energy usage?
- Is there a method for evaluating existing facilities' need for commissioning?

Custodial Narrative

(Application Question 9f; Points possible: 5)

- Is the district's custodial program complete?
- Is custodial program based on quantities from building inventories and frequency of care based on industry practice?
- Has the district customized its program to be specific to each facility?
- Is the program districtwide in scope?
- Is the program achieving results?

Maintenance Training Narrative

(Application Question 9g; Points possible: 5)

- Does the program address training and on-going education of the maintenance staff?
- Are maintenance personnel being trained in specific building systems?
- Are training schedules attached?
- How is Training Recorded?
- How is effectiveness measured?

Capital Planning Narrative

(Application Question 9h; Points possible: 5)

- Does the district have a process for identifying capital renewal needs?
- Are component/subsystem replacement cycles identified and used?
- Does the system involve building occupants and users?
- Are renewal schedules comprehensive and vetted for credibility?
- Are systems up for renewal grouped into logical capital projects?
- Does review of projects on six-year plan show evidence of use of capital planning process, including renewal and replacement scheduled.

Formula-Driven Guidelines

Condition/Component survey

(Application question 6a; Points possible: 0-10 – non-evaluative)

- Condition/component survey age is relative to the earlier of either the application submittal deadline or the project's substantial completion.

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Points
Condition/component survey is a comprehensive product that informs the project. It includes a full description of existing systems, including code deficiencies, and provides recommendations for upgrades related to all deficiencies described. Costs associated with each deficiency and upgrades are provided as applicable. Supplements may be included such as special inspections, engineering calculations, photographs, drawings, etc. Floor plans, with building area designations and room identifications, are encouraged. Portions of the condition survey, such as that information pertaining to building codes and analysis of structural engineered systems, may have been completed by an architect, engineer, or persons with documented expertise in a building system. It is less than 6 years old.	10 points
Condition/component survey contains many of the required elements as listed above, but not all. It is less than 10 years old.	8 points
Condition/component survey informs the project. Supplements such as special inspections, engineering calculations and drawings that would further document conditions justifying the project are not provided or documentation is not substantial. It is less than 10 years old.	5 points
Condition/component survey is more than 10 years old, but may still contain some relevant building information pertaining to the project.	3 points
Condition/component survey has not been submitted or does not inform the project.	0 points

Use of prior school design

(Application Question 6b; Points possible: 20)

- Are complete documents of the proposed reused school plans provided?
- Is evidence of ownership of proposed reused school plans provided?
- Has an analysis been done of the anticipated deviations/ and revisions from the proposed reused school plan been accomplished? Is an estimated cost of those deviations (+ or -) been computed?.
- Have design and construction costs for the proposed reused school plans been estimated along with an estimated cost of design and construction for a project alternative for a new school design?
- This point category is only applicable to construction projects.

Points will be assigned in increments using the following general guidelines:

Scoring Criteria	Points
1. The district or municipality owns the reused school plans. 2. The reused school plans are less than 5yrs old or have been updated within the prior 5 years.. 3. A supported estimate of planned deviations from the reused school plans is less than 1% of the estimated cost of construction. 4. A supported estimate of design and construction cost savings to the project is greater than 10% of a new school plan alternative.	20 points
Any one of the above factors is not achieved.	15 points
Any two of the above factors are not achieved.	10 points
Any three of the above factors is not achieved.	5 points
None of the above factors are achieved.	0 points

Use of prior building system design

(Application Question 6c; Points possible: 15)

- Up to three points are available for capital renewal of a complete system, a subsystem, or a component renewal in each of the following systems: 1) Building Envelope, 2) Plumbing, 3) HVAC, 4) Lighting, and 5) Power.
- Has evidence been provided that the identified building system is part of a written standard that meets or exceeds ASHRAE 90.1-2010 prescriptive requirements?
- Has evidence been provided that the proposed building system exceeds the minimum prescriptive requirements of ASHRAE Standard 90.1-2010?
- Has a life-cycle cost analysis been provided that shows a comparison of the LCCA for the proposed building system with that of an equivalent system meeting minimum requirements of ASHRAE Standard 90.1-2010?
- This point category is not applicable to projects receiving scores for use of a prior school design.

Points will be assigned in increments using the following general guidelines:

Scoring Criteria	Points
The reused building system design exceeds ASHRAE 90.1-2010 prescriptive requirements and has a life cycle cost analysis lower than the equivalent minimum compliant building system.	3 points
The reused building system design exceeds ASHRAE 90.1-2010 prescriptive requirements and has a life cycle cost analysis less than 10% greater than the equivalent minimum compliant building system.	2 points
The reused building system design is part of a provided written municipal or school district building system standard.	1 points

Alaska Department of Education & Early Development
Capital Improvement Project Application
Project Eligibility Checklist

Date:

District: Project:

Is the project eligible based on below checklist? Yes ☐ No ☐

The following items are requirements for projects to be eligible for grants or bond reimbursement as required by statute or regulations. Please check YES or NO if project application is in compliance or not.

Item	Primary Application Question(s)	Eligibility Item Description	Yes	No
A	All	The application is complete and all questions are fully answered – AS 14.11.013(c)(3)(A)		
B	2a	The district's CIP-6 year plan has been submitted – AS 14.11.011(b)(1)		
C	2b	The district has an auditable fixed asset inventory system – AS 14.11.011(b)(1)		
D	2c	Evidence of replacement cost property insurance – AS 14.11.011(b)(2)		
E	8f	If the district has requested a waiver of participating share, is the request attached? (If not applicable, leave blank) – AS 14.11.008(d)		
F	2d & 3d	Evidence that project should be a capital improvement project and not preventive maintenance or custodial care – AS 14.11.011(b)(3)		
G	3d	Evidence that project meets the criteria of one of the A-F categories – AS 14.11.013 (a)(1)		
H	3d, 4a, & Sec. 7	A detailed scope of work, project budget, and documentation of need – AS 14.11.011 (b)(1)		
I	3d, Sec. 7, & 8c	The scope of work should include all information requested in the application instructions and should include life cycle cost analysis, cost benefit analysis or any other quantifiable analysis, as needed, which demonstrates that the project is in the best interest of the district **AND** the state – AS 14.11.013(c)(3)(C)		
J	5a, 5b, 5c, 5d, 5e, 5f, & 5g	For projects requesting additional space, evidence of space eligibility based on supported 2-year and 5-year-post-occupancy student population projection data – 4 AAC 31.021(c)(1)&(c)(3)		
K	3d, 4a, 5h, 8b, & 8c	Evidence that the existing facility can not adequately serve or that alternative projects are in the best interest of the state – AS 14.11.013(c)(3)(B)		
L	5h & 8c	Evidence that the situation can not be relieved by adjusting service area boundaries and transportation – 4 AAC 31.021(c)(2) & AS 14.11.013(b)(6)		
M	2e & Sec. 9	DEED certification that the school district has a facility management program that complies with 4 AAC 31.013 and a description of the district's preventive maintenance program – AS 14.11.011(b)(1)		
N	All	Adequate documentation supporting the project request – AS 14.11.013(c)(3)(A) and 4 AAC 31.022(d)(1)		

Alaska Department of Education & Early Development
Capital Improvement Project Application
Formula-Driven Rating Form

~~Adopted by~~Proposed to the Bond Reimbursement and Grant Review Committee

District: _____ **Project Title:** _____

Fund: _____

Rater: _____ **CIP ID Number:** _____ **Category:** _____

Date: _____ **Ineligible?:** _____ ☐

Formula Driven Scoring Criteria	School Construction A, B, F	Major Maintenance C, D, E
1. Preventive maintenance program (Questions 9b - 9d, 9f) ~~A. Maintenance Management Program~~		
A. ~~1.~~ Detailed summary reports of maintenance labor parameters (9b) 15 points	/15	/15
B. ~~2.~~ Detailed summary reports of PM/corrective maintenance parameters (9c) 10 points	/10	/10
C. ~~3.~~ The 5-year average expenditure for maintenance divided by the 5-year average insured replacement value, district wide. (9d) 5 points If % < 4, then (% x 1.25) If % > 4, then 5	/5	/5
D. Energy consumption reports (9f) 10 points	/10	/10
2. District ranking (Question 3a) Only eligible project requests are used to calculate ranking points Project #1 request = 30 points, #2 = 27 points, #3 = 24 points, Each additional project 3 points less	/30	/30
3. Weighted average age of facility (Question 3b) A. 0-10 years = 0 points B. > 10 ≤20 years = .5 / year in excess of 10 years C. > 20 ≤30 years = 5 + .75 per year in excess of 20 years D >30≤40 years = 12.5 + 1.75 per year in excess of 30 years E. > 40 years = 30 points	/30	/30
4. Condition/Component Survey (Question 6a) Condition survey = 0, 3, 5, 8, or 10 points	/10	/10
5. Use of Prior Design Plans (Question 6b) Prior Design Plan = 0, 5, 10, 15, or 20 points	/20	N/A
6. Use of Prior Building System Design (Question 6c) 15 points A. Each system: Building Envelope, Plumbing, HVAC, Lighting, Power B. 1) District standard; 2) exceeds ASHREA90.1-2010; 3) LCCA = One point each	/15	/15
5. Planning & design phase has been completed (Question 6d~~b~~-6g~~e~~ and Appendix B) A. All required elements of planning = 10 points B. All elements planning + required elements of schematic design = 20 points C. All elements of planning and schematics + required elements of design development = 25 points	/25	/25
6. Previous AS 14.11 funding for this project (Questions 8e & 7a) Previous funding = 30 points No previous funding = 0 points	/30	/30
7. Unhoused students today (Questions 5a-5g) A 100 % of capacity = 0 points B. > 100% of capacity = One point for each 3% of excess capacity C. 250 % of capacity = 50 points	/50	N/A
8. Unhoused students in seven years (5 year Post-occupancy) (Questions 5a-5g) A 100 % of capacity = 0 points B. > 100% of capacity = One point for each 5% of excess capacity C. 250 % of capacity = 30 points	/30	N/A

Formula Driven Scoring Criteria		School Construction A, B, F	Major Maintenance C, D, E
9. Type of space added or improved (Question 5j)		**/30**	**N/A**
A. Instructional or resource	30 points		
B. Support teaching	25 points		
C. Food service, recreational, and general support	15 points		
D. Supplemental	10 points		
Formula-Driven	**Total Points**	**/~~265~~310**	**/~~155~~180**

Alaska Department of Education & Early Development
Capital Improvement Project Application
Evaluative Rating Form

Proposed to ~~Adopted by~~ the Bond Reimbursement and Grant Review Committee

District: _____ **Project Title:** _____

Fund: _____

Rater: _____ **CIP ID Number:** _____ **Category:** _____

Date: _____ **Ineligible?:** _____ ☐

Note: Points for elements two through eight will be weighted to apply to each specific category of a mixed-scope project.	**School Construction A, B, F**	**Major Maintenance C, D, E**
1. Effectiveness of preventive maintenance program (Question 9)		
A. Maintenance Management Narrative (9a)	/5	/5
B. Energy Management Narrative (9e)	/5	/5
C. Custodial Narrative (9f)	/5	/5
D. Maintenance Training Narrative (9g)	/5	/5
E. Capital Planning Narrative (9h)	/5	/5
2. Seriousness of life/safety and code conditions (Question 4a)	/50	/50
3. Reasonableness & completeness of cost or cost estimate (Questions 7a-7c)	/30	/30
4. Emergency conditions (Question 8a) Did application check "yes"? ☐ Did discussion support emergency status? ☐	/50	/50
5. Existing space fails to meet or inadequately serves existing or proposed elementary or secondary programs (Question 8b)	/40	/5+
6. Thoroughness in considering a full range of options for the project (Question 8c)	/25	/25
7. Relationship of the project cost to the annual operational cost savings (Question 8d)	/30	/30
8. Thoroughness in considering use of alternative facilities to meet the needs of the project (Question 5g)	/5	N/A
Evaluative Total Points	**/255**	**/215**

State of Alaska **Department of Education & Early Development**
Bond Reimbursement & Grant Review Committee

Design Ratios

S U B C O M M I T T E E R E P O R T

April 1, 2019

Mission Statement

Under AS 14.11.014(b)(3), evaluate and propose construction design ratio guidelines for use by the department, school districts, and the design community to design new and renovated school facilities to reduce first cost (construction) and long-term cost (operation).

Current Members

Dale Smythe, Chair
Lori Weed, DEED

Status Update

Recommendations from 2017 Report to the Legislature:

1) *Adopt the Alaska Climate Zones established by the Alaska Building Energy Efficiency Standard (BEES) and used by the Alaska Housing Finance Corporation.*

   Status: Confirmed with AHFC that the BEES Alaska climate zones can be used by the department as needed for development of ratios and potential regulations.

2) *Implement a school design ratio of Openings Area to Exterior Wall Area (O:EW).*
3) *Implement a school design ratio of Building Footprint Area to Gross Square Footage (FPA:GSF). This ratio would be applied to facilities in excess of 30,000 GSF.*
4) *Implement a school design ratio of Building Volume to Net Floor Area (V:NSF). .*
5) *Implement a school design ratio of Building Volume to Exterior Surface Area (V:ES).*

   Status: An RFP was issued late winter for cost estimating and energy modeling services to explore the results of the design ratio options. In February a team was selected and negotiations successful completed. The committee is working with the consultant to define options for modeling and the format of final data. Work is expected to be complete prior to the funding expiring in 2019.

Schedule

No meetings currently scheduled, pending receipt of modeling results from consultant.

State of Alaska **Department of Education & Early Development**
Bond Reimbursement & Grant Review Committee

Model School

S U B C O M M I T T E E R E P O R T

April 1, 2019

Mission Statement

To provide minimum criteria and expectations to test the performance of a school's mechanical, electrical, plumbing, fuel, controls and envelope systems; to promote energy efficiency of the school and save operational costs over the life of the building.

Current Members

Don Hiley
Tim Mearig, DEED

Status Update

Recommendations from 2017 Report to the Legislature:

1) *Enhance the Cost Model for possible use as a cost limit standard to include: a) defining/updating geographic cost factors, b) adding detail to the 4.XX Site Work elements, and c) adding detail to the 11.XX Renovation elements.*

   Task 1: Prepare scope, issue an RFQ, award and manage the update.

   Status: Cost Model Enhancement contract awarded to HMS, Inc. on 2-26-19. Revised structure due 4-15-19. Final deliverable due 5-7-19.

   Task 2: Develop regulations, as needed, to establish the Cost Model as a cost limit for projects.

   Status: Subcommittee to prepare analysis of need and make recommendation to BR&GR. This has not yet been scheduled.

2) *Establish a process of reviewing model school elements within the Cost Model so that those updates become researched, vetted, and intentional.*

   Task 1 & 2: Develop a best-practice strategy for updating model school elements in conjunction with HMS, Inc.. Analyze effectiveness of BR&GR vs. consultant vetting.

   Status: Continuing with ad-hoc approach for 18th Edition. HMS to present on changes/updates at the Spring BR&GR meeting. Committee to provide input. Written procedures from the subcommittee and analysis of specialty consultant involvement is needed.

3) *Develop Model Alaskan School standards by building system (ref. DEED Cost Format) needed to ensure cost effective school construction.*

   Task 1: Complete outline-level standards for remaining seven systems.

   Status: Department has not produced additional draft sections for subcommittee review.

   Task 2: Conduct an independent feasibility and cost/benefit analysis on developing outline standards into comprehensive state-level model school standards.

   Status: $25,000 available in FY19 funding; work must be substantially complete NLT 6/30/19. Subcommittee to develop statement of services. DEED to solicit, award & manage contract. BR&GR to review report and make recommendations.

   Task 3: Review analysis and publish a handbook or regulations as recommended..

   Status: Pending. Anticipated cost of $50,000 is not funded.

4) *As part of describing a Model School, identify school elements that do not further the core educational mission of the school.*

   Task 1: Review current Topic Paper and include in Report to Legislature.

   Status: Completed January 2018.

   Task 2: DEED to develop regulations that define non-core amenities based on legislative direction.

   Status: No current action. DEED could use the Legislative Proposal process to advance. Subcommittee would need to make recommendations to Committee. BR&GR recommendations to department.

Schedule

No subcommittee meetings currently scheduled.

State of Alaska **Department of Education & Early Development**
Bond Reimbursement & Grant Review Committee

Commissioning

S U B C O M M I T T E E R E P O R T

April 1, 2019

Mission Statement

To provide minimum criteria and expectations to test the performance of a school's mechanical, electrical, plumbing, fuel, controls and envelope systems; to promote energy efficiency of the school and save operational costs over the life of the building.

Current Members

No current BRGR members
Wayne Marquis, DEED

Status Update

Recommendations from 2017 Report to the Legislature:

1) *Set standards for which projects require/receive commissioning.*

   Status: Completed; regulations approved for issuance by Lt. Gov.

2) *Set standards for commissioning agents.*

   Status: Pending. Anticipate meeting in May to compile list of approved credentialing organizations for review by committee in July.

3) *Develop system-specific commissioning criteria for use in scope of services.*

   Task 1: Develop outline-level standards; get BR&GR approval.

   Status: Presented to committee 12/4/17 with "envelope" criteria in draft. Subcommittee to finalize all and present to BR&GR.

   Task 2: Conduct an independent feasibility and cost/benefit analysis of creating comprehensive commissioning standards for Alaska school projects.

   Status: Currently not funded. Subcommittee could meet to develop a study scope as directed.

   Task 3: Review analysis and publish a handbook or regulations as recommended.

   Status: Pending.

Schedule

No subcommittee meetings currently scheduled.

State of Alaska

Department of Education & Early Development
Bond Reimbursement & Grant Review Committee

School Space

S U B C O M M I T T E E R E P O R T

April 1, 2019

Mission Statement

[DRAFT] Review accuracy and adequacy issues relative to the state's space allocation guidelines and recommend updates that support the board of education's mission and vision for Alaska public education.

Current Members

Dale Smythe, Chair
Don Hiley
Larry Morris, Jr., DEED

Status Update

Accuracy issues include:

1) possible formula anomaly in mid-population K-12 scenarios,
2) precedent and interpretation variations based on terminology and practice.

Adequacy issues include, among others:

1) net vs gross space,
2) electrical/mechanical space, and
3) storage in remote areas.

Schedule

No subcommittee meetings have been held to date.

The Alaska Chapter A4LE is targeting a space workshop in late August, 2019.

State of Alaska **Department of Education & Early Development**
Bond Reimbursement & Grant Review Committee

Program Demand Cost Model for Alaskan Schools – 18th Ed.

P U B L I C A T I O N C O V E R

April 4, 2019

Issue

The department seeks committee review and comment on the *Escalation Cost Study-Model School Building* component of the *Program Demand Cost Model for Alaskan Schools – 18th Ed*.

Background

The *Escalation Cost Study-Model School Building* component is primarily used to update the costs of materials and labor year-to-year. However, its secondary use is to evaluate how changes in building codes, building science, construction technology, and education delivery methods might be influencing the cost of Alaskan schools. Generally, up through the 14th Ed., changes in this secondary category were left up to the cost consultant to identify and incorporate (one notable exception was the work initiated by the department, through the BR&GR, for the 6th Ed. in 1996 when significant changes were made to incorporate wired data networks). However, in the 15th Ed., the department worked with HMS on a thorough review of the model school and vetted approximately 40 line items. This department review occurred again in 2017 for the 16th Ed.

In 2018, in response to Criteria #10 in the Committee's report to the Legislature *Criteria for Cost-Effective School Construction*, the BR&GR Committee took an active role in vetting the *Escalation Cost Study-Model School Building* following a presentation by HMS, Inc.

Summary of Proposed Changes
HMS, Inc. will prepare a document and briefing for the Committee. Their contract timing did not allow that document to be prepared in time for this initial Committee packet. We expect to provide that as a packet supplement at least two workdays before the meeting.

BRGR Input and Discussion Items

Outlined below are the general questions applicable to the task for consideration by the BR&GR Committee:

- Are proposed changes to the escalation model school in response to building codes, building science, construction technology, and education delivery methods well supported?
- Are there additional elements in these areas not identified which need to be incorporated in this edition of the Cost Model?

Options

Recommend incorporation of changes as presented.
Recommend incorporation of changes as amended and or added.
Seek additional information.

Suggested Motion

"I move that the Bond Reimbursement and Grant Review Committee recommend incorporation of changes to the *Escalation Cost Study-Model School Building* as presented [as amended]."

State of Alaska

Department of Education & Early Development
Bond Reimbursement & Grant Review Committee

By: Larry Morris
Architect Assistant

Phone: 465-1858

For: Bond Reimbursement & Grant Review Committee

Date: April 3, 2019

File: G:\SF Facilities\BR_GRCom\Papers\ASHRAE Checklist BP

Subject: ASHRAE 90.1-2010 Checklist & Implementation

B R I E F I N G P A P E R

Background

The department's November 30, 2018 briefing paper provided background, discussion, and recommendations regarding the enforcement the ASHRAE 90.1-2010 energy performance standard. This standard was recommended by the committee in 2012 and approved in regulation in 2013. Following committee discussion at the December 12, 2018 meeting, the department took steps to develop an ASHRAE 90.1-2010 compliance checklist specific to Alaska schools. The source document for the checklist, as proposed in the earlier paper, was the "Commercial Building Data Collection Checklist – ANSI/ASHRAE/IESNA Standard 90.1-2010" as provided by the United States Department of Energy. The checklist was modified by removing items not commonly associated with educational facilities or not applicable to climate zones 7 & 8.

Discussion

In reviewing the draft DEED ASHRAE 90.1 Checklist and the proposed compliance review strategies, it is important to remember that there is no other jurisdictional entity currently checking for compliance to this standard on school capital projects with state aid. As a result, the checklist and implementation are substantially more detailed than other department design review checklists.

Design Phase

At Schematic Design (35% SD), the recipient would be required to submit a project-specific version of the DEED checklist by striking through those checklist elements that did not apply to the scope of the project. The amount of editing would vary from a small amount for new construction to a large amount for a minor renovation like window replacement to an agreement of "not applicable" for replacement of finishes. The department's review at 35% SD would consist of validating the scope and applicability assumptions.

At Design Development (65% DD), submitted documents would include the mutually agreed compliance items and list: 1) the design value for each applicable item, 2) the designer's statement of compliance (yes/no), 3) the location where compliance can be tracked within the submittal documents, and 4) comments needed to support compliance.

This documentation could be memorialized on drawing sheets, could be part of project manuals, or could be a standalone document utilizing the DEED checklist file. As a suggestion, all equipment schedules could incorporate columns of ASHRAE requirements contrasted with items' actual ratings. At 65% design, the consultant will also supply building load and heating and ventilation calculations where these items are part of the project. The department will review the designer's compliance assessment and will request clarification or respond with comments as needed. This same process will be repeated at the Construction Documents (95% CD) submittal.

Construction Phase

During construction, the checklist would be provided to the contractor to inform requirements and for the contractor's periodic quality control checks. It would be provided to the owner's representative to inspect and certify that the items have been completed as required. The signed checklist would be a required submittal for project closeout. At the point that commissioning is required, by regulation, on a school capital project, elements of checklist review and construction inspection could be made part of the scope for the commissioning agent.

Recommendation

Issue the checklist, with instructions, for a period of public comment. Finalize the checklist based on public comment. Revise the department's standard Project Agreement to list the ASHRAE compliance checklist as a submittal item at 35% design and the final inspection as a submittal at closeout. The next edition of the *Capital Project Administration Handbook* would need to be updated to include the requirements.

Department of Education & Early Development
Division of Finance & Support Services/Facilities

Work Topics for the BR & GR Committee

As Of: April 17, 2019

BR&GR 2019-2020 Work Items	Responsibility	Due Date
1. CIP Grant Priority Review – [(b)(1)]		
1.1. FY20 MM & SC Grant Fund Final Lists (4 AAC 31.022(a)(2)(B))	Committee	Mar 2020
1.2. FY20 MM & SC Grant Fund Initial List	Committee	Dec 2019
2. Grant & Debt Reimbursement Project Recommendations – [(b)(2)]		
2.1. Six-year Capital Plan (14.11.013(a)(1); 4 AAC 31.022(2))	Dept	Annually, Nov
3. Construction Standards for Cost-effective Construction – [(b)(3)]		
3.1. Model School Costs (DEED Cost Model)		
3.1.1. Geographic Cost Adjustments		Aug 18-May 19
3.1.1.1. Prepare Statement Of Services (complete)	Dept	Sep 2018
3.1.1.2. Solicit, Award And Manage Contract (complete)	Dept	Dec 2018
3.1.1.3. Review Public Comment (complete)	Dept	Feb 2019
3.1.2. Site Work + Major Maintenance Line Items		Oct 18-May 19
3.1.2.1. Prepare Statement Of Services (complete)	Subcommittee	Oct 2018
3.1.2.2. Solicit, Award, Manage Contract	Dept	May 2019
3.1.3. Cost Model As Cost Control Tool		May 18-Dec 19
3.1.3.1. Analyze, Recommend Cost Model As Cost Control	Subcommittee	Jul 2019
3.1.3.2. Draft Regulation Language For Cost Control Use	Subcommittee	Jan 2020
3.1.3.3. Review Draft Reg Language, Recommend To State Board	Commmittee	Mar 2020
3.1.3.4. Manage Regulation Development And Implementation	Dept	Dec 2020
3.1.4. Model School Analysis & Updates (Allowable Elements)		Apr-May 19
3.1.4.1. Establish Procedures For Updating The Model School	Subcommittee	Jun 2019
3.1.4.2. Implement Model School Updates W/Committee Resource	Committee	Apr 2019
3.1.4.3. Evaluate Success Of Committee-Driven Updates	Subcommittee	Jun 2019
3.1.4.4. Develop Statement Of Services For Consultant Update	Subcommittee	Aug 2019
3.1.4.5. Solicit, Award, And Manage Model School Update	Dept	Apr 2020
3.2. Cost Standards		
3.2.1. Cost/Benefit, Cost Effectiveness Guidelines	Dept	TBD
3.2.2. Life Cycle Cost Guidelines	Dept	TBD
3.3. Commissioning	Committee	2018
3.3.1. Project Categories Requiring Commissioning	Committee	2018
3.3.1.1. SBOE Action on Regulation (complete)	Dept	Feb 2019
3.3.2. Commissioning Agent Qualifications	Committee	Jul 2018
3.3.2.1. SBOE Action on Regulation	Dept	Feb 2019
3.3.2.2. Recommend Approved Credentialing Organizations	Subcommittee	May 2019
3.3.2.3. Propose Approved Credential Organizations	Committee	Jul 2019
3.3.3. System Requirements for Commissioning (complete)	Committee	2018
3.3.3.1. SBOE Action on Regulation (complete)	Dept	Feb 2019
3.4. Model School Building Systems Standards		
3.4.1. State Building Systems Standards		Mar 19- Dec 20
3.4.1.1. Complete CostFormat Outline of System Standards	Dept	May 2019
3.4.1.2. Review Outline Model School System Standards	Committee	May 2019
3.4.1.3. Develop Statement Of Services For Feasibility Analysis	Subcommittee	Apr 2019
3.4.1.4. Solicit, Award, Manage Feasibility & Cost/Benefit Analysis	Dept	May 2019
3.4.1.5. Review Feasibility Report On Comprehensive Standards	Committee	Dec 2019
3.4.1.6. Solicit, Award, Manage Final Standards Development	Dept	Jun 2020
3.4.1.7. Implement System Standards Via Regulation As Needed	Dept	Dec 2020
3.4.1.8. Coordinate with A4LE to maintain model school standards	Biennially	
3.4.2. School District Building Systems	Dept	TBD
3.5. Design Ratios		
3.5.1. Climate Zones		Aug-Nov 18

BR&GR 2018-2019 Work Items	Responsibility	Due Date
3.5.1.1. Confirm Availability of BEES for use in Design Ratios	Subcommittee	Aug 2018
3.5.1.2. Compare use of BEES vs. ASHRAE; are regs needed	Subcommittee	Sep 2018
3.5.1.3. Recommend Regulation To State Board	Committee	Jun 2019
3.5.1.4. Manage Regulation Development And Implementation	Dept	Dec 2019
3.5.2. Baseline Design Ratios [(O:EW), (FPA:GSF), (V:NSF), and (V:ES)]		Sep 18-Dec 19
3.5.2.1. Prepare Statement Of Services For Energy Modeling	Subcommittee	Jan 2019
3.5.2.2. Compare Existing School Ratios And Energy Use	Subcommittee	Jan 2019
3.5.2.3. Solicit, Award, Manage Energy/Cost Analysis	Dept	Jun 2019
3.5.2.4. Manage Regulation Development And Implementation	Dept	Sep-Dec 2019
4. Prototypical Design Analysis – [(b)(4)]		
4.1. Seek Peer Consensus on Reuse of School Plans and Systems		
4.1.1. Develop and Schedule AEC Peer Workshop on Reuse	Committee	TBD
4.1.2. Update Aug 4, 2004 Committee Position Paper	Committee	TBD
4.2. Develop CIP Application Response to Reuse of School Plans/Systems		
4.2.1. Draft Criteria to Reward Reuse of School Plans/Systems	Dept	Feb 2019
Approve Criteria to Reward Reuse of School Plans/Systems	Committee	Apr 2019
4.2.2. Draft Criteria to Evaluate Reuse of School Plans/Systems	Dept	Feb 2019
Approve Criteria to Evaluate Reuse of School Plans/Systems	Committee	Apr 2019
4.2.3. Draft Criteria to Require Reuse of School Plans/Systems	Dept	Feb 2019
Draft Criteria to Require Reuse of School Plans/Systems	Committee	Apr 2019
4.3. Codify Regulations As Needed for Reuse of Plans/Systems Policy		
4.3.1. Make Recommendations to State Board on Prototypes	Committee	July 2019
4.3.2. Manage Regulation Development and Implementation	Dept	Sep 2019
5. CIP Grant Application & Ranking – [(b)(5) & (6)]		
5.1. FY21 CIP Draft Application & Instructions	Dept	Apr 2019
5.1.1. Facility Condition Survey Minimum Standards	Dept	Dec 2019
5.1.2. Reuse of School Plans (See item 4.2)		
5.1.3. Emergency Rater Scoring Matrix	Dept	TBD
5.1.4. Priority Weighting Factors Review	Dept	TBD
5.2. FY21 CIP Final Application & Instructions	Committee	Apr 2019
5.3. FY21 CIP Briefing – Issues and Clarifications	Dept	Dec 2019
6. CIP Approval Process Recommendations – [(b)(7)]		
6.1. Publication Updates		
6.1.1. Program Demand Cost Model for Alaskan Schools	Dept	Annually, May
6.1.2. Alaska School Facilities Preventive Maintenance Handbook Final	Dept	Jun 2019
Alaska School Facilities Preventive Maintenance Handbook Final	Committee	Dec 2019
6.1.3. Swimming Pool Guidelines - Initial	Dept	Dec 2018
Swimming Pool Guidelines - Final	Committee	Jun 2019
6.1.4. Handbook to Writing Educational Specifications- Initial	Dept	Feb 2019
Handbook to Writing Educational Specifications - Final	Committee	Jun 2019
6.1.5. Guide for School Facility Condition Surveys - Initial	Dept	Aug 2019
Guide for School Facility Condition Surveys - Final	Committee	Dec 2019
6.2. New Publications		
6.3. Regulations		
6.3.1. Cost Model as Cost Control Tool (see item 3.1.3)	Dept (w/Cmte)	
6.3.1.1. Draft Regulation	Dept (w/Cmte)	Jun 2019
6.3.1.2. SBOE Public Comment on Regulation	Dept	Sep 2019
6.3.1.3. Review Public Comments from SBOE Comment Period	Committee	Nov 2019
6.4. Baseline Design Ratios (see item 3.5.2.4)	Dept (w/Cmte)	
6.4.1.1. Draft Regulation	Dept (w/Cmte)	Sep 2019
6.4.1.2. SBOE Public Comment on Regulation	Dept	Dec 2019
6.4.1.3. Review Public Comments from SBOE Comment Period	Committee	Jan 2020
6.4.2. Reuse of School Plans and Systems (see item 4.3)	Dept (w/Cmte)	
6.4.2.1. Draft Regulation	Dept (w/Cmte)	Sep 2020
6.4.2.2. SBOE Public Comment on Regulation	Dept	Dec 2020

BR&GR 2018-2019 Work Items	Responsibility	Due Date
6.4.2.3. Review Public Comments from SBOE Comment Period	Committee	Jan 2021
7. Energy Efficiency Standards – [(b)(8)]		
7.1. ASHRAE 90.1		
7.1.1. DEED Checklist		Jan – Jun 19
7.1.1.1. Develop DEED Specific Review Checklist	Dept	Apr 2019
7.1.1.2. Review Checklist for Public Comment	Committee	Apr 2019
7.1.1.3. Review Public Comment/Finalize Checklist	Dept (w/Cmte)	Sep 2019
7.1.1.4. Add Appendix to Project Admin Handbook?	Dept	Sep 2019
7.1.2. Standards Updates		
7.1.2.1. Evaluate ASHRAE 90.1-2013 for adoption	Dept	Jul 2019
7.1.2.2. Draft Regulations, if warranted	Dept (w/Cmte)	Sep 2019
7.1.2.3. Review Public Comment from SBOE Comment Period	Committee	Jan 2020

Projected Meeting Dates

April 16-17, 2019 (Juneau) , CIP Application
July 18, 2019 (Teleconference), 2:00 – 4:00p
September 5, 2019 (Teleconference), 2:00 – 4:00p
December 4, 2019 (Anchorage-TBD), Full day, CIP

Bond Reimbursement and Grant Review Committee

As of: March 1, 2019

Member	Appointed	Re-appointed	Term Expires
Heidi Teshner — Chair Commissioner or Commissioner's Designee	Commissioner's Designee	--	--
Vacant (as of January 2019) House of Representatives Member	Appointed by Speaker	--	--
Vacant (as of January 2019) Senate Member	Appointed by President	--	--
Randy Williams Professional Degrees & Experience in School Construction	03/01/2019		02/28/2023
Dale Smythe Professional Degrees & Experience in School Construction	03/01/2017		02/28/2021
James Estes Experience in Urban or Rural School Facilities Management	03/01/2019		02/28/2023
William Glumac, appointed to fill vacancy Experience in Urban or Rural School Facilities Management	02/06/2019		02/28/2021
David Kingsland Public Representative	03/01/2019		02/28/2023
Don Hiley Public Representative	03/01/2017		02/28/2021

Members appointed by commissioner unless noted. See AS 14.11.014 and 4 AAC 31.087.