Bond Reimbursement and Grant Review Committee Meeting Agenda

April 14, 2020, Tuesday, 1:00 pm to 4:30 pm
April 15, 2020, Wednesday, 1:00 pm to 4:30 pm

Teleconference

Audio Teleconference available through free online WebEx application.
Join Online – Meeting Number: 802 995 550; Password: BRGR
Join by Phone – Toll Call-in number (US/Canada): 1-650-479-3207; Meeting: 802 995 550; Password: 2747

Chair: Heidi Teshner

Tuesday, April 14th — Agenda Topics

1:00 – 1:10 PM	Committee Preparation • Call-in, Roll Call, Introductions • Chair's Opening Remarks • New Business, Additions to the Agenda • Agenda Review/Approval • Past Meeting Minutes Review/Approval
1:10 – 1:15 PM	Welcome & Introduction
1:15 – 1:30 PM	Public Comment

1:30 – 4:30 PM	Department Briefing
	• FY 2022 CIP Application & Support Materials
	  ▪ Life-Safety Matrix
	  ▪ Preventive Maintenance Narrative Matrices
	FY 2021 Application Review
	• FY 2022 Application
	• FY 2022 Application Instructions
	• FY 2022 CIP Eligibility and Scoring Criteria
	• FY 2022 Rater's Guide

4:30 PM	Recess

Wednesday, April 15th **Agenda Topics**

1:00 – 1:05 PM	Committee Preparation • Call-in, Roll Call • Chair's Opening Remarks
1:05 – 1:15 PM	Public Comment
1:15 – 2:30 PM	Cost Model Update • 19th Edition Model School Elements, Proposed Changes • HMS, Inc. Teleconference Action Item • Model School Escalation Elements
2:30 – 3:20 PM	Department Briefing • FY2021 CIP Report ▪ Reconsideration & Final Lists • Report: School Capital Project Funding Under SB 237 • REAA and Small Municipal Fund Report • Commissioning Agent Credentialing Organization Publication Updates • *Guide for School Facility Condition Surveys* – Issue for Comments Action Item • Approve Publication for Public Comment Period
3:20 – 3:55 PM	Subcommittee Reports • Design Ratios (Dale Smythe) • Model School (Don Hiley) • Commissioning (Randy Williams) • School Space (Dale Smythe) Action Item • Design Ratio Approval (O:EW)
3:55 – 4:10 PM	BR&GR Calendar and Work Plan Review & Update
4:10 – 4:15 PM	Set Date for Next Meeting
4:15 - 4:20 PM	DEED Wrap-up
4:20 – 4:30 PM	Committee Member Comments
4:30 PM	Adjourn

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE
Wednesday, December 4, 2019
8:30 a.m. – 3:38 p.m.

DRAFT MEETING MINUTES FOR APPROVAL

Committee Members Present	Staff	Additional Participants
Heidi Teshner, chair	Wayne Marquis	John Walsh, lobbyist
Rep. Tammie Wilson	Tim Mearig	
Sen. Cathy Giessel	Larry Morris	
Randy Williams	Sharol Roys	
Dale Smythe	Lori Weed	
James Estes		
Don Hiley		
David Kingsland		

December 4, 2019

CALL TO ORDER and ROLL CALL at 8:37 a.m.

Chair Heidi Teshner called the meeting to order at 8:37 a.m. Roll call and introduction of members and guests present; William Glumac, not present.

CHAIR'S OPENING REMARKS

Chair Heidi Teshner thanked committee members for participating in the meeting. She expressed appreciation for all of the subcommittee work performed by committee members, and she looks forward to the day's conversation ahead.

REVIEW AND APPROVAL OF AGENDA

Agenda reviewed and approved as amended by unanimous consent.

REVIEW AND APPROVAL OF PAST MEETING MINUTES

Lori Weed noted that the meeting minutes are now being prepared by an outside service. Chair Teshner stated that there are some minor amendments to previous minutes she will make with Lori following the meeting. The previous meeting minutes from April 2019, July 2019, and September 2019 were reviewed and approved as amended by unanimous consent.

PUBLIC COMMENT

No one appeared before the committee to provide public comment.

DEPARTMENT BRIEFING

Chair Teshner referred members of the committee to the department briefing starting on page 29 of their packet.

FY2021 CIP Report

Larry Morris and Chair Teshner led committee members through a review of the initial CIP lists, six-year plans, initial school construction and major maintenance lists, and the points

information. Larry noted there was an uptick on both the districts participating as well as the number of applications. There was a small uptick in the number of projects ruled ineligible for various reasons.

Lori referred committee members to the fold-out spreadsheets and noted that the data is compiled from six-year plans that have been submitted to the department through the CIP process. Although it is an incomplete picture, it is currently the information the department is able to obtain through its processes.

Larry reported that they are in the middle of the reconsideration process, and the department's response deadline is December 19th. Chair Teshner referred committee members to the suggested motion on page 30 of the packet, and summarized that the committee would be approving the final amended list that will come out after reconsideration is completed. Lori commented that new to the CIP process was a teleconference held on the reconsideration process. It was very sparsely attended, but the department plans to hold it again next year and hope more districts are able to send a representative to attend. The teleconference was an informative brief of why reconsideration is done and how districts can get the most out of reconsideration requests. Don Hiley and James Estes attended the teleconference and both found it useful. Representative Wilson asked for clarification on what the reconsideration process entailed and if it is possible for projects to move up on the list after the process is completed. Lori confirmed that it is an opportunity for a district to move a project up. Chair Teshner suggested educating about the reconsideration teleconference at the spring CIP workshop.

Dale Smythe asked for additional information on the number of applications that were ineligible for this year. Larry noted that those were for new projects and the reasons included lack of information, the project was not well defined, or the work just wasn't eligible under the statute. Randy Williams asked which projects were being reconsidered on the list, and Lori responded that they are LYSD Nunam Iqua, Kodiak Peterson roof, and Kodiak's security and electrical.

Lori Weed stated that Hollis is the number one rated school construction project. The project was funded last year for design, which boosted its points by having a deliberately phased project. The Nunapitchuk project is still ranked number two on the school construction list

Dale Smyth **MOVED** that the Bond Reimbursement and Grant Review Committee recommend the State Board of Education and Early Development adopt the department's fiscal year 2021 list of projects eligible for funding under the school construction grant fund and the major maintenance grant fund lists, **SECONDED** by David Kingsland. The motion **PASSED** with unanimous consent.

School Capital Project Funding Report

Larry Morris reported the following:

- FY'20 capital budget appropriated $7.4 million for major maintenance, and this provided funding for the first project, Barnette Magnet School Renovation Phase 4.
- FY'20 operating budget appropriated $19.6 million to the REAA fund, which was added to unspent allocations, and they were able to fund the construction portion of Eek K-12 School Renovation/Addition, and the design effort for Hollis K-12 Replacement School.

- After funding these projects, there was not enough funding to fund any other projects on either list.

Lori directed committee members to page 42 of their packet that contains the REAA fund report as well as page 43 that contains the CIP grant request and funding history.

Larry further reported that districts that had excess debt either in funds or debt approval could use those for additional projects if it's allowed by the bond language of the ordinance that provided for the bonding, or they could use it for paying down debt. Mat-Su had been approved by DEED to redirect prior voter-approved funds to new projects in 2018, but the Mat-Su Borough has since decided to withdraw those projects and pay down the bond principle. Lori noted that those projects are now on the grant list.

Lori directed committee members to page 43 of the packet, which denotes historical information of CIP grant requests and funding history from FY'11 to FY'21, and stated that 14 to 15 percent seems like a fairly usual value. Don Hiley commented that 14 percent seems a little bit misleading in that it's 14 percent of the dollar value, not 14 percent of projects. He noted that one out of approximately 80 projects on the maintenance list was funded last year.

Preventive Maintenance (PM) Update

Larry Morris referred committee members to page 44 of their packet, which contains a report of maintenance assessments and their related data. He noted on page 30, the summary of districts not currently certified and ineligible to submit applications as well as districts granted provisional certification. James Estes asked if it is realistic or feasible for any of the six ineligible districts to return to acceptable status. Wayne Marquis stated that it varies from district to district. To be certified requires quite a bit of work for each district, regardless of size, and some districts fall shy of that for a variety of reasons including interest and resources. James expressed concern that if a district is interested but doesn't have the resources, that should be looked at harder because typically those are the ones who need to apply for CIP funding the most.

Dale Smythe opened up a discussion on districts' utilization of maintenance management programs. Wayne Marquis noted that because the department has to standardize their evaluation of PM programs, although a school may have a very adept and dedicated maintenance staff person, if the PM program isn't utilized, then PM cannot be established. The department makes every effort possible to work with districts and try to be as accommodating as they can be.

Larry Morris noted that site visits for FY'20 are scheduled to take place between November and April. Randy Williams asked if PM certification and site visits were related. Lori noted that the regulations allow the department a re-evaluation of certification if the site visit resulted in material that led the department to believe the district shouldn't be recertified, but typically the bulk of the information the department obtains on the site visits sets a district's certification, and there is a mechanism for a district to obtain certification in between site visits.

Randy Williams asked for additional information on problem areas in addition to tracking and reporting energy consumption. Wayne Marquis stated that the big problem areas are PM management because people have to send time behind a computer to report what they are doing throughout the year. Another issue that has been big in recent years is tracking energy. These issues can be challenging because districts don't always understand why it is necessary or how

useful it can be in detecting problems. PM programs vary greatly from one district to the other, and the department is realistic in that not all districts have the same PM program, and allows leeway to try to make it fair. Sometimes training is an issue, and the department gives districts leeway to find methods that work for them.

Don Hiley commented that his office operates a maintenance management system, and there are 25 districts contracting with them for that. In terms of energy, a number of districts have heat recovery, and some don't pay anything or pay a fixed rate for energy. To try to get those districts to care about tracking energy and putting forth effort when it has no effect on their bottom line is a tough sell. Districts are doing it because DEED requires it, but reluctantly. Another issue he sees is that there is a number of districts that have a central bulk fuel tank for all of their buildings, which can make it difficult to track energy usage by building. Larry noted tracking energy is required by statute, not by DEED. Lori stated she is hopeful that the new requirement for retro-commissioning will assist districts in understanding a little bit more about why tracking energy consumption is useful. The department will reinforce that by encouraging people to engage and understand how much value they can add to the district and to their bottom line.

DEED Facilities Book

Lori Weed directed members of the committee to page 45 of the packet to review the Facilities Book table of contents. It is the hope of the department to eventually put the resource online as reference material. Chair Teshner stated that the department is working on web accessibility ADA compliance for its online materials.

Regulations Update

Lori Weed reported the commissioning and 4 AAC 31 regulation packages were approved and signed, taking effect last week. The committee recommended changes to the department-adopted ASHRAE 90.1 energy standards, see a later briefing on the draft language. Don Hiley asked if this committee can be e-mailed a summary of regulation changes or if it can be posted to the website because it's hard to keep track of the changes. Lori stated they can do that.

Cost Model Update

Larry Morris stated that annually in December a proposal request is issued to HMS, Inc. to do an update of the cost model. The 19th Edition will reflect the geographic cost update. The department is still considering best practices regarding the use of the cost model tool as a component of the Model Alaskan School and construction standards. The draft cost model update will be at the April meeting with a review and presentation by HMS, Inc. Lori added that there was a previous discussion about when the committee should bring forth its suggestions to make changes to the Escalation Model School and if those changes get incorporated in the task order or sometime earlier in the process. The Escalation Model School went for years with very subtle tweaks, and it has been largely HMS driven. There hasn't been a lot of input from the department and this committee now that they are developing that as a standards source.

Don Hiley stated that it's disconcerting to use the cost model and then have a budget amended for a project because the cost model number was not valid. If a cost model is going to generate a number, there to be some consensus that that's going to be the number. Larry Morris stated the cost model was only used if a district didn't have a developed concept of what they were going to do where they could have used a professional estimate. Don continued on to note there has

been a lot of discussion about whether the cost model should be used not only as an estimating tool but also as a cost limiting tool, and that concerns him. It's very easy to give back money on a project, but it's very difficult to complete a project without the money. If they start chipping away at some of these added costs that HMS feels should be in there, then they will end up with projects that come up short, and that's a problem.

Dale Smythe wondered if they could incorporate this review as part of the meeting where they review with HMS also. Lori stated that it might be too late in the process if they wait until that time. Don stated that they have had discussions in the Model School Subcommittee about potentially having a consultant come in and periodically run through and see what systems are practical and what is mostly used now, basically some sort of review and consensus that these are changes that should be implemented into the Model School and the standards, which then gets passed along to HMS to then update their cost model based upon recommendations being driven by the committee and the department.

Chair Teshner suggested they talk about this further at the next meeting. Committee members will also be provided with a copy of the RFP to review. They could also put in the task order that there will be another meeting beyond just the April meeting to provide more direction to HMS regarding changes to the Model School.

Publications Update

Larry Morris reviewed the list of publications currently managed by the department along with an estimated revision priority and the year of publication or latest draft. Lori Weed noted that the department has tried to put a system in place to review publications on a five-year cycle.

BRIEFING PAPER – FY'21 CIP ISSUES AND CLARIFICATIONS

Larry Morris referred committee members to page 64 of the packet and noted that FY'21 total CIP grant applications trended upwards. He stated that the May CIP workshop was well received; the districts that attended the workshop had measurably better applications. He stated that it is important for the department and the BR&GR to get a clear picture of each project submitted so that the list of priorities equals what the true priority scale is. The top project should be the project that needs it the most due to the conditions on the ground. The department strongly encourages districts to send representatives to attend the next workshop May 7th and 8th. The second day of hands-on work using the tools and going through best practices was very useful at the previous workshop.

Lori Weed noted that the department has continued to investigate opportunities to create a School Capital Funding Forecast Database. Recently they have engaged with the Department of Transportation to see if a robust forecasting tool for school capital could be created within DOT's new facility management software tool. If successful, the creation of a data-driven capital funding needs assessment could have implications for the department's current CIP process, which currently relies heavily on district participation for understanding statewide capital project and funding needs.

Representative Wilson asked whether the department is keeping track of the past few years of bonding that's happening without any help from the state; and does that help a district's scoring if they are trying to take care of all their issues versus doing no maintenance or capital project

except what is paid to these grants? Lori responded that they do not track school districts or municipalities that are issuing bonds, and it does not directly influence a district's ranking; however, for grant applications submitting for reimbursement, it can potentially be seen in the scoring categories of expenditures for maintenance, planning and design, and cost estimate. It is up to districts to update their six-year plans with DEED.

Rating Issues

Larry Morris reported that during the FY'21 rating process, a couple of items were flagged as being worthy of a discussion and possible change. In addition, some legacy issues that remain unattended have been reintroduced.

This was the second year of using the new code deficiency, protection of structure, life safety matrix. The matrix includes items that aren't technically life safety, code, or protection of structure, but are included to reflect the R&R schedule systems. A few adjustments were made last year to reflect the R&R schedule system ages. There is a planned review session to go over the matrix. There is a concern over major renovation projects, where a lot of different conditions add together to give a high initial number of points and then is weighted by how much of the project corrects those conditions.

Dale Smythe asked if this would include the elements that seem to be appearing in school projects where there is a protection of structure related to changes in permafrost temperature or erosion, more imminent types of threats that are not earthquake or fire. Larry stated that there is a category in emergency for that. Don Hiley stated that unhoused student points are going to have to start meshing with that as well with schools that are going to wash away within some period of time. Larry remarked that it is difficult to score speculation. Don stated that the timeline for replacing a facility is such that, for some of the impending projects, they have gone beyond the timeline to construct a new school before the current one is almost certain to be gone. Protection of structure points, emergency points, and projected unhoused student points are all going to have to be looked at, because this is getting to be an increasing phenomenon. Lori speculated that one way to address it could be for districts to submit an alternative enrollment projection based on the future square footage difference. Don stated that there are ways to get the needed documentation for such projects, but the timeline is concerning because these can be multi-year processes to get a new facility.

Chair Teshner stated that they will dig deeper into this topic during January's meeting. Lori noted that they can also look at adding this to their work plan, because one of the items on the master work plan list is the issue of projected unhoused. Larry encouraged committee members to put in any requests for data related to this prior to the January meeting.

Lori Weed referred committee members to the worksheets on pages 71 and 72 of the packet as Project LS Mixed Scope Worksheet samples and explained the data contained therein. She stated that the department would like the committee to comment on whether they think that renovation projects can continue stacking points and maxing out; whereas, single-scope projects now are possibly at a little bit of a loss. The example she used was if a district was doing just envelope and roof for the windows, they will max out at 12 points; whereas, a renovation project that incorporates that can get many more code points, but how much of an additional bump

should it allow, or is there a way to balance that. David Kingsland asked if this is a bundling issue, or if it is a way school districts are manipulating the scale. Tim Mearig stated that although he is clearly supportive of scoring and the clarity over which items are being considered by the department, he has seen point values on projects that he would not have expected, in his experience, to have risen to that level. He stated that what was happening was mixed-scope scores were driving into that because of large mixed-scope projects getting the point accumulations up so high. Tim stated that one alternative is tweaking the weighted average analysis or the computation, but they don't know how broadly it would affect all projects. Lori Weed stated that she was talking to one of the department's former raters about this subject, and they thought another route is to give it a range with specific guidance in that adjustment for severity or lack of severity.

Don Hiley stated that he believes this category should be about what's wrong with the condition of the building and what is going on with the system. From another perspective, if he needs to replace windows in his building and that's worth a certain number of points in the matrix because it's combined with other work, why is that not worth the same number of points that it would be if it was a project only to replace windows? He understands the stacking of points and so forth, but he thinks that somewhere between those two things there needs to be some sort of balance in that. He also recognizes that it doesn't make sense to do all projects as single-scope projects. He stated that he doesn't know the answer to that, but he noted that it has been a struggle as long as he can remember. He stated that whether or not the carpet is more worn than it should be based on the renewal and replacement schedule, the condition of the material is such that it should warrant replacement.

Randy Williams stated that as far as the weighting and the data that they would like to see, he would like to see how a project could max out the points under these other weighting scenarios or any other possible scenario the committee comes up with. What the committee will need in order to evaluate that is examples of single projects and weighted and combined stacked projects, perhaps just theoretical ones, not necessarily ones that have come in for evaluation. He agrees with Don that the point value should be the same whether it's part of a bigger project or not, but the only way they are going to be able to evaluate whether it makes sense is to have examples of how it might sort out.

Tim Mearig stated that the issue is when elements are mixed with other non-code work When they implemented a weighting technique, they thought it would be fine, but his perception is that they are now giving a lot of points to projects that they wouldn't have in the past, and they also don't have the option anymore of raters arbitrarily weighting scores. He believes they can try a different mathematical analysis, and it's possible they may need to have a two-tiered mathematical computation. Randy agreed that there is likely a mathematically solution.

Tim went on to address Don's point of, is it responsible for the state to say it is not going to invest in building systems that haven't reached their life expectancy? It's not the state's responsibility to do that, and they don't want to do that. They only want to reward people by putting them high on a list for conditions that are being found on systems that have reached an anticipated life expectancy.

Dale Smythe stated that it would help him if, during the spring meeting they could compare this section to the others and an overall and the potential points along with some other explanation of the percent results in red. He stated that this sounds like a pretty complicated situation, and he is not familiar with it.

Don Hiley went on to further comment that that there are very few things that are being funded; last year had one maintenance project funded. If a district is not number one on the list, it's last. What they are going to end up with is many single-scope, tiny projects with an application for each one of them. He noted that he is advising people as such by letting them know they won't get a project funded, and he is advising them to pick the one thing that is the worst to apply for, because this is ultimately a competitive process. Randy Williams asked if Don thinks that's mostly driven by the fact that there is not much getting funded, and Don said absolutely. Randy noted that it probably doesn't make a lot of sense to dangle huge amounts of points out there, which would incentivize districts to apply for tiny projects to get points. Lori stated that she thought they were showing that these very in-depth renovations are garnering the most points in this particular matrix, so it appears to be the opposite problem. Randy stated that they need to look at the data.

Chair Teshner stated that they will dig further into this issue in January.

Emergency

Larry Morris stated that emergency scoring continues to have minor issues. Districts continue to check "yes" if it's not an emergency, and they mark "no" if they filed insurance. When the department looks at it, they don't necessarily agree that the issue is an actual emergency. A lot of it is evaluating what the potential for loss is. There are five different categories for emergencies, and they are seeing discrepancies in the spread between raters because the category is somewhat subjective.

District PM and Facility Management

Larry Morris reported that it is in statute that districts have to have PM programs. The department has noticed big percentages of swings between raters for the narrative on this topic, so this was shored up to have a matrix system.

Formula-Driven Scoring

Larry Morris stated that formula-driven scoring on the FY'21 CIP cycle did not result in any significant issues. But one issue that came up was regarding the weighted average of the facility. If there is a facility that was built in 1950, for example, that remains a building from 1950 no matter whether or not it's been completely renovated. Don Hiley commented that this is an issue, but the devil is in the details in trying to keep up with what has been updated over time.

Condition and Component Survey

Larry Morris stated that this cycle saw many more surveys than in prior years, which is good; however, too many refer to the component age as approaching the end of life without listing the actual age. They have also seen some condition surveys where everything is at the end of its life no matter how old it is. One thing that the condition surveys are showing is a Christmas treeing

effect where the application is for a regular project to take care of a condition, and then the applicant adds things to it that would technically be considered maintenance issues rather than an actual condition.

Don Hiley commented that what concerns him is that if something is at or approaching its end of life based on whoever fills out the condition survey, how old something is doesn't matter. What matters is the condition. He gets a little concerned about too much reliance on the renewal and replacement schedules and a number that has been chosen for those, because the condition may be deteriorated for a variety of reasons. Larry noted that what they are seeing a lot, though, is that it tends to be issues that are more mechanical that are young and should not be approaching end of life, but they have been stacked onto the application. Don noted that as they are pushed more towards the R&R schedule, somehow there is an assumption made that if something is not old enough, then somebody is at fault because they didn't take care of it. But things fail, and there doesn't need to be a long history of repairs to document the failure. He stated that what they are talking about is the actual condition of the material or a system or whatever they are measuring, and they are measuring if it's working or not working. If it's not working, they can't just say, well, wait for ten more years until it's old enough that you'll receive points for it. It just needs to be fixed no matter what the reason is for the failure. Larry noted that the maintenance statute has been in place for 21 years, and it was developed because the state was paying a lot of money to replace or renovate buildings that were prematurely aging out.

Chair Teshner stated that this might be a topic for further discussion in April, and Lori suggested that they could also further address it at the January meeting.

Planning and Design

Lori Weed reported that this is regarding when a consultant needs to be selected for a project. There are some projects that can perhaps get conceptual points and don't need a consultant selected at that stage, but it may need one when it gets schematic or design development. There is language in the appendix that if a consultant is needed, then it needs to be there; but if the project doesn't require a consultant, then the department can waive that criteria for getting concept design points. The department is thinking that some language can be added similar to that for the condition survey, where the condition survey can be waived or postponed from concept design to a later stage. This is a proposal the committee will most likely see in April.

Use of Prior School Design; Use of Building System Design Standard

Lori Weed stated that no school construction applications requested evaluation of use of prior design points. Eight major maintenance applications requested evaluation of district standards; however, no points were awarded in this element. To receive points, the department is looking for published board-approved or municipality-approved construction standard documentation to be submitted.

Dale Smythe stated that he was considering some of the districts that he's worked with, and sometimes they just have a bunch of Word files that have been collected over the years. Lori stated that it should be something that has been thought out and has gone through an approval process as something the district is going to use. Don Hiley stated that makes sense for a large district that has a number of facilities that are doing things, but why would a single-site district

consume what little resources they have to publish a building standard? He is afraid they are moving back into the haves and have nots when they are looking at some of the scoring this year. Chair Teshner noted that there is nothing stopping a smaller district from adopting something that has been created by a larger district that they could then adapt to meet their needs. Don emphasized that no one is going to want to do that in a single-site district that has one or no maintenance staff; there is no reason to do it except for this process. Randy wondered if these districts would even be going after those points then, and Don reiterated that this is a competitive process, and so those points would be available to the larger districts that have standards. Randy agreed with that but added that the whole point of the prior school design and design standards was really geared toward larger districts anyway.

Average Expenditure for Maintenance

Larry Morris stated that this scoring category is based on the amount of money spent on maintenance as a percentage of the insurance replacement value of facilities. If the replacement value is understated on the insurance policy, that would raise the percentage and the score. Two of Alaska's largest three districts have the same insurance group, and they all have the same issue. The statute requires evidence that the district has secured and will maintain adequate property loss insurance for the replacement cost of all facilities for which state funds are available. The committee may need to revisit this subject and possibly require some trueing of the replacement values or assign a value based on the cost model for the district.

Don Hiley agreed because he has seen some replacement values for rural sites that equal $157 per square foot, and it is probably more like five times that amount. He stated that unfortunately the incentive is not to have it because the insurance company doesn't want to pay out, the districts don't want to pay the higher premiums for the higher costs, and the district actually gets more points if they don't have the insurance.

Energy Consumption Reports

Larry Morris stated that this was the first year of the five-year requirement, and they had some issues and this will most likely be a point of emphasis at the CIP workshop. Dale Smythe asked if there is a plan to actually get a chance to look at this data to compare or track it. Larry stated that they have all of what has been submitted and those are available to review. Lori stated that the energy consumption reports are something they ask for during their site visits. Hopefully, as they develop the additional retro-commissioning and get that implemented, this will be a good component for building on. But the department is not currently tracking it because it is only tools for the districts in the hope they are using it to maximize their maintenance program.

Don Hiley stated that it's been a real problem with a lot of districts for him. One of his staff has spent the majority of their time since last spring working on energy with districts. He reiterated that it's been a real problem in smaller districts that have multiple buildings pulling off of single tanks, and they've been told there really isn't a very good solution for fuel meters right now. Randy Williams stated ACEP has a new program where they have small fuel meters they are actually measuring for Toyo stove size. Don remarked that making that information available to small districts would be exceedingly helpful. Larry Morris commented that another thing he has seen in reviewing a lot of drawings where there are centralized fuel tanks is a lot of them go to secondary tanks, and the meter could actually go to that secondary tank. Don noted that

measuring the fuel that's actually going into the boiler would be ideal, because then they could identify how much is actually being burned and could also identify fuel theft. Larry noted that he would love to have information on some of these micro meters that could help signify a problem with a piece of equipment, and he could be a clearinghouse for districts to get this information.

Eligibility

Larry Morris stated that they still have a few issues with some districts using alternative delivery without getting prior approval. The department started getting a little firmer on this a couple of years ago, and it tends to show up in recovery of funds projects more than others. He stated that the department is here to help with this issue, and this was also discussed in the CIP workshop.

Potential FY'22 Application Changes

Lori Weed directed committee members to the potential changes and stated that the committee should see these topics appearing on the agenda for the April meeting. If there are any other topics committee members would like to add, they should forward that information before March. They are in the process of finalizing the draft that they will bring to the April meeting. One of the changes will be to the rater's guidelines, adding a matrix for the district preventive maintenance and facility management evaluation. She directed committee members to page 73 of their packet to the attachment with a drafted PM raters guide matrix.

Chair Teshner asked for additional comments. Larry Morris noted that with the department's PM book still under construction, this can be used as a guideline for districts regarding the PM program. He also noted that under energy the first sentence states, "EUI by facility over the prior five years," but it should say, "EUI or another measurement per energy type." Randy Williams commented that in the structure of how these different point categories are written, it's sometimes easier to start with zero points as the baseline, and as more features are added, they get more points. Lori noted that this was set up because the rest of the rater's guidelines start at the top and work their way down to zero or 1.

Chair Teshner stated that these changes will not officially go out for public comment, but committee members can incorporate anything they hear. Lori noted that all of the committee meetings also have an opportunity for public comment.

BRIEFING PAPER – HB 212 Implementation Status

Chair Teshner directed committee members to page 79 of their packet. Larry Morris stated that HB 212 had some stipulations in it of the committee and the department to provide a report to the legislature outlining ten criteria for achieving cost-effective school construction in Alaska. The discussion contained in the briefing paper addresses those criteria as well as lists elements that have been put in place to encourage the use of prior design; Model School construction standards, which is still a work in process; cost-effective school construction through building systems; design ratios; and consider major maintenance projects when making grants on the REAA fund, which is in place. The recommendations are to continue working on the elements.

BRIEFING PAPER – 4 AAC 31.013 Retro-Commissioning Regulation Implementation

Wayne Marquis reported that the State Board of Education and Early Development approved regulations proposed by the department relating to the commissioning of school facilities. The

regulation amends 4 AAC 31.013(a) to add a new energy management modification to the regulation. It will involve a regular evaluation of the effectiveness and the need for commissioning existing buildings. He stated that to get this work off the ground, they wanted to utilize some of the tools already in place such as the collection of energy data. He noted that the interest being placed on energy came about with the 2012 energy audits that were conducted by AHFC. At that time there was a realization that many of Alaska's schools were not operating in an optimal fashion, and there was a lot of energy that was going to waste.

Wayne stated that for the last couple of years a subcommittee looked into the analysis of commissioning, and as the regulation was implemented a few weeks ago, they have had to come up with ideas to get this underway. In recent weeks since this briefing paper was written, he has discovered that AHFC had a database created for anyone that had a commercial or institutional facility to enter their data into. The Cold Climate Housing Resource Center maintained that database, but due to budget cuts, they are no longer able to do that on behalf of AHFC. He understands that the database is still in use, and he will continue to follow up on that.

A summary of the three options for the committee to consider is as follows:

1. Option: Develop a simple tool, possibly a spreadsheet, that is energy consumption centric, which districts can utilize to determine the frequency in which individual systems need to be retro-commissioned.
2. Option: Establish the EUI as the approved metric for measuring the overall energy efficiency of school facilities based on site energy consumption.
3. Option: Require school energy policy that establishes that retro-commissioning be performed when cost of energy use exceeds a percentage.

Recommendation(s): Develop a synthesis of the three options so that relevant elements become part of a new managerial tool, and the new tool can be used by districts in order to fulfill the new regulatory mandate.

Wayne Marquis noted that they will address this topic in future meetings, and there will be additional materials for the committee to consider when addressing options.

Randy Williams stated that a couple of important points he wanted to make is that in looking at payback and the cost of retro-commissioning, that is the cost of a commissioning agent; it's not the cost of the work that might need to be done. He believes that cost should also be included in the payback or at least be part of the conversation. He also noted that retro-commissioning is commissioning it after it was built and operated, and it was never commissioned in the first place, so what is the baseline? Is it the baseline of this building that is not operating correctly, or is it the baseline of where it should have been in the first place? He believes that what has been laid out is more of an analysis of how to tell when they recommission something that's already been commissioned. Retro-commissioning would be a slightly different take on that. They would have to figure out what the baseline should have been, and there is not really a way to measure what it is doing now and figure out what it should have been. He stated one way to potentially look at when to retro-commission is to look at the EUI base and compare it to an average EUI.

Don Hiley commented that there is going to have to be some kind of allowance for geographic factors on this because the cost differential to fly someone out to rural Alaska versus a commissioning agent driving across town in Anchorage will be vastly different. The payback will be substantially different. He stated that this is definitely needed, and he shared an experience about staying in a school last spring where the ambient temperature in every room was 90 degrees, and they had to open the doors to cool the building down. He also noted that there is certainly the case that these improvements will pay back, but the same argument can be made for a lot of the maintenance projects on the CIP list. It would probably be cheaper for the state to fund those immediately and get them out of the way over the long haul, but the money is not there immediately to do that. He wants to encourage that this be done, but the reality is, how is it going to happen? Who is going to pick up the tab for that if the district doesn't have the money? They can identify the work, but they can't afford to do the work.

Lori Weed stated that the regulation just calls for the regular evaluation of the effectiveness and need for. She believes there is a revolving loan fund that school districts are eligible for that has never been used, and if the department can provide a tool that helps districts evaluate and see the potential cost savings, then maybe that will be enough to at least start inching away at some of those things. Don Hiley noted that a tool would be very helpful for smaller districts with limited resources. Lori noted that it is very important to the department not to implement this regulation until there is a tool available.

Don Hiley asked if this is going to be an eligibility requirement for this year's coming CIP, and Lori stated that it would not be enforced this year.

Chair Teshner stated that there will be an opportunity for public comment on this topic before it would be fully implemented.

SUBCOMMITTEE REPORTS

Commissioning

Randy Williams reported that the subcommittee talked about developing outline-level standards for approval by the BR&GR Committee. They met in October to review these again, and he referred committee members to pages 92 through 96. He noted that the different sections were organized differently, so they reorganized and clarified things and removed items that weren't really criteria but were more like guidelines. They also tried to sort them by cost format codes. He incorporated additional comments from members of the subcommittee and submitted those to Tim Mearig, who added additional comments, and what is presented before the committee today is a result of that work, and they are asking for final approval.

Dale Smythe asked if it made sense that this subcommittee carry on with the retro-commissioning stuff. Randy noted that if not, then the subcommittee will disband because their work has been completed.

Lori Weed had a question regarding the building envelope commissioning. She stated that when a previous participant was on this project, he had been very adamant that thermal imaging should occur to identify leakage areas. Randy stated that the challenge is that thermal imaging is not

part of any of the standard commissioning requirements. It's very useful and highly recommended, but it is not consistent with the requirements of ASHRAE and others.

Randy Williams **MOVED** that the committee approve the scope documents as published in the packet, **SECONDED** by James Estes. Hearing no opposition, the motion **PASSED** by unanimous consent.

Design Ratios

Dale Smythe stated that this subcommittee took a brief hiatus over the summer. They were able to get the BEES climate zones established and accepted. They issued the RFP and had the [building energy modeling] report done. A lot of interesting information came out of it, and then the next steps were to have that information influence the three ratios presented for study. Since then a recommendation was made to focus on the wall to opening ratio (O:EW) and present a recommendation sooner than they do the other two ratios with the potential of taking the other two ratios that are more about building compactness and consider combining those two into one instead of having them separated.

Dale reported that this subcommittee will have a workshop at the A4LE conference, and will get more input from that. The subcommittee has developed a schedule to move forward, and wants to get more involvement from subcommittee members who have been absent as well as additional organizational input from such groups as AHFC and A4LE, which has indicated interest in this. He stated that December 7th is the workshop where they will start to release some additional effort to record ratios on existing facilities. They had an earlier effort that was done off the cost estimates. His firm has volunteered and done some previous schools on PDF and Revit, and they have those results to look at.

Dale reviewed the timeline he has developed for the subcommittee from December 2019 monthly through July 2020. Dale Kingsland asked if the schedule will give the subcommittee enough time to identify the fuel usage in May, June, and July when there is no school and the usage might be different. Dale noted that the schools they select will already have relevant energy usage data.

Model School

Don Hiley reported that the subcommittee has been looking at what Alaska Model School Standards would look like. He stated that Tim Mearig noted that there appears to be some funding available for initial development of the standards with a paid consultant working on the process. The ideas discussed were that the standards would be somewhat created by DEED staff in conjunction with the subcommittee, and that information would be sent to the consultant for further review and analysis and to fill in some of the details. The finished product would then get reviewed by the public and be peer reviewed, and then annual and period updates would be based on user feedback and review. At each step along the way, the Model School would be updated, and the cost model tool would then be updated to reflect changes that were made to the standards.

Don stated that as a part of their work, DEED staff provided the subcommittee with several examples of facility design and construction standards from agencies in Alberta, Arkansas, Florida, Maine, New Jersey, and New Mexico. After reviewing these examples, the subcommittee thought a manual in the 50 to 100-page realm would be realistic. They also feel

the manual should mirror the layout of the typical project manual as far as the design community being able to follow along with it as they are working through a project. He stated that they are looking at a timeline of 2021 before this project is completed.

Dale Smythe asked if, in their research of the other states, they had learned of any downsides of the standards, such as pitfalls or lessons learned. Don stated that they didn't receive feedback from the entities as much as they just looked at their examples. He noted that there were some obvious downsides to some of them, because some had not been updated for a long time and the manuals languished. Some of the manuals were simple, and some of them were as long as 500 pages. The subcommittee determined that they would like to keep Alaska's standards more policy based and to ensure things meet a minimum standard.

School Space

Dale Smythe stated that this subcommittee is just forming and they had one meeting. The result of that meeting was the definition of the possible formula anomaly, which was different than he had expected from their earlier discussions, and it may be something that is quite simply taken off the list. He believes the bigger focus will be on getting input from the industry on adequacy and accuracy as well as what the appetite is for modifications to that as it relates to potential cost. They plan to get more input at the A4LE and also recruit new members and take this subcommittee in a new direction. He stated that the subcommittee would also like to come up with a better name.

CONSTRUCTION STANDARDS FOR COST-EFFECTIVE SCHOOL CONSTRUCTION

Lori Weed stated that this item is on the agenda as a time for committee members to further discuss what needs to happen going forward and make recommendations, if there are any.

Dale Smythe asked if HB 212 had official deadlines tied to that work. Larry Morris stated that the legislation reads, "shall establish." Lori noted that they don't want to wait too long and have people question why it has taken a lengthy amount of time to get it accomplished.

PUBLICATIONS UPDATE

Guide for School Facility Condition Surveys

Tim Mearig stated that he identified what he considered to be ten goals for what the document would need to do to be effective for the work of the department. He also detailed the two options as follows:

1. Option: Focus on Standards and Policy Development: Prioritize the development of guidance and policy related to condition surveys as it aligns with the DEED CIP process. This would be led by the department and reviewed and refined at the committee. When development was complete, a follow-on analysis would be made with regard to placing the approved guidance in existing publications or to centralize it in an updated and revised stand-alone publication.

2. Option: Focus on the Tool/Template Development: Prioritize the development of a tool or template for condition surveys as they would best support the DEED CIP process. It would acknowledge that while there is no shortage of survey outlines, templates, and

formats, establishing a format customized to the DEED CIP process and to other DEED publications and tools would be the highest immediate benefit. Standards and policies could be developed at a later time and published in support of the tool.

Recommendation: The Facilities section proposes moving forward under Option 1 as described above or may be altered by committee action. The basis for the recommendation is that the current guideline is nearly exclusively tool based and has not been an unqualified success. There also doesn't appear to be a shortage of tool alternatives. Assembling disparate guidance to meet the goals outlined in this paper, and others as may be added, seems like the more appropriate starting point in updating the current publication.

Dale Smythe asked if in either of the options or the recommendation, is there any change from having it as a guideline document only and not a requirement? Tim responded that a majority of the narrative discussion about what a condition survey is would be more along the lines of encouragement, guidance, and helpful clarifications regarding the subject as a whole. He stated that he would like the committee to focus on providing the department input on whether or not it needs to produce something that is helpful to districts in the way of a tool in case the district cannot accomplish something on their own. He asked the committee whether or not they should consider developing a tool for districts for school facility condition surveys. Dale Smythe noted that what he appreciates about the condition survey handbook now is that it gives the districts and consultants their own freedom in developing it. He agrees with the recommendation to go with option 1.

Randy Williams supports the recommendation as written. He stated that it's not worth the department's effort to focus on a tool development until they have a clear policy in place.

Wayne Marquis reviewed the proposed publication schedule for the *Guide for School Facilities Condition Survey*, which would have a published final in June 2020. Tim Mearig stated that this is a fairly aggressive schedule that would depend on the department's ability to propose a complete repository of guidance for the initial draft in March.

Cost Format

Tim Mearig noted that this particular tool of the department was never really established as a traditional publication, and he is excited to be working on it. He reviewed the options with the committee as follows:

1. Option: The DEED Cost Format, with the exception of providing a general uniformity to estimates received and reviewed by the department as part of project delivery, is not used. It is useful, but not used for any particular purpose. If the department had no need for additional costing information in the development of cost-effective school construction standards beyond what is currently available, there would be no particular need to update this standard.

2. Option: This option acknowledges the original full purpose and intent of the Cost Format and proposes to reintroduce the estimate format identified in the 2000 version. The format would also be updated with any needed revisions in specific building elements to

best conform to current systems and construction used in 2020. A benefit of this option would be the alignment with existing ProjectCost database and the possibility of adding data to that database for use in cost control and cost analysis.

3. Option: The Cost Format has become a reference point in much of the department's work in areas of construction standards, design ratios, and commissioning, all under the mandate of AS 14.11.017(d). This option would initiate a review of elemental classifications and determine whether the department should keep its custom format or adopt, more holistically, an industry standard. Depending on the outcome, the department would move to either option 2 or pursue the option of a significant update along with any updated needed to its ProjectCost database.

   Recommendation(s): The Facilities Section proposes moving through each of these options as needed in the following sequence:

   Option 1 – Evaluate the option as part of this December 4th meeting. If option 1 is not recommended by the committee, move to option 3.

   Option 3 – Evaluate the need for a revised/updated elemental classification structure. This will include a future briefing paper with recommendations regarding an appropriate elemental classification for use not only in the Cost Format, but in other department guidance and standards. If after further analysis a customized structure remains most beneficial, move to option 2.

   Option 2 – Prepare an updated publication, seek committee and public comment, finalize document and publish.

Dale Smythe stated his feeling of a missed opportunity somewhat in the results that the state has access to from the districts on actual bid projects and the ability to go back and compare the cost model, if relevant, cost estimates, and then actual bid results. The schedule of values are not all perfect, but it is the most accurate representation of distribution of costs for a project there is. If there is a way to match the format from the beginning, it would be a measurement of apples to apples at the end. Tim replied that there are some tools that can try to align the costing formats, but the elemental cost structure is more focused on building systems versus building trades, so he's not positive the correlation can be made. Tim also noted that he isn't sure that even the contractors know exactly how much every system in the building cost. Dale stated that one thing in the past he's tried to do for owners on school projects is require the schedule of values breakdown on bid day, and he has talked to general contractors who have told him that is impossible when they are putting the bids together. He suggested that with the winning contractor, prior to any payment, the contractor be required to submit the schedule of values broken down into a prescribed industry-accepted format. Don Hiley felt that it would be more useful at the end of the project to account for change orders, to be able to compare the total cost of the project to what the cost estimate was. Dale Smythe noted that the idea is to look for something more accurate than the final bid number and final cost estimate, and this would bridge the difference. Tim noted that it would have to be written somewhere that it would be a requirement of the contractor's work to produce this cost information.

Randy Williams commented that he doesn't believe they should consider option 1, because there is a lot of value to updating the Cost Format. Based on the recommendations, that moves to option 3. The question he posed is that if they went with an industry standard, do they lose any of the existing data, or is there some conversion process that has to happen to bring all the existing data into the industry standard format? Tim stated that because they only have a small amount of data, tweaking the format and putting the old data into a new structure would not be insurmountable. Tim felt the broader question that he would have to research is if all of the estimates that they might have a repository of from between 2001 and 2008, would all those printed estimates or PDF estimates be useful if the format changed? The same would be true for 2008. Tim felt that they would have to run some tests and maybe come back with option 3 work to see how much was lost or what would be required if the format was changed yet again. Randy noted that he believes there are a lot of benefits to going to the industry standard, and he is prepared to propose that that's they way they go eventually, but he wants to be sure they don't lose access to the repository of data that's out there.

Tim Mearig asked committee members if they ever see the cost professionals they work with dealing with that kind of information? Have committee members ever been asked to do quantifications, or do they see anybody working in that arena? In their own work, do committee members ever pay attention to the elemental classifications that are running behind the scenes? Dale Smythe stated that they have been providing the Revit model in the last three or four years, but he has been surprised how little the Revit models are used by both the estimating industry and contractors. Randy Williams agreed completely with that. He stated that the BIM models have immense capability, but about 10 percent of it is used. None of the cost estimators he is familiar with use it at all.

Tim Mearig asked Randy Williams if anything caused him to need to verify assignments and tagging when they put a component in. Randy stated no, and there is no industry demand for that to happen. He stated that Navisworks is an amazing tool for more of those purposes for contractors, but not at the design level.

Tim Mearig asked Larry Morris for his sense of the value of these estimates and the ability to be able to grab them and use their data in a structured way. Larry stated that the biggest thing he can use the estimates for is that an estimate can give him insight as to what the consultant is trying to do in terms of quality control. He also uses it a lot to determine if there are items that are beyond normal as far as costs or quantities. Larry stated that in response to option 1, having formatted estimates is definitely better. A lot can get lost in estimates that are more freeform. Tim added that there is a validity when they are trying to use cost information to compare across projects.

After discussion, Tim stated that he is getting a pretty good sense of direction. The department will need to do further research on how much time they would spend updating the document, and if they were to do that, what they would be gaining and what they would be losing. They will move toward option 3, and can decide on the most useful tool once they have had a chance to do some analysis.

REGULATIONS UPDATE

ASHRAE Standard 90.1 Update

Lori Weed reminded committee members that the BR&GR met and had recommended that instead of moving from 2010 to 2013, that they just jump to 2016. There weren't very many changes, so the anticipated timeline is to bring it before the State Board of Education and Early Development at their March quarterly meeting. It is anticipated that they will then put it out for public comment, and it will be ready for adoption at their June quarterly meeting. After that it will go to Department of Law and the Lt. Governor for signature. Larry Morris will come up with a new checklist, or they will use the one that's currently out there per Randy Williams.

BR&GR WORK PLAN REVIEW

Lori Weed led committee members through a review of their current work plan items as well as the master list that was originally compiled two years ago and hasn't been updated by the committee since. She noted that the master list does include a new line item regarding projected unhoused, because that issue has come up more recently with those students that might become unhoused due to environmental erosion, permafrost melt, and other factors.

Committee members offered suggestions for updates to the work plan. Randy Williams volunteered to take on retro-commissioning.

SET DATE FOR NEXT MEETING

- January 23rd, 2020 – teleconference on the life safety scoring matrix
- April 14th – 15th or April 15th – 16th – face-to-face meeting

COMMITTEE MEMBER COMMENTS

Committee members shared their final comments. Highlights included:

- Good session.
- Thanks to the work the department has done to prepare for this meeting.
- Thanks to Larry and staff for touching earlier on reviewing projects before the districts put them out to bid. Also been really impressed on the speed of turnaround in plan reviews.

Chair Teshner thanked committee members for all of their hard work on the subcommittees, and she wished everyone happy holidays since they won't talk again until next year.

MEETING ADJOURNED

Randy Williams **MOVED** to adjourn, **SECONDED** by Don Hiley. Hearing no opposition, the motion **PASSED**, and the meeting adjourned at 3:38 p.m.

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE
Thursday, January 23, 2020
2:05 p.m. – 4:07 p.m.

DRAFT MEETING MINUTES FOR APPROVAL

Committee Members Present	Staff	Additional Participants
Elwin Blackwell, chair	Tim Mearig	Jane Conway, Legislative Aid for
Rep. Tammie Wilson	Lori Weed	Sen. Cathy Giessel
Randy Williams		
Dale Smythe		
James Estes		
Don Hiley		
David Kingsland		
William Glumac		

January 23, 2020

CALL TO ORDER and ROLL CALL at 2:05 p.m.

Chair Elwin Blackwell called the meeting to order at 2:05 p.m. Roll call conducted. Chair Blackwell requested that a work plan be added to the end of the agenda just before committee member comments. Hearing no objection, the item was added to the agenda.

CHAIR'S OPENING REMARKS

Chair Blackwell reported that the department received six reconsideration requests on CIP projects, made some adjustments to three of those, and there were no appeals, so the reconsideration is finished.

Chair Blackwell said that as part of the added agenda item, Lake and Peninsula requested a change to 4 AAC 31.013 regarding the process of assessing energy management, specifically how waste heat in schools is managed.

GUIDELINES FOR RATERS OF THE CIP APPLICATION

Tim Mearig summarized an analysis of the CIP scoring that occurred during the last cycle and expressed concern that the scoring might be inaccurate because of the weighting process. High scores were seen for the life safety code protection of structure category. Tim reviewed and explained the chart on page 2 of the packet and pointed out that on some of the projects there was close alignment for the value of the condition, the points assigned, and the cost percentage for the project, but some were skewed because of the weighting factor. Prior to two years ago, the department made subjective judgments about the cost portion of the work related to code and non-code items. That resulted in several instances where a low cost associated with a high point value resulted in a heavier weighting of points. The bar charts on pages 3, 4, and 5 of the packet represent a series of scoring options showing various adjustments of category points and their results. If in evaluating some factors associated with an option and all of them resulted in the bar going to five points, that would be ideal. The factors measured are listed on page 2 of the packet.

Rep. Tammie Wilson asked if there was a way to judge the weights and scores to fix the issue. Tim responded with the examples of Houston Middle School Renovation and Qugcuun Memorial projects listed in the table on page 7 of the packet. Option 5d resulted in the best scores for the conditions of those projects. Option 5d also takes into account a low-cost project and drops the point value accordingly.

Rep. Wilson asked if the district could review those low-cost projects somehow or if they just had to wait until the cost goes higher. Tim pointed out that the district has the option of declaring the project as maintenance, which does not qualify for capital funding through the state. Generally, if the replaced component is designed to last more than five years, that is a capital project. If under five years, it would be maintenance.

Rep. Wilson asked what the state's responsibility was if it knows about a defect but it scores below the line so is not remedied by the state. Tim stated that it is the district's responsibility to provide safe facilities. Generally, the state does not follow up to see if the district has corrected the unsafe condition. It is not clear just what the state's liability would be in these cases. For the districts that occupy state-owned facilities, there are agreements in place detailing the districts' responsibilities to maintain the buildings. Rep. Wilson stated that perhaps the state should force the maintenance issues before they become capital issues.

Dale Smythe asked if there were any concerns about the results of the scoring changes in option 5d. Tim stated a downside to option 5d was measuring the percent of cost to the total cost where a project was divided into several conditions.

Randy Williams asked about the level of effort and added work for this scoring option. Lori Weed responded that it might take a little bit more time, but mostly it's all mathematical. Tim added that a specific line item cost is required for every element of the project, which takes more time.

Rep. Wilson asked how long it takes now to do a project. Tim answered about three hours per project, and for about 100 projects, that could be anywhere from 300 to 400 hours.

Tim Mearig stated that the department is soundly behind option 5d as it attacks the problem well, it's relatively easy to implement, and the raters can still get their views represented in the final points calculations.

Don Hiley asked for clarification of the process of option 5d. Tim explained that condition points are identified in the application, and those points are evaluated to develop a raw points score, which is entered into the database. At that point, a value is assigned for each of the conditions, and then the equation takes over and adjustments are done. The philosophy of the option is that a high point value should be correlated with a similarly high percentage of repair, the cost of repair versus the total cost of the project.

Randy Williams asked about the packaging of items such that if the district had some code conditions and also some other work that did not fall under life safety, would it be possible to separate those to get more points for the code conditions? Tim replied that that was possible.

The district would make that decision based on its needs and the urgency of its conditions since the non-code work would fall lower on the list.

Rep. Wilson **MOVED** that the committee take option 5d as the preferred way of weighting projects, **SECONDED** by David Kingsland. The motion **PASSED** by unanimous consent.

Don Hiley spoke about his position paper that is contained in the board packet. He is concerned about maintenance incentives and point allocation for conditions that fail before their expected lifespans. For example, if the replacement schedule says something should last 25 years, and it fails in year 24, there are no points allocated for that. Yet, if that same item is still performing after the 25-year mark, there are points available because it has lasted the requisite time. He would like to explore moving away from the R & R schedule and focus more on the issues. He would also like to see the severity of issues be taken into account and perhaps allow a point range to accommodate the various work. Tim commented that there could be reasons why an item has failed, and that the failure could be a symptom of a problem rather than the problem itself. It could be a maintenance concern or a manufacturing defect or an installation problem. Also, the state does not have an interest in spending money on fixing things that haven't reached their normal life.

Don Hiley gave an example of a siding issue. Failed siding less than 25 years of age is two points, but siding 25 years old, failed or not, is 12 points, which doesn't make sense to him. Also, it is concerning that the children are being the ones punished being in an unsafe building because it isn't old enough to garner points for repair.

Chair Blackwell noted there was a perception that some districts have not maintained their buildings, and systems failed prematurely. He cited one case in which a district used the wrong material for siding as a cost-cutting maneuver, and it failed before its projected lifespan. He questioned whether it is the state's responsibility to replace siding that has failed in year 5 of a 20-year life. He acknowledged that he didn't want children sitting in a room that has water infiltrating, but if the district was using an axe to chop ice on the roof and put a hole in it, does the state have an obligation to fix that roof? There is an inequity between those who are doing a good maintenance job and those with systems that chronically fail.

Don Hiley responded that poor maintenance is not the only reason for a failed system. They just fail sometimes. In the siding issue Chair Blackwell referenced, the department had approved the district's decision to use that less expensive siding. But the fact is, it failed and the building needs siding. In many cases the people who made those decisions are no longer on staff, and the kids are the ones being punished by those decisions. But the bottom line is they want the buildings to stay structurally sound for as long as they can, and if they let them fail because the district doesn't have the resources to maintain them, the building, or part of it, will be lost and then it will be more expensive to replace.

Don Hiley also does not see the logic that not having enough insulation in the walls gets 10 points, but no siding is worth only 2 points. He thinks that the most important critical work should get the most points.

Tim Mearig said that if the committee would like to see some other analyses of different items, the department will assist the committee in developing data and analysis if it gets some direction from the committee on what it wants to see.

Randy Williams noted that a lot of the systems have a depreciation schedule, and it might be a good idea to tie the points to the depreciation life, perhaps a sliding scale based on how old it is rather than jumping from 2 to 12 points in a single year. Tim said that might be something to look at, because the whole matrix is predicated on the fact that they want certain systems to last for certain durations, and perhaps there is a way to score something that is close to failing but not failing yet.

William Glumac agreed with researching a potential sliding rubric. In addition, it normally takes two years after an application is submitted to get approved, so perhaps applying two years ahead of the projected lifespan of a system would be a good idea. It would still be replaced at the end of the lifespan, but the process would be begun before that. He also noted that district maintenance departments often do not get a lot of support from district administration and the general public. Sometimes, the maintenance departments were facing cuts whereas education, communication, and other departments were experiencing increases. And sometimes districts will put off putting money into a system because the state will eventually come in with a capital project and replace it.

Chair Blackwell asked if there was any consensus with the committee about having the department do some analysis on a sliding scale rather than having such sharp break points in the point scoring.

Tim Mearig stated that the time was up for this meeting and it needed to close. There is a lot of work ahead, and there is not another meeting scheduled until April, and there is not time to go through the work plan today. He suggested that he send out the revised work plan and hold a teleconference meeting in March. Chair Blackwell asked if there were any members who would not be able to participate in a March meeting. William Glumac said he would be available after the first part of March. Randy Williams is not available the second week in March. Chair Blackwell stated that he would send an e-mail scheduling a meeting for the third or fourth week of March.

COMMITTEE MEMBER COMMENTS

Committee members shared their final comments. Highlights included:

- Thank you for the in-depth mathematical solution for the life safety issue. All the hard work is appreciated.
- Explore the options for more informal work sessions because of the workload, and in favor of a March meeting.
- Continue to explore the position paper especially from a maintenance point of view.

Chair Blackwell thanked committee members for all their hard work.

MEETING ADJOURNED

Chair Blackwell adjourned the meeting at 4:07 p.m.

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE
Thursday, March 19, 2020
2:00 p.m. – 4:03 p.m.

DRAFT MEETING MINUTES FOR APPROVAL

Committee Members Present	Staff	Additional Participants
Elwin Blackwell, Acting Chair	Tim Mearig	None
Randy Williams	Wayne Marquis	
Dale Smythe	Larry Morris	
James Estes	Sharol Roys	
Don Hiley	Lori Weed	
David Kingsland		

March 19, 2020

CALL TO ORDER and ROLL CALL at 2:00 p.m.

Acting Chair Elwin Blackwell called the meeting to order at 2:00 p.m. Roll call and introduction of members present; William Glumac, Heidi Teshner, and Senator Cathy Giessel excused.

CHAIR'S OPENING REMARKS

Acting Chair Blackwell noted that he is sitting in for Chair Heidi Teshner, and he verified quorum to conduct business.

CIP APPLICATION, INSTRUCTIONS, AND GUIDELINES FOR RATERS

Tim Mearig introduced this topic by stating that this is a two-item grouping of elements for possible changes to the upcoming CIP application. This is a continuation discussion from the December 2019 meeting.

Sec. 9 – Preventative Maintenance Narratives Matrices

Tim Mearig recapped the topic of the narratives districts are invited to write within the CIP application. The Department brought a narrative matrix before the committee in December for review. Changes were made to the matrix based on comments from the committee, and it is being re-presented to the committee at this meeting for further review. The intent is that today's review would move the matrix forward for inclusion in the FY'22 CIP application.

Don Hiley shared his concerns that smaller districts are going to be at a disadvantage in this process because the requirements to get the points for these maintenance narratives have gotten evermore specific and cumbersome. For districts that have very small maintenance departments, this will be an undue burden on them.

James Estes commented that he believes there needs to be some parity between what is done in an application and the summary or feedback from the preventative maintenance audit. There should also be some weight given to districts that pass the preventative maintenance audit. Tim responded that the audits evaluate minimum requirements, and they aren't measuring any particular metric in those; whereas, the narrative process is trying to understand the effectiveness of the various programs by assigning a range of 1 to 5 points. James continued on to note that he

was following along Don's comments in that smaller districts could make a valiant effort to improve their processes but maybe the resource or expertise isn't there. Although these districts may have done well with the actual audit, he would hate for them to receive very little points.

Wayne Marquis added that during the CIP in the fall when they evaluate the applications, they look over the narratives for the preventative maintenance programs, and there are times that the comparison between the narrative and the reports that are produced don't quite match. Sometimes it looks good on paper in the narrative, but the results show otherwise.

Larry Morris added that in the past there was no formal way to score narratives, so this matrix is formalizing a method of scoring. This also gives districts a guide to demonstrate what they should be striving for in doing their maintenance and facility management. Don Hiley disagreed and stated that they are pushing more and more paperwork onto small, under-resourced districts that really don't see much benefit from this process. These smaller districts are also at a disadvantage in that they don't have the expertise of engineers and architects at their immediate disposal. He believes the State is starting to set itself up for an equity lawsuit, because he is hearing from small districts' superintendents that they are getting tired of this. Tim Mearig reminded Don that this document is the committee's work product and it is their responsibility to set up an appropriate application process. It is the Department's job to provide information, perspective, research, and ideas for the committee's consideration in their decision making.

Tim also noted that if this process is implemented, he believes it could provide some benefit and clarity; and if it's not implemented, the Department will continue to use past documentation and approved committee processes for this evaluation. This matrix is the general consensus of the Department's raters that have been scoring for the last three years in an attempt to provide some clarity to districts in a more transparent, objective manner. He also noted that this review is an opportunity for the committee to provide clear and specific feedback on the document so they can amend and further refine the draft to reflect what the committee believes is valid.

Acting Chair Blackwell provided some history for newer members of the committee by stating that several years ago there were complaints coming to the Department that the Raters Guide was not very well defined as to why certain projects received certain scores. That is what resulted in this effort to provide more clarity to the Raters Guide as to how points are distributed, what the Department is evaluating and assessing, and to explain how they are determining the points for any given project. He also noted that the Department welcomes specific feedback on any parts of the matrices or point levels.

Dale Smythe stated that he would support a motion to adopt it for the next year's raters. He also suggested soliciting feedback from the districts and the public on the options being considered. Lori Weed added that this does not need to be adopted today. This is a first look for the committee, as was requested, for any changes to the application prior to a final in April. There is time between now and the end of the month when materials are due for the packet to discuss and make changes. There is also an opportunity in April to further refine it prior to adoption for the next year, and a public comment period will be offered during April as well.

Tim Mearig reviewed the options before the committee, and Don Hiley commented that he did not like the idea of them just putting something into the application and seeing how it goes the

next year. He suggested that they could initiate a discussion to solicit feedback during the well-attended maintenance conference in the fall. This way they could determine what the districts would feel would be helpful to their programs and helpful to maintaining their facilities. Acting Chair Blackwell shared his concerns about moving this issue forward and not getting stuck in a multi-year public comment and a continuation of pushing the topic out before they get a handle on it. From the Department's standpoint, they see a need to getting a bit more focused on what they are thinking needs to happen in the maintenance programs in the state. He also noted that the paperwork helps to make a record trail that can be defended. He stated that this document will require continuous revision and updating as time goes on.

Dale Smythe **MOVED** to approve it for consideration to become part of the application after potential modifications are made from public comment, **SECONDED** by James Estes.

Further discussion ensued. Don Hiley stated that he feels they have been rushing headlong into making multiple changes to the CIP application in the last year or two. He believes it's hard for people to digest all of the changes, and he doesn't think there is a need for it right now. He believes there is a need for the Department to evaluate what is really useful to the districts and what is only useful to the Department. He would prefer to slow down a little bit and have some discussion with the districts to determine if the committee is going in the right direction.

When asked for clarification on the motion, Dale Smythe stated that he assumed they would solicit for public comment with the intent being that if Don Hiley has specific smaller districts in mind that could have valuable input, the committee could receive that in fairly short order and modify the document before April if possible. Don Hiley commented that they are less than a month out from the April meeting, and they are in the middle of national chaos right now. Schools will be closed for an undetermined length of time, and the chance for any meaningful public comment and thought on this is unlikely given the circumstances. Tim suggested that perhaps the best way to clarify the motion would be that the greater community at large would have the opportunity to develop and submit any comments relative to this topic for the April 14th and 15th committee meeting for consideration for incorporation in the FY'22 CIP application.

Randy Williams asked about the extent to which they can make changes to the Raters Guide during the April meeting. Acting Chair Blackwell stated that there will be an opportunity to make edits to the document before final approval in April. Any suggestions should be sent to Tim Mearig for inclusion in the meeting packet if possible. If comments are offered after the packet is sent out to committee members in preparation for the meeting, every effort will be made to provide members with those comments to review prior to the meeting. Randy wondered if that would give them enough time to develop an alternative scoring scale that could be proposed as a part of this to address Don's concerns about smaller districts.

A roll call vote was taken with 5 in favor and 1 opposed. The motion **PASSED.**

Emergency Scoring for Imminent Danger (Environmental)

Tim Mearig posed the following question to committee members: Does the current CIP application adequately account for emergency and environmental-related threats within its scoring process such that school facilities that find themselves in certain conditions could get

appropriately placed on a priority list to handle those compared to others who don't have some of those situations?

Dale Smythe stated that this question comes at the heels of two projects that will seek funding through the CIP process. One project is Nunam Iqua that has thawing permafrost, and the other is the Napakiak project that relates to riverbank erosion. It has been identified that there appears to be a hole in the scoring for specific situations where the threat is obviously imminent but doesn't fall into the emergency category. He referred committee members to the page 11 of the packet where he researched imminent and found reference to the court determining that if someone lets something go because their coverage specifically deals with collapse, that's not responsible use of funding an effort. He added that this is an issue he is currently discussing with school districts, and they are trying to figure out ways to solve it. He also believes this will become more of an issue in the future as situations continue to change.

Don Hiley agrees with Dale and believes they need to broaden this from not only an emergency perspective, but also from a student perspective. He also noted that if they are looking at potential school replacement, that takes a long time, even in the best of circumstances, and it could be two to three years before those children are rehoused in a school.

Tim Mearig commented that this issue strikes him as being an excellent topic for a conference with a panel to get a variety of views and some development of data and options. There a lot of factors that need to be considered, and they need a broad perspective of influences and understandings. He referred committee members to the briefing paper for the information for consideration.

Acting Chair Blackwell stated that they will make this a continuing discussion for future meetings.

Premature System Failure in Matrix for Application

Tim Mearig stated that he and Don Hiley worked collaboratively on the briefing paper found on page 13 of the packet, and he referred committee members to the options at the close of the paper and the recommendation he himself drafted for consideration.

Don Hiley reviewed for the committee that since this category has been refined over the last couple of years, much of it has been contingent on maintenance, the number of work orders, et cetera. His contention is that the category needs to reflect the issue of if a system has failed, it has failed no matter what the reason nor whether or not it has reached its life expectancy. He stated that the implication is that it failed because the district didn't take care of it, but however the failure happened, it's still a problem. He feels like them using points to somehow punish districts for past bad behavior is not fair to the people who are now in the district trying to rectify situations. He stated that it's also not fair to the children sitting in classrooms where the building has had systems failure. He stated that because a system may not be as old as a renewal and replacement schedule says it should be doesn't matter because the R&R schedule is a statistical average and doesn't take into account factors such as the environment it's in. There are weather issues, climate issues, and a variety of other issues that can affect the life span of a given material or system. He stated that they need to have a category for what is actually wrong with the building and not trying to lay blame on a district that someone along the way didn't maintain something properly and it failed prematurely.

Don continued on to state that no matter how many lines are put into the matrix, it won't cover everything, as he has seen for himself. There are many issues that arise that don't fit neatly into the check boxes. He believes the matrix needs to be simplified into some more general areas with point ranges that raters can view the application, see what's going on, and then make a judgment from that and assign some points to it that are in a reasonable range. He felt that the priorities are skewed, and he referred to more points available for inadequate insulation versus siding that has failed.

Don referenced the options at the end of the document and noted that one of the options is to account for this with emergency points, but the problem he sees with that is that emergency point categories are always some sort of building failure, and that's not always the case. It takes a pretty high threshold to shut down a building, but there are things that could be addressed in that building that really need to be addressed, and they are going to cost a lot more money if they are not addressed in a timely manner.

Acting Chair Blackwell polled committee members to see what their general preference was among the options listed.

Randy Williams was leaning toward option 1. After listening to Don's explanation, he realized that premature failure doesn't belong in the renewal and replacement category. He stated that R&R is, yes, a system is old, it hasn't failed, but it is at risk for failing, therefore points are awarded. If it has already failed, it doesn't belong in R&R. He also wasn't aware that emergency conditions would allow for premature failures to be included in there. If it is allowed, that would be the appropriate place for it, and each situation can be considered on its own merits independent of how old the component or system is.

Dale Smythe agreed and opted for recommendation 1. He added that another problem he has seen in this continuum is that there needs to be some way to hold contractors accountable in the event of systems failure, which he realizes is a separate issue from the Raters Guide, but could be an issue that the BR&GR Committee could tackle.

James Estes and David Kingsland agreed that they would support option 1.

Don Hiley noted that in order to get points for an emergency condition, it has to be a very dire problem, but that is not what they are dealing with here because most projects won't rise to that level where the building needs to be shut down. He believes this is the problem with option 1.

Tim Mearig explained that option 1 is pretty stringent, and if implemented, there would need to be some specific language included in the instructions for raters so they wouldn't be able to discount a premature failure. He noted that option 2 has a little bit more of a middle ground and would allow for some of the independence that Don is asking for. Option 3 calls for the raters to rely on their own intelligent evaluations to do their scoring, but he noted that option 2 also allows for raters to use their independent judgment.

Committee members engaged in further discussion regarding potential system failures and real-life examples of issues, such as disintegrating cement board, and the discrepancies in how the issues are scored based on their age.

Randy Williams stated that when they discussed this issue before, he believed they suggested they could do an incremental age point correlation or at least look into that. He asked if that was considered as part of the development of these options. Tim Mearig said he believes that is what option 2 does. It doesn't specify how it gets scored, it just allows it to be scored under extenuating circumstances. Upon further explanation of option 2, Randy stated that he can now understand it, but the wording is a little convoluted.

Randy further asked if there was anything in the current guide that prohibits using premature failures under the emergency conditions category or if that would be something they would have to add. He noted that they could do both options 1 and 2 and allow them to choose where to apply the particular situation. Tim stated that there is currently no allowance in the guide for providing points to systems that don't meet certain lives, but emergency conditions is already set up that it could accommodate anything that truly meets the emergency point category whether or not a component or system has reached an age. He stated that they could add a sentence in emergency such as "You can consider systems that have failed prior to their anticipated life span."

Randy Williams **MOVED** that they consider options 1 and 2 as the same course of action, **SECONDED** by Don Hiley.

During further discussion, Tim stated that the Department will try to craft some language associated with each scoring option that makes it clear that there is no restriction in emergency conditions or a premature failure on any points on emergency that would allow rater discretion for awarding points if they felt there were extenuating circumstances on an individual basis. They will bring that language before the committee in April for further review.

Hearing no objection, the motion **PASSED.**

COMMITTEE MEMBER COMMENTS

Committee members shared their final comments. Highlights included:

- Don Hiley stated that he would like to see a review of the scoring matrix. It was put into action and has not received any further review after implementation.
- Dale Smythe thanked everyone for the good work and suggested they consider opportunities for informal meetings to have a pre-discussion regarding issues before they are required to take action at a full meeting.
- Randy Williams thanked everyone for all the discussion and input.

Acting Chair Blackwell thanked everyone for taking the time to participate in this work session.

MEETING ADJOURNED

Without a motion to adjourn, Acting Chair Blackwell adjourned the meeting at 4:03 p.m.

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

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To: Bond Reimbursement & Grant Review Committee
From: School Facilities
Date: April 14, 2020

FY2022 CIP APPLICATION BRIEFING

Reconsideration and Appeal

The department is seeking committee input on the term "receipt" in the context of the appeal process. The department routinely sends its reconsideration determination to districts by email as well as certified mail. Districts have 15 calendar days to request an appeal. Statute states requests are due "within 15 days after the date of the department's decision". Regulation states receipt of requests "within 15 calendar days after the receipt of that decision". In today's context, what is the determination of "receipt"?

Protection of Structure / Life Safety / Code Deficiencies

Based on review of application during the FY2021 cycle using the new matrix and the committee work sessions on January 23 and March 19, the department has drafted a few clarifications and additions.

Proposals to edit the bullets to include the following:

- Modify existing bullet to allow incremental point adjustments based on the age of the system.

Recommend updating the matrix for the following conditions:

Site

FY21 Condition	FY21 Pts	Proposed FY22 Condition	FY22 Pts
new	n/a	Power Issues	15

Structural – no changes

Roof/Envelope

FY21 Condition	FY21 Pts	Proposed FY22 Condition	FY22 Pts
Trim/Flashing, age >25yr	6	remove	n/a

Arch/Interior/ADA

FY21 Condition	FY21 Pts	Proposed FY22 Condition	FY22 Pts
new	n/a	Elevator Code Deficiency	4

Mechanical– no changes

Electrical – no changes

Fire Alarm/Sprinkler – no changes

UST/AST/HazMat – no changes

Emergency

As discussed during the March 19 committee work session, the department has drafted a bullet to the *Guidelines for Raters* specifying that system failures that occur prior to the anticipated end of life can be considered if other emergency criteria are met.

Preventive Maintenance and Facility Management Scoring

Matrices for scoring preventive maintenance and facility management narrative questions were presented in the December and March meetings. These questions currently do not have detailed scoring information, and rater's and applicants were guided by five to six bulleted questions per narrative.

Proposed FY2022 Application Changes

The following changes have been identified as potential changes to the FY2022 CIP application and support materials.

Application Changes

Conforming changes to fiscal year information.

Sec. 4. Protection of Structure / Life Safety / Code Deficiencies

- Conform checkboxes to *Guide for Raters*' martix changes.
- Consider removal of identified points, to minimize confusion with potential incremental point adjustments by raters to project conditions.

Sec. 7 Cost Estimate

- Add regulation reference to District Administrative Overhead on indirect costs.

Attachment Checklist

- Add item to "District eligibility attachments" for preventive maintenance narrative supplemental documents.
- Add item to "Project description attachments" for department approvals of procurement methods.

Application Instruction Changes

Adjustments will be made to the Application Instructions that correspond to the above Application Changes. In addition --

Sec. 3 Project Information

- Add language on including alternative project delivery request or department approval to supplement project schedule (Q.3e).
- Add language to including bid documents as attachments.

Sec. 6. Project Planning & Design

- Add language to allow for consultant selection after planning stage, if not needed for planning/concept but is needed prior to bid documents.

Sec. 9. Preventive Maintenance & Facility Management

- Add language regarding supplemental documents with narratives.

Appendix C

- Add maximum allowable indirect administrative costs with regulation reference.

Eligibility Form Changes

No proposed changes.

Rater's Guide Changes

- Edits to Code Deficiencies / Life Safety / Protection of Structure matrix
- Add bullet to Emergency (Q.8a) regarding premature failure.
- Add new matrix for preventive maintenance narrative (Q.9a, 9e, 9g, 9h, 9i).

Rating Form Changes

No proposed changes.

Summary of Changes: FY2022 CIP Application & Instructions

Question	Application	Instructions	Magnitude of Change
3e	--	Add language to provide alternative project delivery request or department approval.	Minor
3f	--	Add language to provide bid document and bid tabulation.	Minor
4a	Conform project condition lists to *Guidelines for Raters* matrix. [Not shown in draft documents] Consider removal of identified points, to minimize confusion with potential incremental point adjustments by raters to project conditions	--	Minor
4a	--	Modify language regarding calculation of age of building system and add age as a criteria for an allowable incremental point adjustment, per committee action in March meeting.	**Moderate**
Table 5.1	Conform "school year" ranges to current fiscal year.	--	Minor
6g	--	Add clarification that not all projects will require consultant selection to qualify for design points.	**Moderate**
Table 7.1	Edit note 6 to include reference to regulation limiting indirect admin costs.	--	Minor
Table 7.2	Edit note 1 to remove "=" and spell out.	--	Minor
Sec. 9	Add language from attachments checklist, stressing only two copies of maintenance narratives, reports, and documents are required.	Add language identifying supplemental documents for each narrative; conforms to *Guidelines for Raters* draft PM matrices.	**Moderate**
9b	--	Add language providing recommendation to cross-check narrative with management reports.	Minor
District Attachment	Add language regarding Sec. 9 supplemental preventive maintenance documents.	--	**Moderate**
Project Attachment	Add new checklist item for documents supporting project schedule (Q. 3e, 3f).	--	Minor
Appx C	--	Add reference to regulation on indirect administration costs.	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*, see draft.

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

FY2022

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 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 webpage (education.alaska.gov/facilities/FacilitiesCIP.html).

PROJECT INFORMATION

School District: _____

Community: _____

School Name: _____

Project Name: _____

CERTIFICATION

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

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).

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? (Add additional rows as needed to include all affected buildings or building portions.)

(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 (education.alaska.gov/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm).

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

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 and scope of work narratives are a required elements of this application (Reference AS 14.11.013(c)(3)(A)). Ensure project aligns with selected funding category.

Project description

In the space below, 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

In the space below, 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

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.

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. 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.

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 <25yr (2 pts) ☐
Siding Finish (2 pts) ☐
Door, age >20yr (3 pts) ☐
Roof, age >Warranty +5 (3 pts) ☐
~~Trim/Flashings, age >25yr (6 pts)~~ ☐
Roof, age Warranty +10 (6 pts) ☐
Roof Leaks - avg WO<3/yr (8 pts) ☐
ASHRAE 90.1 Windows (8 pts) ☐

ASHRAE 90.1 Insulation (10 pts) ☐
Siding, age >25yr (12 pts) ☐
Windows, age >20yrs (12 pts) ☐
Siding Failure, age <30yr (15 pts) ☐
Roof Leaks, avg WO >3/yr (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)	☐	Elevator Code Deficiency (4 pts)	☐
ADA - 2 issues (2 pts)	☐	ADA - 4 issues (4 pts)	☐
DEC Sanitation (2 pts)	☐	Floor Finishes >15yr (4 pts)	☐
ADA - 3 issues (3 pts)	☐	Building Egress (10 pts)	☐
Ceiling Finishes age >25yr (3 pts)	☐	Rated Assemblies (12 pts)	☐
Wall Finishes age >25yr (3 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

DDC Deficiency (3 pts)	☐	Codes: Ventilation (12 pts)	☐
Narrative, System age >30yr (4 pts)	☐	Codes: Plumbing (12 pts)	☐
Ventilation, WO <3/yr (5 pts)	☐	Codes: Heating (13 pts)	☐
Plumbing, WO <3/yr (6 pts)	☐	Codes + PE eval (each system) (+3 pts)	☐
Heating, WO <3/yr (7 pts)	☐	Boilers, 1 of 2 Non-op (13 pts)	☐
Pneumatic Controls (8 pts)	☐	HVAC age >40yr (15 pts)	☐
Ventilation, WO >3/yr (9 pts)	☐	Boilers, 2 of 3 Non-op (18 pts)	☐
Plumbing, WO >3/yr (10 pts)	☐	Mechanical Systems, WO >5/yr2 (21 pts)	☐
Heating, WO >3/yr (11 pts)	☐	Heating 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 mechanical-related conditions and specific references to title and page of support documents.

Electrical

Narrative, Lighting age >25yr (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)	☐	Codes + PE eval (each system) (+3 pts)	☐
Egress/EM lights, WO <3/yr (5 pts)	☐	Intercom Failure (10 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 >15yr (2 pts)	☐	Heads Failing, age >40yr (10 pts)	☐
Narrative, Sprinkler >30yr (2 pts)	☐	Fire Alarm/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)	☐	Fire Alarm/Sprinkler, WO >5/yr (20 pts)	☐
Non-addressable Fire Alarm (6 pts)	☐	Fire Alarm Non-op, >3 floors (25 pts)	☐
Fire Alarm/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.

Site

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

Provide description of site-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.

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: 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, in the table below, identify the project and provide information about size, grades to be served, and student capacity.

Project Name	GSF	Grades	Student Capacity

5c. 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, in the table below, identify the school and provide information about size, grades served, and student capacity.

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

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
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			
2025-2026			
2026-2027			
2027-2028			
2028-2029			

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						

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 10 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 building system design standard (up to 10 points; 2 points per qualified system)

1. Is the district proposing to use one or more previously approved building system design standard for this project? ☐ yes ☐ no
2. If yes, provide supporting information on each specific system showing that the building system(s) conform to a published district or municipal building standard.

6d. 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. 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

6f. 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

6g. 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 the project exceeds the recommended percentages, provide a detailed justification for each item exceeding the percentage. The total of all additive percentages should not exceed 130%. If the additive percentages exceed 130%, 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%				
District Administrative Overhead [6]	up to 9%				
Art [7]	0.5% or 1%				
Project Contingency	5%				
Project Total	**up to 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.
6. Includes district/municipal/borough administrative costs necessary for the administration of this project (for maximum indirect percentage based on project cost, see 4 AAC 31.023); 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 ~~=~~is equal to Divisions (1.0+2.0) for new construction, and Division 11.00 for Renovation, otherwise, Base Construction ~~=~~is equal to 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.

SEC. 8: ADDITIONAL PROJECT FACTORS

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

8a 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~~ may have 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 (60 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~~.~~; these are district eligibility attachments, only two copies are required regardless of the number of applications submitted by district. 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 5 Formula-Driven Points)

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

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

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

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 and supplemental documents: sample work orders, custodial plan(s), training schedules and logs, renewal and replacement schedules (questions 9a, 9e, 9g-9i)
- ☐ 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)
- ☐ Alternative project delivery request or approval; solicitation documents (questions 3e, 3f)
- ☐ 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)
- ☐ Published district building system design standard (question 6c)
- ☐ Facility appraisal (question 6d)
- ☐ Educational specification (question 5i, 6d)
- ☐ Concept design documentation (question 6d)
- ☐ Schematic design documentation (question 6e)
- ☐ Design development documentation (question 6f)
- ☐ Cost estimate worksheets (question 7a)
- ☐ Appropriate compliance reports *(i.e., Fire Marshal, AHERA, ADA, etc.)* (questions 4a, 8a)
- ☐ Cost/benefit analysis (questions 8c, 8d)
- ☐ Life cycle cost analysis (questions 8c, 8d)
- ☐ Value analysis (questions 8c, 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:_____ _____

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

FY2022

These instructions support DEED Form #05-20-XXX~~19-052~~
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 Finance & Support Services, Facilities
P.O. Box 110500
801 W. 10th Street, Suite 200
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 05-19-051. 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 annual audit for information regarding its fixed asset inventory system. School districts that

[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)

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 in question 3h 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. An alternative project delivery method is required to be approved by the department. If an alternative project delivery method is proposed for the project (including in-house), provide completed request or department approval with application, including any bid documents, etc.

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. Provide bid documents and bid tabulation as project attachments.

If district has been working with the department for approval of project delivery method, design, and construction, provide the DEED recovery 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 in either design or construction. Provide justification of need for multiple contracts.

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 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 (10 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. If a district does not own the school plan proposed for reuse, estimate must include cost of purchasing design or of another arrangement.

Five 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 construction costs achieved by the reuse.
5. The estimated cost savings in design services achieved by the reuse.

Up to 10 points are available (2 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 (10 points 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 whether it is part of a published district or municipal facility standard that meets ASHRAE 90.1-2010 requirements.

The ASHRAE-compliant district or municipal standard must be provided with the application in order for the department to evaluate this criteria.

There are up to 10 points possible for a project that provides support for using a cost-effective building system standard; up to 2 points 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)

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.

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.

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.

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. Certain projects of limited scope may not require consultant selection to qualify for planning/concept level design points, but may be required for schematic design or design development levels, depending on project complexity. 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 (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. (60 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~~ nine 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 60 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. Supplemental documents include sample work orders (preventive maintenance, routine maintenance, and corrective work; include costs of labor and materials); highly effective programs may provide work orders with component-based detail.

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. Recommended to review management reports to ensure that the reports make sense – internally consistent and reflective of work performed. Discuss discrepancies in narrative, Question 9a.

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. Supplemental documents are reports provided for Question 9f; highly effective programs may provide a district energy management guide, energy consumption reports that include calculation of energy uses per square foot by facility.

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. How energy management data is used to plan energy projects and ~~T~~the results of the energy management program should also be discussed.

9f. Energy consumption reports (Formula-Driven) (5 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.

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

9g. 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. Supplemental documents include sample custodial plans (no less than two examples, unless district operates only one facility); highly effective programs may provide district inspection reports that include photographs.

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

9h. 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 should primarily focus on maintenance and custodial training, tracked separately from required human resources (HR) or OSHA training. 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. Ide

Capital Planning (Renewal & Replacement)

9i. 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. Supplemental documents include renewal and replacement schedules (R&R) or facility condition index (FCI) for all permanent school facilities over 1,000 square feet.

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 the Bond Reimbursement & Grant Review Committee
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 $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 $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.

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APPENDIX B: CAPITAL IMPROVEMENT PROJECT PHASES
Adopted by the Bond Reimbursement & Grant Review Committee
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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: 0-4% 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. The maximum for non-project specific indirect administrative cost is 3%, as defined in regulation [4 AAC 31.023(c)(7)]. 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%

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 130%

APPENDIX D: TYPE OF SPACE ADDED OR IMPROVED

Adopted by the Bond Reimbursement & Grant Review Committee
April 17, 2019

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
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 the Bond Reimbursement & Grant Review Committee
April 17, 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 $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.

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 in which the project would receive funding.
- 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 the age of the system, 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.
- Per 4 AAC 31.022(c)(8), scoring of mixed-scope projects will be weighted.

Points will be assigned using the following suggested guidelines.

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 <25yr	2
Siding Finish	2
Doors, age >20yr	3
Roof, age >Warranty +5yr [3]	3
~~Trim/Flashings, age >25yr~~	~~6~~
Roof, age Warranty +10yr [3]	6
Roof Leaks - avg WO<3/yr [2]	8
ASHRAE 90.1 Windows [4]	8
ASHRAE 90.1 Insulation [4]	10
Siding Material, age >25yr	12
Windows, age >30yrs	12
Siding Failure, age <30yr	15
Roof Leaks, avg WO >3/yr [2]	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 >25yr	3
Wall Finishes age >25yr	3
ADA - 4 issues	4
Floor Finishes >15yr	4
Elevator Code Deficiency	4
Building Egress	10
Rated Assemblies	12
Codes + Arch (each system)	+3

Mechanical Condition Issue	Pts
DDC Deficiency	3
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)	+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 >25yr	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)	+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 >15yr	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

Site Condition Issue	Pts
Vehicle Surfaces	3
Walkways and Surfaces	4
Drainage Issues	6
Playground Code	12
Power Issues	15
Wastewater Issues	15
Water Issues	16
Wastewater Failure	24
Water Failure	25

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:
Arch = documented by a licensed Architect
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.
- Nothing in this scoring element should restrict a system with premature failures from being assigned points when the conditions for assigning points in that category are met.

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~~ may have 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?

Scoring Criteria	Point Range
Narrative fully describes the maintenance management (MM) program and all of the following: maintenance structure and staffing, the work order program and process including work order classification, tracking, and completion, how work orders are initiated and by whom. Sample work orders showing scenarios for PM, routine maintenance, and corrective work; includes cost of labor and materials. Work orders are component based (with component ID) and include component-specific checklist of inspections, maintenance and includes method of reporting results into component records for future evaluation, including costs for component. PM work order directions include when minor repairs are made or when corrective work orders are generated. Work orders change type to a deferred status for summer work or into a future CIP project. Component records includes date of installation and scheduled retirement. Includes examples of all scenarios. Component report for a minimum of 10% of main school facilities showing the date of installation and date of scheduled retirement (report must include components from each major building system).	5 points
Narrative fully describes the MM program and all of the following: work orders for PM, repairs, and minor renovations; how work orders are initiated and by whom. Details the process to conclusion including changing type for future CIP. Sample work orders showing PM, routine maintenance, and corrective work; includes cost of labor and materials. Additionally, work orders and records are component-based and includes component ID and can recall work orders by component.	4 points
Narrative fully describes the MM program and all of the following: work orders for PM, repairs, and minor renovations; how work orders are initiated and by whom. Details the process to conclusion, including changing type for future CIP. Sample work orders showing PM, repairs, minor work and cost of work orders.	3 points
Minimal narrative that partially describes the MM program but not all of the following; work orders for PM, repairs and minor renovations; how work orders are initiated and by whom. The process to conclusion including changing type for future CIP. Sample work orders minimally showing PM, repairs, minor work, and cost of work orders.	2 points

Scoring Criteria	Point Range
Minimal narrative that partially describes the MM program but not all of the following; work orders for PM, repairs and minor renovations; how work orders are initiated and by whom. The process to conclusion including changing type for future CIP. No sample work orders showing PM, repairs, minor work, and cost of work orders.	1 point
No narrative or an abbreviated narrative that provides no information of how the maintenance management program works	0 points

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?

Scoring Criteria	Point Range
Narrative provides complete description of program, including purpose/ mission, roles/responsibilities, occupant comfort and safety, scope of effort, and accountability/incentives. Show that the program tracks energy usage by facility and calculates energy use – by type – per square foot and shows how this is used to prioritize energy efficiency projects. Provides an energy management guideline or manual covering the items above, which is made available to district staff in electronic or print medium. Narrative provides discussion of recent energy projects and shows how much energy usage is avoided; energy records prove savings. As supported by narrative, district utilizes CMMS to provide power monitoring and sub-monitoring with histories and alarms that notify when usage is outside of scheduled.	5 points
Narrative provides complete description of program, including purpose/ mission, roles/responsibilities, occupant comfort and safety, scope of effort, and accountability/incentives. Provides an energy management guideline or manual covering the items above. Also provides a description and examples of how energy use is used to plan energy projects. Application includes the complete set of energy records was provided for Q.9f.	4 points
Narrative provides complete description of program, including purpose/ mission, roles/responsibilities, occupant comfort and safety, scope of effort, and accountability/incentives. Application includes the complete set of energy records required for Q.9f.	3 points
Narrative has some useful description of program but is not complete. Application includes the complete set of energy records required for Q.9f.	2 points

Scoring Criteria	Point Range
Narrative with some useful description of program but is not complete; complete set of energy records not provided. OR No narrative, but complete set of energy records was provided.	1 point
No narrative or an abbreviated narrative with no useful description of program. No energy records	0 points

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?

Scoring Criteria	Point Range
Narrative with full description of program, including purpose/mission, staffing, roles/responsibilities, worker and occupant safety, general duties, and inspection/ verification. Written custodial plans that are specific to each facility and provides for tasks divided per individual custodial position. No less than two facility examples, unless district operates only one facility. The plan includes a designated person or position tasked with back check and inspection of quality of custodial performance no less than once a month (preferably not someone from the facility) and records findings for future training and quality assurance. Application includes sample copies of inspection reports including photographs.	5 points
Narrative with full description of program, including purpose/mission, staffing, roles/responsibilities, worker and occupant safety, general duties, and inspection/verification. Written custodial plans that are specific to each facility and provides for tasks divided per individual custodial position. No less than two facility examples, unless district operates only one facility.	4 points
Narrative with full description of program. Written custodial plans that are specific to each facility. No less than two facility examples, unless district operates only one facility.	3 points
Narrative with some useful description of program but is not complete. Written custodial plan that is general in nature and not site specific.	2 points
Narrative with some useful description of program but is not complete. OR Written custodial plan that is general in nature and not site specific.	1 point
No narrative or abbreviated narrative with no useful description of program. No written custodial plan.	0 points

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 ~~T~~training ~~R~~recorded?
- How is effectiveness measured?

Scoring Criteria	Point Range
Narrative discusses entire training plan that includes: identification of training needs, training methods, and numbers of staff receiving building-system-specific training, annual training planning by individual, overall training plan that includes distinction between HR/OSHA training from maintenance/custodial, recording and planning of training is logged. Training is recorded both by individual and by course. Training logs show past and future individual training that shows compliance by individuals and separates custodial/maintenance from HR/OSHA training. Effectiveness of the training program is assessed, at a minimum, by which scheduled training actually occurred.	5 points
Narrative provides complete description of maintenance training plan that includes: identification of training needs, training methods, and numbers of staff receiving building-system-specific training, annual training planning by individual, overall training plan. Narrative shows the district plans training in advance per individual for their training needs. Training logs show primarily focus on maintenance and custodial training, reports separately from HR/OSHA training.	4 points
Narrative describes the program completely. Training logs show primarily focus on maintenance and custodial training, reports separately from HR/OSHA training.	3 points
Narrative with some useful description of program but not complete. Training logs with minimal maintenance or custodial training, primarily HR/OSHA training. *Training logs with only HR/OSHA training can never exceed 1 point.	2 points
Narrative with some useful description of program but not complete. OR Training logs with no maintenance or custodial training. Only HR/OSHA training. *Training logs with only HR/OSHA training can never exceed 1 point.	1 point
No narrative or abbreviated narrative with no useful description of program. No training logs	0 points

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.

Scoring Criteria	Point Range
Narrative completely discusses the program including: renewal and replacement (R&R) schedules, building user input, on-site condition assessments, and organizes the work into logical projects. R&R or Facility Condition Index (FCI) documents provided for all required facilities, are component based, and components of systems are used in planning for capital projects. Includes a process for selecting CIP projects, including: 1) component tracking of work orders and costing; 2) work orders coded to future projects and tracked; 3) annual review of work orders coded to projects and includes a review process to confirm need; 4) project review includes listing as in-house and CIP.	5 points
Narrative completely describes the program and R&R/FCI documents provided for all required facilities, are component based, and components of systems are used in planning for capital projects.	4 points
Narrative completely describes the program and R&R/FCI documents provided for all required facilities.	3 points
Narrative with some useful description of program but is not complete. Provided R&R/FCI documents for all required facilities.	2 points
Narrative with some useful description of program but is not complete; R&R/FCI documents not provided for all required facilities. OR No narrative, but provided R&R/FCI documents for all required facilities.	1 point
No narrative or abbreviated narrative with no useful description of program. Lacks R&R/FCI documents for all required facilities.	0 points

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: 10)

- 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 5years 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 construction cost savings to the project is greater than 10% of construction costs of a new school plan alternative. 5. A supported estimate of design cost savings to the project is greater than 10% of design services costs of a new school plan alternative.	10 points
Any four of the above factors are achieved.	8 points
Any three of the above factors are achieved.	6 points
Any two of the above factors are achieved.	4 points
Any one of the above factors is achieved.	2 points
None of the above factors are achieved.	0 points

Use of prior building system design
(Application Question 6c; Points possible: 10)

- Up to two 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 ASHRAE 90.1-2010 prescriptive requirements?
- 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 is part of a provided written municipal or school district building system standard.	2 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 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. Detailed summary reports of maintenance labor parameters (9b) 15 points	/15	/15
B. Detailed summary reports of PM/corrective maintenance parameters (9c) 10 points	/10	/10
C. 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) 5 points	/5	/5
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, 2, 4, 6, 8, or 10 points	/10	N/A
6. Use of Prior Building System Design (Question 6c) 10 points A. District standard = Two points each system: Building Envelope, Plumbing, HVAC, Lighting, Power	/10	/10
7. Planning & design phase has been completed (Question 6d-6g 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
8. Previous AS 14.11 funding for this project (Questions 8e & 7a) Previous funding = 30 points, No previous funding = 0 points	/30	/30
9. 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
10. 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
11. Type of space added or improved (Question 5j) A. Instructional or resource 30 points B. Support teaching 25 points C. Food service, recreational, and general support 15 points D. Supplemental 10 points	/30	N/A
Formula-Driven Total Points	/290	/170

Alaska Department of Education & Early Development
Capital Improvement Project Application
Evaluative Rating Form
Formula-Driven Rating Form

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.

Evaluative Scoring Criteria	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 (9g)	/5	/5
D. Maintenance Training Narrative (9h)	/5	/5
E. Capital Planning Narrative (9i)	/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

Program Demand Cost Model

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

April 15, 2020

Issue

HMS, Inc. will be present to brief the committee on the draft updates to *DEED Program Demand Cost Model* that comprise the 19th edition of the publication.

Background

As part of the proposed criteria, standards, and processes presented to the Legislature in the Committee's 2017 report, the Model Alaskan School Subcommittee recommended the following:

> Establish a process of reviewing and regularly updating school costs within the Cost Model so that those updates become researched, vetted, and intentional. Vetting could occur as a function of the BR&GR committee or a broader working group, if deemed necessary.

HMS, Inc has since presented on changes to the Model School Elements for the 17th and 18th *Cost Model* editions.

Suggested Motion

"I move that the Bond Reimbursement and Grant Review Committee approve the updates presented by HMS, Inc. to the Cost Model's Escalation Model School Elements."

THE STATE of ALASKA
GOVERNOR MIKE DUNLEAVY

Department of Education & Early Development
FINANCE & SUPPORT SERVICES
801 West 10th Street, Suite 200
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Juneau, Alaska 99811-0500
Telephone: 907.465.6906

To: Bond Reimbursement & Grant Review Committee
From: School Facilities
Date: April 15, 2020

DEPARTMENT BRIEFING

FY 2021 CIP Report

The department received reconsideration requests from four districts on six projects. In the lists issued December 19, 2019, the department reconsidered its determination on these projects and adjusted the project budget on two projects and the priority points on one project.

One appeal from the Matanuska-Susitna Borough School District was received to the reconsideration decisions but the appeal was not submitted within the statutory time constraints. No changes were made and the final lists were issued January 27, 2020. The final lists are included in the packet. These were scheduled to be approved on the consent agenda at the State Board of Education meeting on March 25, 2020 which has been temporarily postponed.

The major maintenance list contains a total of 102 projects amounting to a total state share request of $148,986,253, and the school construction list contains 14 projects with a state share request of $142,797,809.

An updated sheet on the CIP grant request and funding history FY10-FY21 is included for reference.

Preventive Maintenance Update (PM State-of-the-State)

The Preventive Maintenance State of the State Report was updated on August 15, 2019, and is included in the packet with charts showing compliance history. For the current FY21 CIP cycle, 47 of 53 school districts have certified preventive maintenance programs.

Districts not currently certified include:

- Aleutian Region
- Hydaburg City
- Lake & Peninsula
- Pelican
- Skagway
- Yukon Flats

Districts granted provisional certification and working with the department to develop a full year of evidence of plan adherence include:

- Bristol Bay Borough
- Chatham
- Galena City
- Lower Kuskokwim
- Lower Yukon

Problem areas continue to include tracking and reporting energy consumption and maintaining maintenance and custodial personnel training plans and records.

Site visits for the current fiscal year 2020 took place between November and March for the following school districts (those in *italics* are pending due to the disruption of travel caused by COVID-19):

- Aleutians East Borough
- Cordova City
- Denali Borough
- Kake City
- Kashunamiut
- *Kodiak Island Borough*
- Kuspuk
- Nenana City
- *Pribilof Island*
- *Unalaska City*
- Yakutat Borough
- Yupiit

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 2019 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, $280,647,578 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 $281,517,406. A total of 13 projects have obligated $280,354,979.

The combined projected FY21 REAA fund appropriation and unobligated fund balance is anticipated to be approximately $19,531,927. If appropriated, this funding would be sufficient to provide the state share of $9,447,473 for the priority #1 project on the School Construction Grant Fund list, Hollis K-12 School Replacement. Options for use of the remaining balance are being evaluated. A summary sheet is included in the packet.

Legislative Action

Governor introduced the budget bills for the Second Session of the 31th Legislature. The operating budget (HB 205) ad introduced provided for an allocation of $50,077,100 for state aid for costs of school construction under AS 14.11.100 and $18,369,500 to the regional education attendance area and small municipal school district fund. These amounts are half of the full reimbursement entitlement and fund calculation for FY21. The capital budget introduced (SB 154) does not include funding for either the School Construction Grant Fund or the Major Maintenance Grant Fund. The combined operating and capital budget (HB 205) includes full funding of the debt reimbursement and REAA fund; the bill has been transmitted to the Governor for signature.

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 Finance Committee, where it was heard February 28, 2020.

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.

SB 97 by Sen. Wilson proposes to repeal the “percent for art” program. SB 97 in the Senate State Affairs Committee, where it was heard March 5, 2020.

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 passed the House and the Senate and was transmitted to the Governor for signature.

Regulations Update

The State Board of Education and Early Development was to have heard the proposed regulation change to update the ASHRAE energy standard to the 2016 edition at its March meeting, which has been postponed to a later date to be set by the Board. It is anticipated that the regulation will be approved to go out for a public comment period.

In December, the commissioner received a request to amend 4 AAC 31.013, regarding measurement of consumption of utilities received at no cost. The department anticipates bringing this matter before the committee in a future meeting, see the BRGR Work Plan.

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 2020. This will be the 19th Edition of the tool and will incorporate the geographic area cost factors developed in 2018-2019. The contract with HMS, Inc. calls for final products on April 28 for use in the FY2022 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 Alaskan School subcommittee recommendation. See separate agenda item and supplemental materials.

Commissioning Agent Program Accreditation

Based on recommendations provided by the Commissioning Subcommittee. The department identified, and reached out to, seven organizations providing commissioning agent credentialing. The department asked those organizations to provide a statement of assurance that the certification meets the six requirements identified in regulation. Responses were received from six organizations. After reviewing the submitted documentation, and following up with additional research, the department will be approving the following certifications:

- AABC Commissiong Group (ACG) - Certified Commissioning Authority (CxA)
- ASHRAE – Certified Building Commissioning Professional (BCxP)
- National Environmental Balancing Bureau (NEBB) – Commissioning Process Professional (CxPP)

Notes:

1. The Building Commissioning Association did not submit a response. Since this entity's Certified Commissioning Professional (CCP) credential has been accredited by ANSI, they would receive approval upon submission of requested documentation.
2. The University of Wisconsin identified seven commissioning certification programs, four of which could meet the state's requirements. Their final response is in legal review.
3. The International Certification Board/Testing Adjusting and Balancing Bureau (ICB/TABB) responded with a self-evaluation of "not eligible".
4. The Association of Energy Engineers (AEE) submitted a response for their Certified Building Commissioning Professional (CBCP) credential. After reviewing this credential, which was found to have a robust knowledge-based evaluation, was deemed deficient in the requirement to demonstrate performance in using that knowledge. They are not ANSI accredited.

Department Projects

The department had been seeking a platform to connect school facility personnel and others that would be interested in the maintenance, operations, and capital renewal needs of school facilities. Development of a listserv was determined to be a no/low-cost option already available to the state, Current membership is comprised of a list of school facility officials maintained by Facilities. A link will be made available in the future on the department website for additional signup.

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. **Guide for School Facility Condition Surveys** (1997) *[Proposed update 2020]*
2. Cost Format – *EED Standard Construction Cost Estimate Format* (2008 2nd Ed.) *[Proposed update 2020]*
3. **Alaska School Facilities Preventive Maintenance Handbook** (1999) *[Proposed update 2020]*
4. **School Design and Construction Standards Handbook** (new) *[Proposed 2021]*
5. Site Selection Criteria & Evaluation Handbook (2011 2nd Ed.) *[Proposed update 2021]*
6. **Guidelines for School Equipment Purchases** (2016) *[Proposed update 2021]*
7. **Space Guidelines Handbook** (1996)
8. Facility Appraisal Guide (1997)
9. Renewal & Replacement Schedule (2001)
10. Outdoor Facility Guidelines for Secondary Schools (new)
11. Capital Project Administration Handbook (2017)
12. Project Delivery Method Handbook (2017)
13. **Life Cycle Cost Analysis Handbook** (2018)
14. Professional Services for School Capital Projects (2018)
15. **Swimming Pool Guidelines** (2019)
16. **A Handbook to Writing Educational Specifications** (2019)

Guide for School Facility Condition Surveys
The department has revised the publication to refocus the document on department standards and policy on conditions surveys, coordinating with the CIP application uses. The document incorporates a condition survey template that is narrative based. The draft publication is included in the packet.

Committee Member Update

Representative Tammie Wilson resigned from the Legislature in January. The Speaker of the House has not yet assigned a new member to the position.

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
School Constrution Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Southeast Island	Hollis K-12 School Replacement	$10,906,157	$10,326,802	$686,523	$9,640,279	$192,806	$9,447,473	$9,447,473
2	2	2	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School	$59,209,451	$44,756,614	$0	$44,756,614	$895,132	$43,861,482	$53,308,955
3	3	3	Yukon-Koyukuk	Minto K-12 School Renovation/Addition	$10,022,024	$10,022,024	$0	$10,022,024	$200,440	$9,821,584	$63,130,539
4	4	4	Mat-Su Borough	Houston Middle School Renovation/Addition	$30,839,706	$4,458,740	$0	$4,458,740	$1,337,622	$3,121,118	$66,251,657
5	5	5	Anchorage	Gruening Middle School Accessibility Upgrades	$413,024	$413,024	$0	$413,024	$144,558	$268,466	$66,520,123
6	6	6	Lower Kuskokwim	William N. Miller K-12 Memorial School Replacement, Napakiak	$35,634,841	$35,634,841	$0	$35,634,841	$712,697	$34,922,144	$101,442,267
7	7	7	Anchorage	East High School Bus Driveway Improvements	$925,387	$925,387	$0	$925,387	$323,885	$601,502	$102,043,769
8	8	8	Hoonah City	Hoonah School Playground Improvements	$227,747	$227,747	$0	$227,747	$68,324	$159,423	$102,203,192
9	9	9	Lower Kuskokwim	Newtok K-12 School Relocation/Replacement,	$49,466,384	$31,842,829	$0	$31,842,829	$636,857	$31,205,972	$133,409,164
10	10	10	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	$6,645,088	$6,645,088	$0	$6,645,088	$132,902	$6,512,186	$139,921,350
11	11	11	Kenai Peninsula Borough	Kenai Middle School Security Remodel	$1,159,177	$1,159,177	$0	$1,159,177	$405,712	$753,465	$140,674,815
12	12	12	Lower Kuskokwim	Bethel Campus Transportation and Drainage Upgrades	$1,181,532	$1,181,532	$0	$1,181,532	$23,631	$1,157,901	$141,832,716
13	13	13	Kodiak Island Borough	East Elementary School Parking Lot Safety Upgrade and Repaving	$474,082	$474,082	$0	$474,082	$142,225	$331,857	$142,164,573
14	14	14	Yupiit	Playground Construction, 3 Schools	$646,159	$646,159	$0	$646,159	$12,923	$633,236	$142,797,809
				Totals:	**$207,750,759**	**$148,714,046**	**$686,523**	**$148,027,523**	**$5,229,714**	**$142,797,809**	

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
1	1	1	Pribilof Island	St. Paul K-12 School Roof Replacement and Structural Repairs	$1,935,097	$1,935,097	$0	$1,935,097	$38,702	$1,896,395	$1,896,395
2	2	2	Galena City	Galena Interior Learning Academy Composite Building Renovation	$5,206,998	$5,206,998	$0	$5,206,998	$260,350	$4,946,648	$6,843,043
3	3	3	Kake City	Kake Schools Heating Upgrades	$239,522	$239,522	$0	$239,522	$47,904	$191,618	$7,034,661
4	4	4	Craig City	Craig Middle School Code and Security Improvements	$4,195,748	$4,160,445	$0	$4,160,445	$832,089	$3,328,356	$10,363,017
5	5	5	Anchorage	West High School Roof Replacement	$7,497,000	$6,869,381	$0	$6,869,381	$2,404,283	$4,465,098	$14,828,115
6	6	6	Chugach	Tatitlek K-12 School Renovation	$5,842,462	$5,842,462	$0	$5,842,462	$116,849	$5,725,613	$20,553,728
7	7	7	Denali Borough	Anderson K-12 School Partial Roof Replacement	$1,755,173	$1,671,973	$0	$1,671,973	$334,395	$1,337,578	$21,891,306
8	8	8	Anchorage	Birchwood Elementary School Roof Replacement	$3,399,999	$2,844,295	$0	$2,844,295	$995,503	$1,848,792	$23,740,098
9	9	9	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	$119,088	$116,071	$0	$116,071	$2,321	$113,750	$23,853,848
10	10	10	Anchorage	Service High School Health and Safety Improvements	$4,776,466	$4,735,551	$0	$4,735,551	$1,657,443	$3,078,108	$26,931,956
11	11	11	Anchorage	Nunaka Valley Elementary School Roof Replacement	$1,977,874	$1,977,874	$0	$1,977,874	$692,256	$1,285,618	$28,217,574
12	12	28	Lower Yukon	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	$3,368,065	$3,368,065	$0	$3,368,065	$67,361	$3,300,704	$31,518,278
13	13	12	Anchorage	Northwood Elementary School Partial Roof Replacement	$2,213,417	$2,213,417	$0	$2,213,417	$774,696	$1,438,721	$32,956,999
14	14	13	Anchorage	Inlet View Elementary School Domestic Water System Improvements	$466,532	$466,532	$0	$466,532	$163,286	$303,246	$33,260,245
15	15	14	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	$436,486	$415,265	$0	$415,265	$20,763	$394,502	$33,654,747
16	16	15	Juneau Borough	Sayéik: Gastineau Community School Partial Roof Replacement	$1,471,318	$1,471,318	$0	$1,471,318	$514,961	$956,357	$34,611,104
17	17	16	Copper River	District Office Roof Renovation and Energy	$1,080,069	$1,080,069	$0	$1,080,069	$21,601	$1,058,468	$35,669,572
18	18	17	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	$2,287,811	$2,287,811	$0	$2,287,811	$45,756	$2,242,055	$37,911,627
19	19	18	Anchorage	Stellar Secondary School Fire Alarm	$298,630	$276,855	$0	$276,855	$96,899	$179,956	$38,091,583
20	20	19	Chugach	Chenega Bay K-12 School Renovation	$5,307,914	$5,307,914	$0	$5,307,914	$106,158	$5,201,756	$43,293,339
21	21	20	Ketchikan Borough	Ketchikan High School Security Upgrades	$507,023	$507,023	$0	$507,023	$177,458	$329,565	$43,622,904
22	22	21	Lower Kuskokwim	Qugcuun Memorial K-12 School Renovation, Oscarville	$4,604,180	$3,843,331	$0	$3,843,331	$76,867	$3,766,464	$47,389,368
23	23	22	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	$4,677,139	$4,173,354	$0	$4,173,354	$83,467	$4,089,887	$51,479,255
24	24	23	Fairbanks Borough	Administrative Center Air Conditioning and Ventilation Replacement	$1,427,684	$1,427,684	$0	$1,427,684	$499,689	$927,995	$52,407,250

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
Major Maintenance Grant Fund

Final List

Jan 29 Rank	Dec 19 Rank	Nov 5 Rank	School District	Project Name	Amount Requested	Eligible Amount	Prior Funding	DEED Recommended Amount	Participating Share	State Share	Aggregate Amount
25	25	24	Aleutians East Borough	Sand Point K-12 School Pool Major Maintenance	$102,608	$102,608	$0	$102,608	$35,913	$66,695	$52,473,945
26	26	25	Northwest Arctic Borough	Buckland K-12 School HVAC Renewal and Upgrades	$1,020,342	$1,037,348	$0	$1,037,348	$207,470	$829,878	$53,303,823
27	27	26	Anchorage	Ptarmigan Elementary School Roof Replacement	$3,233,861	$1,959,205	$0	$1,959,205	$685,722	$1,273,483	$54,577,306
28	28	27	Anchorage	Mears Middle School Roof Replacement	$7,525,413	$6,948,446	$0	$6,948,446	$2,431,956	$4,516,490	$59,093,796
29	29	29	Nenana City	Nenana K-12 School Boiler Replacement	$164,330	$185,858	$0	$185,858	$9,293	$176,565	$59,270,361
30	30	30	Yupiit	Tuluksak K-12 School Generator Refurbishment	$159,188	$159,188	$0	$159,188	$3,184	$156,004	$59,426,365
31	31	31	Nome City	Anvil City Charter School Restroom Renovations	$391,554	$391,554	$0	$391,554	$117,466	$274,088	$59,700,453
32	32	32	Hoonah City	Hoonah Central Boiler Replacement	$280,389	$280,389	$0	$280,389	$84,117	$196,272	$59,896,725
33	33	33	Yukon-Koyukuk	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	$468,918	$468,918	$0	$468,918	$9,378	$459,540	$60,356,265
34	34	34	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Domestic Water Piping Replacement	$3,043,356	$3,043,356	$0	$3,043,356	$1,065,175	$1,978,181	$62,334,446
35	35	35	Nome City	Nome Schools DDC Control Upgrades	$823,882	$823,882	$0	$823,882	$247,165	$576,717	$62,911,163
36	36	36	Kodiak Island Borough	Peterson Elementary School Roof Replacement	$2,373,676	$2,373,677	$0	$2,373,677	$712,103	$1,661,574	$64,572,737
37	37	37	Iditarod Area	Blackwell K-12 School HVAC Control Upgrades, Anvik	$203,407	$203,407	$0	$203,407	$4,068	$199,339	$64,772,076
38	38	38	Bristol Bay Borough	Bristol Bay Elementary School And Gym Roof Replacement	$4,812,050	$4,123,719	$0	$4,123,719	$1,443,302	$2,680,417	$67,452,493
39	39	39	Lower Yukon	Hooper Bay K-12 School Emergency Lighting and Retrofit	$234,545	$234,545	$0	$234,545	$4,691	$229,854	$67,682,347
40	40	40	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	$1,162,891	$1,162,891	$0	$1,162,891	$23,258	$1,139,633	$68,821,980
41	41	41	Chatham	Klukwan K-12 School Roof Replacement	$1,542,948	$1,542,948	$0	$1,542,948	$30,859	$1,512,089	$70,334,069
42	42	42	Haines Borough	Haines High School Locker Room Renovation	$863,023	$863,023	$0	$863,023	$302,058	$560,965	$70,895,034
43	43	43	Chatham	Fire Alarm Upgrades, 3 Sites	$110,728	$110,728	$0	$110,728	$2,215	$108,513	$71,003,547
44	44	44	Denali Borough	Generator Replacement, 3 Schools	$1,214,073	$1,214,073	$0	$1,214,073	$242,815	$971,258	$71,974,805
45	45	45	Mat-Su Borough	Big Lake Elementary School Water System Replacement Ph 2	$875,000	$850,065	$0	$850,065	$255,019	$595,046	$72,569,851
46	46	46	Kodiak Island Borough	Chiniak K-12 School Water Treatment Code Compliance and Upgrade	$362,669	$362,669	$0	$362,669	$108,801	$253,868	$72,823,719
47	47	47	Lower Yukon	Scammon Bay K-12 School Emergency Lighting and Retrofit	$119,467	$119,467	$0	$119,467	$2,389	$117,078	$72,940,797
48	48	48	Kuspuk	Jack Egnaty Sr K-12 School Roof Replacement, Sleetmute	$1,425,655	$1,425,655	$0	$1,425,655	$28,513	$1,397,142	$74,337,939
49	49	49	Sitka Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	$529,989	$529,989	$0	$529,989	$185,496	$344,493	$74,682,432
50	50	50	Haines Borough	Haines High School Roof Replacement	$2,447,619	$2,447,619	$0	$2,447,619	$856,667	$1,590,952	$76,273,384

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51	51	51	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	$2,200,239	$2,200,239	$0	$2,200,239	$44,005	$2,156,234	$78,429,618
52	52	52	Southwest Region	William "Sonny" Nelson K-12 School Renovation, Ekwok	$3,971,844	$3,971,844	$0	$3,971,844	$79,437	$3,892,407	$82,322,025
53	53	53	Fairbanks Borough	Ben Eielson Jr/Sr High School Roof Replacement	$7,060,882	$5,750,098	$0	$5,750,098	$2,012,534	$3,737,564	$86,059,589
54	54	54	Nome City	Nome Beltz Jr/Sr High School Generator Replacement	$1,611,808	$900,356	$0	$900,356	$270,107	$630,249	$86,689,838
55	55	55	Lower Yukon	LYSD Central Office Renovation	$5,252,629	$5,252,629	$0	$5,252,629	$105,053	$5,147,576	$91,837,414
56	56	56	Valdez City	Valdez High School Window Replacement	$516,893	$516,893	$0	$516,893	$180,913	$335,980	$92,173,394
57	57	57	Fairbanks Borough	Lathrop High School Roof Replacement	$758,548	$634,622	$0	$634,622	$222,118	$412,504	$92,585,898
58	58	58	Fairbanks Borough	Woodriver Elementary School Roof Replacement	$4,582,297	$4,470,534	$0	$4,470,534	$1,564,687	$2,905,847	$95,491,745
59	59	59	Fairbanks Borough	North Pole Middle School Exterior Upgrades	$1,981,194	$1,981,194	$0	$1,981,194	$693,418	$1,287,776	$96,779,521
60	60	60	Yupiit	Gym Floor Replacement, 3 Schools	$295,802	$295,802	$0	$295,802	$5,916	$289,886	$97,069,407
61	61	61	Nenana City	Nenana K-12 School Fire Suppression System Replacement	$1,441,978	$1,559,114	$0	$1,559,114	$77,956	$1,481,158	$98,550,565
62	62	62	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	$4,267,949	$3,442,187	$0	$3,442,187	$68,844	$3,373,343	$101,923,908
63	63	63	Juneau Borough	Dzantik'i Heeni Middle School Roof Replacement	$1,778,875	$1,778,875	$0	$1,778,875	$622,606	$1,156,269	$103,080,177
64	64	64	Copper River	Glennallen and Kenny Lake Schools Energy Upgrade	$2,543,468	$2,543,468	$0	$2,543,468	$50,869	$2,492,599	$105,572,776
65	65	65	Anchorage	Roof And Gutter Improvements, 3 Schools	$1,473,780	$1,463,847	$0	$1,463,847	$512,346	$951,501	$106,524,277
66	66	66	Kake City	Kake High School Gym Floor and Bleacher Replacement	$359,208	$359,208	$0	$359,208	$71,842	$287,366	$106,811,643
67	67	67	Southwest Region	Twin Hills K-12 School Renovation	$2,238,084	$2,238,084	$0	$2,238,084	$44,762	$2,193,322	$109,004,965
68	68	68	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Generator Replacement	$1,745,231	$809,935	$0	$809,935	$283,477	$526,458	$109,531,423
69	69	69	Saint Marys City	St. Mary's Campus Renewal and Repairs	$1,239,761	$279,641	$0	$279,641	$27,964	$251,677	$109,783,100
70	70	70	Anchorage	Muldoon Elementary School Partial Roof Replacement	$677,931	$677,931	$0	$677,931	$237,276	$440,655	$110,223,755
71	71	71	Southwest Region	Aleknagik K-12 School Renovation	$3,912,898	$3,912,898	$0	$3,912,898	$78,258	$3,834,640	$114,058,395
72	72	72	Kake City	Exterior Upgrades - Main School Facilities	$287,227	$287,227	$0	$287,227	$57,445	$229,782	$114,288,177
73	73	73	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	$2,944,419	$2,944,419	$0	$2,944,419	$58,888	$2,885,531	$117,173,708
74	74	74	Nome City	Nome Elementary School Fire Alarm Replacement	$603,766	$603,766	$0	$603,766	$181,130	$422,636	$117,596,344
75	75	75	Kake City	Kake High School Plumbing Replacement	$790,589	$790,589	$0	$790,589	$158,118	$632,471	$118,228,815
76	76	76	Lower Yukon	Scammon Bay K-12 School Siding Replacement	$1,039,782	$1,039,782	$0	$1,039,782	$20,796	$1,018,986	$119,247,801
77	77	77	Copper River	Glennallen Voc-Ed Facility Renovation	$758,201	$758,201	$0	$758,201	$15,164	$743,037	$119,990,838
78	78	78	Anchorage	Bartlett High School Intercom	$3,274,450	$3,274,450	$0	$3,274,450	$1,146,057	$2,128,393	$122,119,231
79	79	79	Southeast Island	Thorne Bay K-12 School Fire Suppression System	$536,506	$536,506	$0	$536,506	$10,730	$525,776	$122,645,007

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80	80	80	Kodiak Island Borough	East Elementary School Special Electrical and Security	$1,542,243	$1,537,701	$0	$1,537,701	$461,310	$1,076,391	$123,721,398
81	81	81	Anchorage	Spring Hill Elementary School Intercom/Clocks	$137,893	$137,893	$0	$137,893	$48,263	$89,630	$123,811,028
82	82	82	Fairbanks Borough	Tanana Middle School Exterior Upgrades	$3,118,680	$3,118,680	$0	$3,118,680	$1,091,538	$2,027,142	$125,838,170
83	83	83	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline, Mountain Village	$1,723,461	$1,373,070	$0	$1,373,070	$27,461	$1,345,609	$127,183,779
84	84	84	Kenai Peninsula Borough	Seward Middle School Exterior Repair	$857,314	$857,314	$0	$857,314	$300,060	$557,254	$127,741,033
85	85	85	Kodiak Island Borough	North Star Elementary School Siding Replacement	$502,039	$502,039	$0	$502,039	$150,612	$351,427	$128,092,460
86	86	86	Southeast Island	Thorne Bay K-12 School Flooring Replacement	$71,549	$71,549	$0	$71,549	$1,431	$70,118	$128,162,578
87	87	87	Anchorage	Fire Lake Elementary School Roof Replacement	$589,890	$589,890	$0	$589,890	$206,461	$383,429	$128,546,007
88	88	88	Fairbanks Borough	Arctic Light Elementary School Lighting and Energy Upgrades	$501,439	$501,439	$0	$501,439	$175,504	$325,935	$128,871,942
89	89	89	Fairbanks Borough	Two Rivers Elementary School Flooring and Restroom Renovation	$377,462	$377,462	$0	$377,462	$132,112	$245,350	$129,117,292
90	90	90	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	$1,225,853	$1,225,853	$0	$1,225,853	$24,517	$1,201,336	$130,318,628
91	91	91	Mat-Su Borough	Butte and Snowshoe Elementary Schools Water System Replacement	$1,717,608	$2,149,178	$0	$2,149,178	$644,753	$1,504,425	$131,823,053
92	92	92	Mat-Su Borough	Talkeetna Elementary School Roof Replacement	$1,736,060	$1,693,296	$0	$1,693,296	$507,989	$1,185,307	$133,008,360
93	93	93	Mat-Su Borough	Colony and Wasilla Middle Schools Roof Replacement	$3,927,400	$4,147,375	$0	$4,147,375	$1,244,212	$2,903,163	$135,911,523
94	94	94	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	$68,082	$90,294	$0	$90,294	$1,806	$88,488	$136,000,011
95	95	95	Mat-Su Borough	Windows and Lighting Upgrades, 3 Sites	$4,231,918	$3,872,262	$0	$3,872,262	$1,161,679	$2,710,583	$138,710,594
96	96	96	Yupiit	Mechanical System Improvements, 3 Schools	$994,075	$849,075	$0	$849,075	$16,981	$832,094	$139,542,688
97	97	97	Yupiit	Akiachak K-12 School Window Replacement	$286,063	$117,774	$0	$117,774	$2,355	$115,419	$139,658,107
98	98	98	Lower Yukon	Kotlik and Pilot Station K-12 Schools Renewal and Repair	$2,826,949	$2,826,949	$0	$2,826,949	$56,539	$2,770,410	$142,428,517
99	99	99	Lower Yukon	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	$583,583	$583,583	$0	$583,583	$11,672	$571,911	$143,000,428
100	100	100	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	$428,927	$428,927	$0	$428,927	$8,579	$420,348	$143,420,776
101	101	101	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	$3,881,355	$3,881,355	$0	$3,881,355	$77,627	$3,803,728	$147,224,504
102	102	102	Lower Yukon	Security Access Upgrades, 6 Sites	$1,797,703	$1,797,703	$0	$1,797,703	$35,954	$1,761,749	$148,986,253
				Totals:	**$193,857,061**	**$183,408,534**	**$0**	**$183,408,534**	**$34,422,281**	**$148,986,253**	

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1	1	1	Southeast Island	Hollis K-12 School Replacement	27.00	22.51	30.00	10.00	0.00	3.01	30.68	30.00	22.93	10.00	5.00	2.00	2.67	2.00	2.33	2.67	10.00	15.27	21.33	15.33	4.00	3.00	9.00	280.72
2	2	2	Lower Kuskokwim	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	27.00	21.95	0.00	10.00	0.00	3.20	30.19	23.79	22.21	10.00	30.00	2.67	2.33	2.67	2.33	3.00	0.00	31.91	19.67	12.67	3.33	3.33	11.67	273.92
3	3	3	Yukon-Koyukuk	Minto K-12 School Renovation/Addition	30.00	20.01	0.00	20.00	0.00	3.09	0.00	2.01	24.75	10.00	25.00	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
4	4	4	Mat-Su Borough	Houston Middle School Renovation/Addition	30.00	17.75	0.00	0.00	0.00	2.35	3.33	2.00	0.00	8.00	5.00	2.67	2.00	2.33	0.00	3.33	41.00	40.64	36.67	12.67	2.33	2.33	12.67	227.07
5	5	5	Anchorage	Gruening Middle School Accessibility Upgrades	30.00	19.50	0.00	25.00	0.00	5.00	0.00	0.00	30.00	10.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	1.75	7.67	25.67	1.33	1.67	4.67	207.58
6	6	6	Lower Kuskokwim	William N. Miller K-12 Memorial School Replacement, Napakiak	30.00	30.00	0.00	0.00	0.00	3.63	0.00	0.00	22.55	0.00	25.00	4.00	3.67	3.33	3.33	3.67	25.00	10.67	0.00	14.67	4.67	3.00	8.33	195.51
7	7	7	Anchorage	East High School Bus Driveway Improvements	21.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	10.00	25.00	4.33	3.67	4.00	3.00	4.67	0.00	13.00	0.00	24.33	2.33	1.67	5.00	182.00
8	8	8	Hoonah City	Hoonah School Playground Improvements	27.00	30.00	0.00	25.00	0.00	1.72	0.00	0.00	0.00	0.00	30.00	3.00	3.67	3.00	2.33	2.00	0.00	6.34	2.00	29.00	0.00	1.67	8.33	175.06
9	9	9	Lower Kuskokwim	Newtok K-12 School Relocation/Replacement, Mertarvik	24.00	8.86	0.00	0.00	0.00	3.20	4.06	2.44	22.79	0.00	30.00	2.67	2.33	2.67	2.33	3.00	21.33	0.41	6.33	13.00	3.00	4.33	8.00	164.76
10	10	10	Lower Kuskokwim	Water Storage and Treatment, Kongiganak	21.00	0.00	0.00	20.00	0.00	3.63	0.00	0.00	0.00	10.00	25.00	4.00	3.67	3.33	3.33	3.67	0.00	17.33	0.00	17.67	3.00	2.00	9.00	146.63
11	11	11	Kenai Peninsula Bor	Kenai Middle School Security Remodel	30.00	30.00	0.00	10.00	0.00	3.08	0.00	0.00	0.00	0.00	25.00	3.67	3.33	4.33	3.00	3.67	0.00	1.59	4.33	15.33	0.00	1.33	5.00	143.67
12	12	12	Lower Kuskokwim	Bethel Campus Transportation and Drainage Upgrades	9.00	24.30	0.00	10.00	0.00	3.63	0.00	0.00	0.00	10.00	25.00	4.00	3.67	3.33	3.67	3.33	0.00	11.67	0.00	15.67	2.00	3.00	4.33	136.60
13	13	13	Kodiak Island Borou	East Elementary School Parking Lot Safety Upgrade and Repaving	21.00	30.00	0.00	0.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	7.00	0.00	12.00	1.67	0.00	2.67	117.50
14	14	14	Yupiit	Playground Construction, 3 Schools	15.00	1.69	0.00	10.00	0.00	1.94	0.00	0.00	0.00	0.00	25.00	2.33	2.33	2.00	2.00	2.33	0.00	12.00	3.33	11.33	0.00	1.67	6.33	99.30

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1	1	1	Pribilof Island	St. Paul K-12 School Roof Replacement and Structural Repairs	30.00	30.00	0.00	20.00	0.00	2.67	0.00	0.00	0.00	10.00	30.00	3.00	3.33	2.00	2.67	3.00	13.00	42.00	6.00	18.67	2.00	0.00	13.33	231.67
2	2	2	Galena City	Galena Interior Learning Academy Composite Building Renovation	30.00	17.75	0.00	25.00	0.00	4.87	0.00	0.00	0.00	10.00	25.00	3.33	3.33	3.33	3.33	3.67	0.00	29.64	3.33	23.67	9.33	0.00	11.33	206.93
3	3	3	Kake City	Kake Schools Heating Upgrades	30.00	29.39	0.00	25.00	0.00	1.63	0.00	0.00	0.00	8.00	30.00	2.67	3.67	3.00	3.33	3.00	0.00	17.33	3.33	28.33	7.00	0.00	10.00	205.69
4	4	4	Craig City	Craig Middle School Code and	30.00	26.81	0.00	20.00	0.00	2.38	0.00	0.00	0.00	10.00	25.00	3.00	3.00	2.33	2.00	3.00	0.00	34.91	3.67	20.33	4.00	0.00	7.67	198.09
5	5	5	Anchorage	West High School Roof Replacement	12.00	30.00	0.00	25.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.67	3.67	3.33	5.00	0.00	27.67	1.67	27.00	3.67	0.00	7.33	197.78
6	6	6	Chugach	Tatitlek K-12 School Renovation	27.00	18.62	0.00	20.00	0.00	1.44	0.00	0.00	0.00	10.00	25.00	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
7	7	7	Denali Borough	Anderson K-12 School Partial Roof Replacement	30.00	30.00	0.00	25.00	0.00	3.14	0.00	0.00	0.00	10.00	30.00	3.33	3.67	3.00	3.00	3.33	0.00	6.00	0.00	20.33	6.33	0.00	15.00	192.14
8	8	8	Anchorage	Birchwood Elementary School Roof Replacement	9.00	30.00	0.00	25.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	19.46	2.00	26.33	3.67	0.00	6.67	185.24
9	9	9	Iditarod Area	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	30.00	16.00	0.00	25.00	0.00	2.53	0.00	0.00	0.00	8.00	25.00	2.00	2.00	2.33	2.33	2.33	5.00	20.71	0.00	28.00	5.67	0.00	7.67	184.58
10	10	10	Anchorage	Service High School Health and Safety Improvements	0.00	30.00	0.00	25.00	0.00	4.78	0.00	0.00	0.00	5.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	37.51	2.00	24.00	2.33	0.00	3.33	184.29
11	11	11	Anchorage	Nunaka Valley Elementary School Roof Replacement	27.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	8.00	25.00	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
12	12	28	Lower Yukon	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	30.00	0.50	0.00	25.00	0.00	2.11	0.00	0.00	0.00	8.00	25.00	3.00	1.33	3.00	2.33	2.67	11.67	29.00	4.00	27.33	0.33	0.00	7.67	182.94
13	13	12	Anchorage	Northwood Elementary School Partial Roof Replacement	24.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	8.00	25.00	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
14	14	13	Anchorage	Inlet View Elementary School Domestic Water System Improvements	18.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	10.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	15.00	0.00	26.67	0.00	0.00	7.33	182.33
15	15	14	Nenana City	Nenana K-12 School Flooring and Asbestos Abatement	30.00	30.00	0.00	25.00	0.00	2.97	0.00	0.00	0.00	5.00	30.00	3.67	3.00	2.67	2.00	3.67	0.00	7.00	3.00	24.67	2.33	0.00	6.67	181.64
16	16	15	Juneau Borough	Sayéik: Gastineau Community School Partial Roof Replacement	30.00	30.00	0.00	25.00	0.00	2.44	0.00	0.00	0.00	5.00	25.00	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
17	17	16	Copper River	District Office Roof Renovation and Energy Upgrade	30.00	30.00	0.00	10.00	0.00	1.40	0.00	0.00	0.00	10.00	25.00	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
18	18	17	Lower Yukon	Hooper Bay K-12 School Exterior	24.00	1.00	0.00	25.00	0.00	2.20	0.00	0.00	0.00	8.00	25.00	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
19	19	18	Anchorage	Stellar Secondary School Fire Alarm	15.00	30.00	0.00	20.00	0.00	4.78	0.00	0.00	0.00	0.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	18.04	0.67	27.00	4.00	0.00	5.00	174.82
20	20	19	Chugach	Chenega Bay K-12 School Renovation	30.00	11.59	0.00	20.00	0.00	1.44	0.00	0.00	0.00	10.00	25.00	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
21	21	20	Ketchikan Borough	Ketchikan High School Security Upgrades	30.00	30.00	0.00	25.00	0.00	4.42	0.00	0.00	0.00	0.00	25.00	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
22	22	21	Lower Kuskokwim	Qugcuun Memorial K-12 School Renovation, Oscarville	6.00	26.93	0.00	10.00	0.00	3.20	0.00	0.00	0.00	10.00	30.00	2.67	2.33	2.67	2.33	3.00	0.00	50.00	1.00	14.00	1.67	0.00	5.33	171.13
23	23	22	Lower Kuskokwim	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	18.00	23.26	0.00	10.00	0.00	3.20	0.00	0.00	0.00	10.00	30.00	2.67	2.33	2.67	2.33	3.00	1.67	33.77	1.67	15.67	2.67	0.00	8.00	170.89
24	24	23	Fairbanks Borough	Administrative Center Air Conditioning and Ventilation Replacement	30.00	8.75	0.00	25.00	0.00	3.88	0.00	0.00	0.00	0.00	25.00	4.00	3.67	4.33	3.33	2.67	6.67	4.00	0.00	25.33	8.33	0.00	14.33	169.30

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25	25	24	Aleutians East Borou	Sand Point K-12 School Pool Major Maintenance	30.00	22.07	0.00	25.00	0.00	1.52	0.00	0.00	0.00	0.00	30.00	2.67	3.00	2.00	2.67	2.33	0.00	4.00	0.33	29.00	7.67	0.00	6.67	168.92
26	26	25	Northwest Arctic Bor	Buckland K-12 School HVAC Renewal and Upgrades	30.00	8.15	0.00	25.00	0.00	2.93	0.00	0.00	0.00	5.00	30.00	2.67	2.33	3.00	1.67	3.33	0.00	10.00	1.00	23.00	10.33	0.00	9.00	167.41
27	27	26	Anchorage	Ptarmigan Elementary School Roof Replacement	3.00	21.97	0.00	25.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	14.83	1.67	26.67	3.00	0.00	5.67	164.92
28	28	27	Anchorage	Mears Middle School Roof Replacement	6.00	19.50	0.00	25.00	0.00	4.78	0.00	0.00	0.00	3.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	21.59	2.00	24.00	1.67	0.00	5.67	163.54
29	29	29	Nenana City	Nenana K-12 School Boiler Replacement	27.00	30.00	0.00	20.00	0.00	2.97	0.00	0.00	0.00	3.00	30.00	3.67	3.00	2.67	2.00	3.67	0.00	4.00	0.00	20.00	3.00	0.00	6.33	161.30
30	30	30	Yupiit	Tuluksak K-12 School Generator Refurbishment	30.00	2.50	0.00	25.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	6.33	13.39	0.00	24.00	3.00	0.00	9.67	158.87
31	31	31	Nome City	Anvil City Charter School Restroom Renovations	30.00	30.00	0.00	25.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	0.00	0.62	4.33	26.00	2.00	0.00	5.67	155.86
32	32	32	Hoonah City	Hoonah Central Boiler Replacement	30.00	30.00	0.00	10.00	0.00	1.72	0.00	0.00	0.00	8.00	30.00	3.00	3.67	3.00	2.33	2.00	0.00	0.00	0.00	13.67	7.67	0.00	9.67	154.72
33	33	33	Yukon-Koyukuk	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	27.00	17.78	0.00	20.00	0.00	3.09	0.00	0.00	0.00	10.00	25.00	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
34	34	34	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Domestic Water Piping Replacement	30.00	30.00	0.00	10.00	0.00	1.62	0.00	0.00	0.00	10.00	20.00	2.67	3.00	3.00	3.00	3.00	5.00	10.00	0.00	14.33	2.33	0.00	6.00	153.96
35	35	35	Nome City	Nome Schools DDC Control Upgrades	24.00	30.00	0.00	20.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	0.00	3.00	1.33	18.00	18.67	0.00	4.00	151.24
36	36	36	Kodiak Island Borouç	Peterson Elementary School Roof Replacement	30.00	30.00	0.00	10.00	0.00	2.83	0.00	0.00	0.00	8.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	7.18	1.33	14.33	2.33	0.00	4.00	150.35
37	37	37	Iditarod Area	Blackwell K-12 School HVAC Control Upgrades, Anvik	24.00	30.00	0.00	10.00	0.00	2.53	0.00	0.00	0.00	8.00	25.00	2.00	2.00	2.33	2.33	2.33	0.00	15.00	2.33	13.67	2.67	0.00	6.00	150.20
38	38	38	Bristol Bay Borough	Bristol Bay Elementary School And Gym Roof Replacement	30.00	17.12	0.00	10.00	0.00	1.20	0.00	0.00	0.00	8.00	25.00	3.00	2.67	2.33	3.67	3.33	0.00	18.00	0.00	15.00	3.33	0.00	6.33	148.99
39	39	39	Lower Yukon	Hooper Bay K-12 School Emergency Lighting and Retrofit	27.00	1.50	0.00	25.00	0.00	2.11	0.00	0.00	0.00	5.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	3.02	1.33	28.67	10.67	0.00	7.33	148.97
40	40	40	Lower Kuskokwim	Bethel Regional High School Boardwalk Replacement	12.00	30.00	0.00	10.00	0.00	3.63	0.00	0.00	0.00	10.00	25.00	4.00	3.67	3.33	3.33	3.67	1.67	15.58	0.00	14.67	1.67	0.00	6.00	148.21
41	41	41	Chatham	Klukwan K-12 School Roof Replacement	30.00	23.00	0.00	0.00	0.00	1.18	0.00	0.00	0.00	3.00	30.00	2.67	2.67	2.00	2.33	2.67	5.00	16.00	2.00	14.67	4.67	0.00	6.00	147.84
42	42	42	Haines Borough	Haines High School Locker Room Renovation	27.00	23.00	0.00	10.00	0.00	1.55	0.00	0.00	0.00	5.00	25.00	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
43	43	43	Chatham	Fire Alarm Upgrades, 3 Sites	27.00	30.00	0.00	10.00	0.00	1.34	0.00	0.00	0.00	0.00	25.00	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
44	44	44	Denali Borough	Generator Replacement, 3 Schools	27.00	27.09	0.00	10.00	0.00	4.19	0.00	0.00	0.00	10.00	25.00	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
45	45	45	Mat-Su Borough	Big Lake Elementary School Water System Replacement Ph 2	27.00	29.59	0.00	25.00	0.00	2.35	0.00	0.00	0.00	10.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	11.95	2.67	17.00	1.00	0.00	2.33	143.89
46	46	46	Kodiak Island Borouç	Chiniak K-12 School Water Treatment Code Compliance and Upgrade	27.00	30.00	0.00	10.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	16.00	0.00	13.33	1.00	0.00	2.67	143.17
47	47	47	Lower Yukon	Scammon Bay K-12 School Emergency Lighting and Retrofit	21.00	2.00	0.00	25.00	0.00	2.11	0.00	0.00	0.00	5.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	3.02	1.33	28.67	10.33	0.00	7.33	143.13
48	48	48	Kuspuk	Jack Egnaty Sr K-12 School Roof Replacement, Sleetmute	30.00	28.25	0.00	0.00	0.00	1.93	0.00	0.00	0.00	0.00	25.00	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

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49	49	49	Sitka Borough	Keet Gooshi Heen Elementary Covered PE Structure Renovation	30.00	12.50	0.00	10.00	0.00	1.31	0.00	0.00	0.00	10.00	25.00	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
50	50	50	Haines Borough	Haines High School Roof Replacement	30.00	30.00	0.00	0.00	0.00	1.55	0.00	0.00	0.00	0.00	25.00	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
51	51	51	Yupiit	Tuluksak K-12 School Fuel Tank Replacement	18.00	30.00	0.00	10.00	0.00	1.94	0.00	0.00	0.00	8.00	25.00	2.33	2.33	2.00	2.00	2.33	6.00	7.67	0.00	14.00	2.00	0.00	7.67	141.27
52	52	52	Southwest Region	William "Sonny" Nelson K-12 School Renovation, Ekwok	27.00	28.25	0.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	25.00	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
53	53	53	Fairbanks Borough	Ben Eielson Jr/Sr High School Roof Replacement	24.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	7.88	0.00	14.33	7.00	0.00	5.00	139.59
54	54	54	Nome City	Nome Beltz Jr/Sr High School Generator Replacement	21.00	30.00	0.00	10.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	0.00	27.00	0.00	14.33	0.00	0.00	5.00	139.58
55	55	55	Lower Yukon	LYSD Central Office Renovation	12.00	26.19	0.00	0.00	0.00	2.11	0.00	0.00	0.00	0.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	35.85	0.67	14.33	5.00	0.00	6.00	139.48
56	56	56	Valdez City	Valdez High School Window Replacement	24.00	30.00	0.00	10.00	0.00	1.62	0.00	0.00	0.00	3.00	20.00	2.67	3.00	3.00	3.00	3.00	0.00	12.00	0.33	15.33	3.00	0.00	5.33	139.29
57	57	57	Fairbanks Borough	Lathrop High School Roof Replacement	27.00	17.75	0.00	10.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	7.70	0.00	17.00	0.00	0.00	5.33	136.15
58	58	58	Fairbanks Borough	Woodriver Elementary School Roof Replacement	21.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	6.61	0.00	14.67	7.00	0.00	5.00	135.64
59	59	59	Fairbanks Borough	North Pole Middle School Exterior Upgrades	9.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	24.00	0.00	13.67	2.33	0.00	4.33	134.70
60	60	60	Yupiit	Gym Floor Replacement, 3 Schools	27.00	2.19	0.00	20.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	0.00	4.00	0.00	22.00	0.67	0.00	12.67	133.50
61	61	61	Nenana City	Nenana K-12 School Fire Suppression System Replacement	24.00	26.27	0.00	0.00	0.00	2.97	0.00	0.00	0.00	0.00	30.00	3.67	3.00	2.67	2.00	3.67	10.00	2.00	0.00	14.00	1.67	0.00	6.33	132.24
62	62	62	Lower Kuskokwim	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	15.00	10.00	0.00	10.00	0.00	3.20	0.00	0.00	0.00	10.00	30.00	2.67	2.33	2.67	2.33	3.00	0.00	17.48	1.67	14.33	2.33	0.00	5.00	132.01
63	63	63	Juneau Borough	Dzantik'i Heeni Middle School Roof	27.00	8.00	0.00	10.00	0.00	2.44	0.00	0.00	0.00	10.00	25.00	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
64	64	64	Copper River	Glennallen and Kenny Lake Schools	27.00	10.75	0.00	10.00	0.00	1.40	0.00	0.00	0.00	8.00	25.00	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
65	65	65	Anchorage	Roof And Gutter Improvements, 3 Schools	0.00	6.75	0.00	20.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	8.00	0.00	25.33	2.33	0.00	4.33	129.87
66	66	66	Kake City	Kake High School Gym Floor and Bleacher Replacement	21.00	30.00	0.00	0.00	0.00	1.63	0.00	0.00	0.00	0.00	30.00	2.67	3.67	3.00	3.33	3.00	0.00	10.46	0.00	13.33	0.67	0.00	7.00	129.76
67	67	67	Southwest Region	Twin Hills K-12 School Renovation	30.00	30.00	0.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	25.00	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
68	68	68	Valdez City	Valdez High and Hermon Hutchens Elementary Schools Generator Replacement	27.00	29.99	0.00	10.00	0.00	1.62	0.00	0.00	0.00	5.00	20.00	2.67	3.00	3.00	3.00	3.00	0.00	4.00	0.00	11.67	1.00	0.00	4.33	129.28
69	69	69	Saint Marys City	St. Mary's Campus Renewal and Repairs	30.00	30.00	0.00	10.00	0.00	1.29	0.00	0.00	0.00	0.00	25.00	3.00	2.33	3.67	3.00	3.33	0.00	0.00	0.33	12.33	1.00	0.00	3.67	128.96
70	70	70	Anchorage	Muldoon Elementary School Partial Roof Replacement	0.00	4.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	8.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	8.00	0.00	24.67	2.67	0.00	6.00	128.67
71	71	71	Southwest Region	Aleknagik K-12 School Renovation	24.00	23.00	0.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	25.00	3.00	2.33	2.67	2.67	2.00	0.00	18.18	0.00	12.33	5.33	0.00	5.33	127.71
72	72	72	Kake City	Exterior Upgrades - Main School Facilities	24.00	26.74	0.00	0.00	0.00	1.64	0.00	0.00	0.00	0.00	25.00	3.00	3.67	3.00	3.33	3.33	0.00	8.43	0.00	14.00	2.67	0.00	8.33	127.14
73	73	73	Iditarod Area	David-Louis Memorial K-12 School Roof Replacement, Grayling	27.00	16.00	0.00	10.00	0.00	2.53	0.00	0.00	0.00	0.00	25.00	2.00	2.00	2.33	2.33	2.33	0.00	10.95	0.00	13.33	3.33	0.00	7.67	126.81

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74	74	74	Nome City	Nome Elementary School Fire Alarm Replacement	27.00	16.00	0.00	20.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	6.67	6.00	0.67	13.67	0.00	0.00	4.33	126.58
75	75	75	Kake City	Kake High School Plumbing Replacement	27.00	30.00	0.00	0.00	0.00	1.63	0.00	0.00	0.00	0.00	30.00	2.67	3.67	3.00	3.33	3.00	0.00	0.00	0.33	14.00	1.00	0.00	5.67	125.30
76	76	76	Lower Yukon	Scammon Bay K-12 School Siding Replacement	15.00	1.50	0.00	25.00	0.00	2.20	0.00	0.00	0.00	8.00	25.00	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
77	77	77	Copper River	Glennallen Voc-Ed Facility Renovation	24.00	6.94	0.00	10.00	0.00	1.40	0.00	0.00	0.00	10.00	25.00	3.67	3.33	3.33	3.00	3.67	0.00	6.08	0.00	14.33	3.33	0.00	6.67	124.75
78	78	78	Anchorage	Bartlett High School Intercom	0.00	30.00	0.00	10.00	0.00	4.78	0.00	0.00	0.00	0.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	8.00	0.00	15.00	2.00	0.00	2.33	122.45
79	79	79	Southeast Island	Thorne Bay K-12 School Fire Suppression System	30.00	11.42	0.00	10.00	0.00	3.01	0.00	0.00	0.00	8.00	5.00	2.00	2.67	2.00	2.33	2.67	9.33	5.00	0.00	14.33	4.00	0.00	9.00	120.77
80	80	80	Kodiak Island Borouç	East Elementary School Special Electrical and Security	18.00	30.00	0.00	10.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	1.06	1.00	14.33	0.00	0.00	1.67	119.23
81	81	81	Anchorage	Spring Hill Elementary School Intercom/Clocks	0.00	17.75	0.00	10.00	0.00	5.00	0.00	0.00	0.00	0.00	25.00	4.33	4.00	4.00	3.00	4.67	0.00	8.00	1.33	22.67	3.33	0.00	6.00	119.08
82	82	82	Fairbanks Borough	Tanana Middle School Exterior	12.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	2.35	0.00	13.67	4.00	0.00	5.00	118.39
83	83	83	Lower Yukon	Ignatius Beans K-12 School Marine Header Pipeline, Mountain Village	18.00	7.36	0.00	20.00	0.00	2.11	0.00	0.00	0.00	8.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	2.00	0.00	13.67	0.00	0.00	6.33	114.80
84	84	84	Kenai Peninsula Bor	Seward Middle School Exterior Repair	27.00	2.00	0.00	10.00	0.00	3.08	0.00	0.00	0.00	8.00	25.00	3.67	3.33	4.33	3.00	3.67	0.00	6.00	0.33	11.67	1.00	0.00	2.33	114.41
85	85	85	Kodiak Island Borouç	North Star Elementary School Siding Replacement	24.00	9.50	0.00	10.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	12.00	0.00	14.33	0.00	0.00	1.33	114.33
86	86	86	Southeast Island	Thorne Bay K-12 School Flooring Replacement	15.00	11.42	0.00	25.00	0.00	3.01	0.00	0.00	0.00	0.00	5.00	2.00	2.67	2.00	2.33	2.67	0.00	4.00	0.33	28.67	2.33	0.00	7.67	114.10
87	87	87	Anchorage	Fire Lake Elementary School Roof Replacement	0.00	17.75	0.00	10.00	0.00	5.00	0.00	0.00	0.00	0.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	3.00	0.00	26.67	0.00	0.00	5.33	113.08
88	88	88	Fairbanks Borough	Arctic Light Elementary School Lighting and Energy Upgrades	18.00	9.50	0.00	0.00	0.00	3.70	0.00	0.00	0.00	5.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	2.00	0.00	7.33	12.33	0.00	4.33	109.87
89	89	89	Fairbanks Borough	Two Rivers Elementary School Flooring and Restroom Renovation	15.00	24.36	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	1.98	0.00	14.00	0.00	0.00	3.00	109.71
90	90	90	Southeast Island	Thorne Bay K-12 School Mechanical Control Upgrades	24.00	11.42	0.00	10.00	0.00	3.01	0.00	0.00	0.00	8.00	5.00	2.00	2.67	2.00	2.33	2.67	1.67	8.00	0.00	14.67	6.67	0.00	5.33	109.43
91	91	91	Mat-Su Borough	Butte and Snowshoe Elementary Schools Water System Replacement	24.00	29.13	0.00	10.00	0.00	2.35	0.00	0.00	0.00	0.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	4.00	2.67	14.67	1.00	0.00	2.33	105.14
92	92	92	Mat-Su Borough	Talkeetna Elementary School Roof Replacement	21.00	21.20	0.00	10.00	0.00	2.35	0.00	0.00	0.00	8.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	6.00	3.33	14.00	2.00	0.00	1.67	104.55
93	93	93	Mat-Su Borough	Colony and Wasilla Middle Schools Roof Replacement	18.00	20.90	0.00	10.00	0.00	2.35	0.00	0.00	0.00	8.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	6.00	1.67	13.67	2.00	0.00	1.67	99.25
94	94	94	Southeast Island	Port Alexander K-12 School Domestic Water Pipe Replacement	12.00	22.88	0.00	0.00	0.00	3.01	0.00	0.00	0.00	3.00	5.00	2.00	2.67	2.00	2.33	2.67	5.33	6.98	0.00	13.00	2.67	0.00	6.00	91.54
95	95	95	Mat-Su Borough	Windows and Lighting Upgrades, 3	15.00	30.00	0.00	0.00	0.00	2.35	0.00	0.00	0.00	0.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	13.50	0.00	10.67	3.00	0.00	2.00	91.52
96	96	96	Yupiit	Mechanical System Improvements, 3 Schools	24.00	2.19	0.00	0.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	0.00	3.00	0.33	11.33	2.33	0.00	3.33	91.50
97	97	97	Yupiit	Akiachak K-12 School Window	21.00	2.19	0.00	0.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	0.00	0.00	0.00	12.33	1.33	0.00	8.33	90.17
98	98	98	Lower Yukon	Kotlik and Pilot Station K-12 Schools	3.00	3.00	0.00	10.00	0.00	2.20	0.00	0.00	0.00	5.00	25.00	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
99	99	99	Lower Yukon	Sheldon Point K-12 School Exterior Repairs, Nunam Iqua	9.00	0.00	0.00	0.00	0.00	2.20	0.00	0.00	0.00	5.00	25.00	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

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
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Total Points - Formula Driven and Evaluative
Final List

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100	100	100	Southeast Island	Thorne Bay K-12 School Underground Storage Tank Replacement	21.00	11.42	0.00	10.00	0.00	3.01	0.00	0.00	0.00	0.00	5.00	2.00	2.67	2.00	2.33	2.67	0.00	2.00	0.00	14.67	0.00	0.00	4.67	83.43
101	101	101	Southeast Island	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	18.00	11.66	0.00	0.00	0.00	3.01	0.00	0.00	0.00	0.00	5.00	2.00	2.67	2.00	2.33	2.67	0.00	6.00	0.67	13.67	2.00	0.00	5.33	77.00
102	102	102	Lower Yukon	Security Access Upgrades, 6 Sites	6.00	1.93	0.00	0.00	0.00	2.11	0.00	0.00	0.00	0.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	0.00	0.00	12.33	2.33	0.00	4.33	66.37

Alaska Department of Education and Early Development
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Aleutians East Bo	25	25	24	M	Sand Point K-12 School Pool Major Maintenance	30.00	22.07	0.00	25.00	0.00	1.52	0.00	0.00	0.00	0.00	30.00	2.67	3.00	2.00	2.67	2.33	0.00	4.00	0.33	29.00	7.67	0.00	6.67	168.92
Anchorage	5	5	5	C	Gruening Middle School Accessibility Upgrades	30.00	19.50	0.00	25.00	0.00	5.00	0.00	0.00	30.00	10.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	1.75	7.67	25.67	1.33	1.67	4.67	207.58
Anchorage	7	7	7	C	East High School Bus Driveway Improvements	21.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	10.00	25.00	4.33	3.67	4.00	3.00	4.67	0.00	13.00	0.00	24.33	2.33	1.67	5.00	182.00
Anchorage	5	5	5	M	West High School Roof Replacement	12.00	30.00	0.00	25.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.67	3.67	3.33	5.00	0.00	27.67	1.67	27.00	3.67	0.00	7.33	197.78
Anchorage	8	8	8	M	Birchwood Elementary School Roof Replacement	9.00	30.00	0.00	25.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	19.46	2.00	26.33	3.67	0.00	6.67	185.24
Anchorage	10	10	10	M	Service High School Health and Safety Improvements	0.00	30.00	0.00	25.00	0.00	4.78	0.00	0.00	0.00	5.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	37.51	2.00	24.00	2.33	0.00	3.33	184.29
Anchorage	11	11	11	M	Nunaka Valley Elementary School Roof Replacement	27.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	8.00	25.00	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	13	13	12	M	Northwood Elementary School Partial Roof Replacement	24.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	8.00	25.00	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	14	14	13	M	Inlet View Elementary School Domestic Water System Improvements	18.00	30.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	10.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	15.00	0.00	26.67	0.00	0.00	7.33	182.33
Anchorage	19	19	18	M	Stellar Secondary School Fire Alarm	15.00	30.00	0.00	20.00	0.00	4.78	0.00	0.00	0.00	0.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	18.04	0.67	27.00	4.00	0.00	5.00	174.82
Anchorage	27	27	26	M	Ptarmigan Elementary School Roof Replacement	3.00	21.97	0.00	25.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	14.83	1.67	26.67	3.00	0.00	5.67	164.92
Anchorage	28	28	27	M	Mears Middle School Roof Replacement	6.00	19.50	0.00	25.00	0.00	4.78	0.00	0.00	0.00	3.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	21.59	2.00	24.00	1.67	0.00	5.67	163.54
Anchorage	65	65	65	M	Roof And Gutter Improvements, 3 Schools	0.00	6.75	0.00	20.00	0.00	4.78	0.00	0.00	0.00	8.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	8.00	0.00	25.33	2.33	0.00	4.33	129.87
Anchorage	70	70	70	M	Muldoon Elementary School Partial Roof Replacement	0.00	4.00	0.00	25.00	0.00	5.00	0.00	0.00	0.00	8.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	8.00	0.00	24.67	2.67	0.00	6.00	128.67
Anchorage	78	78	78	M	Bartlett High School Intercom	0.00	30.00	0.00	10.00	0.00	4.78	0.00	0.00	0.00	0.00	30.00	4.00	4.33	3.67	3.33	5.00	0.00	8.00	0.00	15.00	2.00	0.00	2.33	122.45
Anchorage	81	81	81	M	Spring Hill Elementary School Intercom/Clocks	0.00	17.75	0.00	10.00	0.00	5.00	0.00	0.00	0.00	0.00	25.00	4.33	4.00	4.00	3.00	4.67	0.00	8.00	1.33	22.67	3.33	0.00	6.00	119.08
Anchorage	87	87	87	M	Fire Lake Elementary School Roof	0.00	17.75	0.00	10.00	0.00	5.00	0.00	0.00	0.00	0.00	25.00	4.33	4.00	4.00	3.00	5.00	0.00	3.00	0.00	26.67	0.00	0.00	5.33	113.08
Bristol Bay Borou	38	38	38	M	Bristol Bay Elementary School And Gym	30.00	17.12	0.00	10.00	0.00	1.20	0.00	0.00	0.00	8.00	25.00	3.00	2.67	2.33	3.67	3.33	0.00	18.00	0.00	15.00	3.33	0.00	6.33	148.99
Chatham	41	41	41	M	Klukwan K-12 School Roof Replacement	30.00	23.00	0.00	0.00	0.00	1.18	0.00	0.00	0.00	3.00	30.00	2.67	2.67	2.00	2.33	2.67	5.00	16.00	2.00	14.67	4.67	0.00	6.00	147.84
Chatham	43	43	43	M	Fire Alarm Upgrades, 3 Sites	27.00	30.00	0.00	10.00	0.00	1.34	0.00	0.00	0.00	0.00	25.00	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	6	6	6	M	Tatitlek K-12 School Renovation	27.00	18.62	0.00	20.00	0.00	1.44	0.00	0.00	0.00	10.00	25.00	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	20	20	19	M	Chenega Bay K-12 School Renovation	30.00	11.59	0.00	20.00	0.00	1.44	0.00	0.00	0.00	10.00	25.00	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	17	17	16	M	District Office Roof Renovation and Energy Upgrade	30.00	30.00	0.00	10.00	0.00	1.40	0.00	0.00	0.00	10.00	25.00	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	64	64	64	M	Glennallen and Kenny Lake Schools Energy Upgrade	27.00	10.75	0.00	10.00	0.00	1.40	0.00	0.00	0.00	8.00	25.00	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	77	77	77	M	Glennallen Voc-Ed Facility Renovation	24.00	6.94	0.00	10.00	0.00	1.40	0.00	0.00	0.00	10.00	25.00	3.67	3.33	3.33	3.00	3.67	0.00	6.08	0.00	14.33	3.33	0.00	6.67	124.75
Craig City	4	4	4	M	Craig Middle School Code and Security Improvements	30.00	26.81	0.00	20.00	0.00	2.38	0.00	0.00	0.00	10.00	25.00	3.00	3.00	2.33	2.00	3.00	0.00	34.91	3.67	20.33	4.00	0.00	7.67	198.09
Denali Borough	7	7	7	M	Anderson K-12 School Partial Roof Replacement	30.00	30.00	0.00	25.00	0.00	3.14	0.00	0.00	0.00	10.00	30.00	3.33	3.67	3.00	3.00	3.33	0.00	6.00	0.00	20.33	6.33	0.00	15.00	192.14
Denali Borough	44	44	44	M	Generator Replacement, 3 Schools	27.00	27.09	0.00	10.00	0.00	4.19	0.00	0.00	0.00	10.00	25.00	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

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Fairbanks Boroug	24	24	23	M	Administrative Center Air Conditioning and Ventilation Replacement	30.00	8.75	0.00	25.00	0.00	3.88	0.00	0.00	0.00	0.00	25.00	4.00	3.67	4.33	3.33	2.67	6.67	4.00	0.00	25.33	8.33	0.00	14.33	169.30
Fairbanks Boroug	53	53	53	M	Ben Eielson Jr/Sr High School Roof Replacement	24.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	7.88	0.00	14.33	7.00	0.00	5.00	139.59
Fairbanks Boroug	57	57	57	M	Lathrop High School Roof Replacement	27.00	17.75	0.00	10.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	7.70	0.00	17.00	0.00	0.00	5.33	136.15
Fairbanks Boroug	58	58	58	M	Woodriver Elementary School Roof	21.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	6.61	0.00	14.67	7.00	0.00	5.00	135.64
Fairbanks Boroug	59	59	59	M	North Pole Middle School Exterior	9.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	24.00	0.00	13.67	2.33	0.00	4.33	134.70
Fairbanks Boroug	82	82	82	M	Tanana Middle School Exterior Upgrades	12.00	30.00	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	2.35	0.00	13.67	4.00	0.00	5.00	118.39
Fairbanks Boroug	88	88	88	M	Arctic Light Elementary School Lighting and Energy Upgrades	18.00	9.50	0.00	0.00	0.00	3.70	0.00	0.00	0.00	5.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	2.00	0.00	7.33	12.33	0.00	4.33	109.87
Fairbanks Boroug	89	89	89	M	Two Rivers Elementary School Flooring and Restroom Renovation	15.00	24.36	0.00	0.00	0.00	3.70	0.00	0.00	0.00	0.00	30.00	4.00	4.33	4.33	1.67	3.33	0.00	1.98	0.00	14.00	0.00	0.00	3.00	109.71
Galena City	2	2	2	M	Galena Interior Learning Academy Composite Building Renovation	30.00	17.75	0.00	25.00	0.00	4.87	0.00	0.00	0.00	10.00	25.00	3.33	3.33	3.33	3.33	3.67	0.00	29.64	3.33	23.67	9.33	0.00	11.33	206.93
Haines Borough	42	42	42	M	Haines High School Locker Room Renovation	27.00	23.00	0.00	10.00	0.00	1.55	0.00	0.00	0.00	5.00	25.00	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	50	50	50	M	Haines High School Roof Replacement	30.00	30.00	0.00	0.00	0.00	1.55	0.00	0.00	0.00	0.00	25.00	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	8	8	8	C	Hoonah School Playground Improvements	27.00	30.00	0.00	25.00	0.00	1.72	0.00	0.00	0.00	0.00	30.00	3.00	3.67	3.00	2.33	2.00	0.00	6.34	2.00	29.00	0.00	1.67	8.33	175.06
Hoonah City	32	32	32	M	Hoonah Central Boiler Replacement	30.00	30.00	0.00	10.00	0.00	1.72	0.00	0.00	0.00	8.00	30.00	3.00	3.67	3.00	2.33	2.00	0.00	0.00	0.00	13.67	7.67	0.00	9.67	154.72
Iditarod Area	9	9	9	M	David-Louis Memorial K-12 School HVAC Control Upgrades, Grayling	30.00	16.00	0.00	25.00	0.00	2.53	0.00	0.00	0.00	8.00	25.00	2.00	2.00	2.33	2.33	2.33	5.00	20.71	0.00	28.00	5.67	0.00	7.67	184.58
Iditarod Area	37	37	37	M	Blackwell K-12 School HVAC Control Upgrades, Anvik	24.00	30.00	0.00	10.00	0.00	2.53	0.00	0.00	0.00	8.00	25.00	2.00	2.00	2.33	2.33	2.33	0.00	15.00	2.33	13.67	2.67	0.00	6.00	150.20
Iditarod Area	73	73	73	M	David-Louis Memorial K-12 School Roof Replacement, Grayling	27.00	16.00	0.00	10.00	0.00	2.53	0.00	0.00	0.00	0.00	25.00	2.00	2.00	2.33	2.33	2.33	0.00	10.95	0.00	13.33	3.33	0.00	7.67	126.81
Juneau Borough	16	16	15	M	Sayéik: Gastineau Community School Partial Roof Replacement	30.00	30.00	0.00	25.00	0.00	2.44	0.00	0.00	0.00	5.00	25.00	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 Borough	63	63	63	M	Dzantik'i Heeni Middle School Roof	27.00	8.00	0.00	10.00	0.00	2.44	0.00	0.00	0.00	10.00	25.00	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	3	3	3	M	Kake Schools Heating Upgrades	30.00	29.39	0.00	25.00	0.00	1.63	0.00	0.00	0.00	8.00	30.00	2.67	3.67	3.00	3.33	3.00	0.00	17.33	3.33	28.33	7.00	0.00	10.00	205.69
Kake City	66	66	66	M	Kake High School Gym Floor and Bleacher Replacement	21.00	30.00	0.00	0.00	0.00	1.63	0.00	0.00	0.00	0.00	30.00	2.67	3.67	3.00	3.33	3.00	0.00	10.46	0.00	13.33	0.67	0.00	7.00	129.76
Kake City	72	72	72	M	Exterior Upgrades - Main School Facilities	24.00	26.74	0.00	0.00	0.00	1.64	0.00	0.00	0.00	0.00	25.00	3.00	3.67	3.00	3.33	3.33	0.00	8.43	0.00	14.00	2.67	0.00	8.33	127.14
Kake City	75	75	75	M	Kake High School Plumbing Replacement	27.00	30.00	0.00	0.00	0.00	1.63	0.00	0.00	0.00	0.00	30.00	2.67	3.67	3.00	3.33	3.00	0.00	0.00	0.33	14.00	1.00	0.00	5.67	125.30
Kenai Peninsula E	11	11	11	C	Kenai Middle School Security Remodel	30.00	30.00	0.00	10.00	0.00	3.08	0.00	0.00	0.00	0.00	25.00	3.67	3.33	4.33	3.00	3.67	0.00	1.59	4.33	15.33	0.00	1.33	5.00	143.67
Kenai Peninsula E	84	84	84	M	Seward Middle School Exterior Repair	27.00	2.00	0.00	10.00	0.00	3.08	0.00	0.00	0.00	8.00	25.00	3.67	3.33	4.33	3.00	3.67	0.00	6.00	0.33	11.67	1.00	0.00	2.33	114.41
Ketchikan Boroug	21	21	20	M	Ketchikan High School Security Upgrades	30.00	30.00	0.00	25.00	0.00	4.42	0.00	0.00	0.00	0.00	25.00	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

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Kodiak Island Bor	13	13	13	C	East Elementary School Parking Lot Safety Upgrade and Repaving	21.00	30.00	0.00	0.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	7.00	0.00	12.00	1.67	0.00	2.67	117.50
Kodiak Island Bor	36	36	36	M	Peterson Elementary School Roof Replacement	30.00	30.00	0.00	10.00	0.00	2.83	0.00	0.00	0.00	8.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	7.18	1.33	14.33	2.33	0.00	4.00	150.35
Kodiak Island Bor	46	46	46	M	Chiniak K-12 School Water Treatment Code Compliance and Upgrade	27.00	30.00	0.00	10.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	16.00	0.00	13.33	1.00	0.00	2.67	143.17
Kodiak Island Bor	80	80	80	M	East Elementary School Special Electrical and Security	18.00	30.00	0.00	10.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	1.06	1.00	14.33	0.00	0.00	1.67	119.23
Kodiak Island Bor	85	85	85	M	North Star Elementary School Siding	24.00	9.50	0.00	10.00	0.00	2.83	0.00	0.00	0.00	0.00	25.00	3.00	2.67	3.33	2.67	3.67	0.00	12.00	0.00	14.33	0.00	0.00	1.33	114.33
Kuspuk	48	48	48	M	Jack Egnaty Sr K-12 School Roof Replacement, Sleetmute	30.00	28.25	0.00	0.00	0.00	1.93	0.00	0.00	0.00	0.00	25.00	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	2	2	2	C	Anna Tobeluk Memorial K-12 School Renovation/Addition, Nunapitchuk	27.00	21.95	0.00	10.00	0.00	3.20	30.19	23.79	22.21	10.00	30.00	2.67	2.33	2.67	2.33	3.00	0.00	31.91	19.67	12.67	3.33	3.33	11.67	273.92
Lower Kuskokwim	6	6	6	C	William N. Miller K-12 Memorial School Replacement, Napakiak	30.00	30.00	0.00	0.00	0.00	3.63	0.00	0.00	22.55	0.00	25.00	4.00	3.67	3.33	3.33	3.67	25.00	10.67	0.00	14.67	4.67	3.00	8.33	195.51
Lower Kuskokwim	9	9	9	C	Newtok K-12 School Relocation/Replacement, Mertarvik	24.00	8.86	0.00	0.00	0.00	3.20	4.06	2.44	22.79	0.00	30.00	2.67	2.33	2.67	2.33	3.00	21.33	0.41	6.33	13.00	3.00	4.33	8.00	164.76
Lower Kuskokwim	10	10	10	C	Water Storage and Treatment, Kongiganak	21.00	0.00	0.00	20.00	0.00	3.63	0.00	0.00	0.00	10.00	25.00	4.00	3.67	3.33	3.33	3.67	0.00	17.33	0.00	17.67	3.00	2.00	9.00	146.63
Lower Kuskokwim	12	12	12	C	Bethel Campus Transportation and Drainage Upgrades	9.00	24.30	0.00	10.00	0.00	3.63	0.00	0.00	0.00	10.00	25.00	4.00	3.67	3.33	3.67	3.33	0.00	11.67	0.00	15.67	2.00	3.00	4.33	136.60
Lower Kuskokwim	22	22	21	M	Qugcuun Memorial K-12 School Renovation, Oscarville	6.00	26.93	0.00	10.00	0.00	3.20	0.00	0.00	0.00	10.00	30.00	2.67	2.33	2.67	2.33	3.00	0.00	50.00	1.00	14.00	1.67	0.00	5.33	171.13
Lower Kuskokwim	23	23	22	M	Akula Elitnauvik K-12 School Renovation, Kasigluk-Akula	18.00	23.26	0.00	10.00	0.00	3.20	0.00	0.00	0.00	10.00	30.00	2.67	2.33	2.67	2.33	3.00	1.67	33.77	1.67	15.67	2.67	0.00	8.00	170.89
Lower Kuskokwim	40	40	40	M	Bethel Regional High School Boardwalk Replacement	12.00	30.00	0.00	10.00	0.00	3.63	0.00	0.00	0.00	10.00	25.00	4.00	3.67	3.33	3.33	3.67	1.67	15.58	0.00	14.67	1.67	0.00	6.00	148.21
Lower Kuskokwim	62	62	62	M	Akiuk Memorial K-12 School Renovation, Kasigluk-Akiuk	15.00	10.00	0.00	10.00	0.00	3.20	0.00	0.00	0.00	10.00	30.00	2.67	2.33	2.67	2.33	3.00	0.00	17.48	1.67	14.33	2.33	0.00	5.00	132.01
Lower Yukon	12	12	28	M	Sheldon Point K-12 School Foundation Cooling and Repairs, Nunam Iqua	30.00	0.50	0.00	25.00	0.00	2.11	0.00	0.00	0.00	8.00	25.00	3.00	1.33	3.00	2.33	2.67	11.67	29.00	4.00	27.33	0.33	0.00	7.67	182.94
Lower Yukon	18	18	17	M	Hooper Bay K-12 School Exterior Repairs	24.00	1.00	0.00	25.00	0.00	2.20	0.00	0.00	0.00	8.00	25.00	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	39	39	39	M	Hooper Bay K-12 School Emergency Lighting and Retrofit	27.00	1.50	0.00	25.00	0.00	2.11	0.00	0.00	0.00	5.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	3.02	1.33	28.67	10.67	0.00	7.33	148.97
Lower Yukon	47	47	47	M	Scammon Bay K-12 School Emergency Lighting and Retrofit	21.00	2.00	0.00	25.00	0.00	2.11	0.00	0.00	0.00	5.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	3.02	1.33	28.67	10.33	0.00	7.33	143.13
Lower Yukon	55	55	55	M	LYSD Central Office Renovation	12.00	26.19	0.00	0.00	0.00	2.11	0.00	0.00	0.00	0.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	35.85	0.67	14.33	5.00	0.00	6.00	139.48
Lower Yukon	76	76	76	M	Scammon Bay K-12 School Siding	15.00	1.50	0.00	25.00	0.00	2.20	0.00	0.00	0.00	8.00	25.00	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	83	83	83	M	Ignatius Beans K-12 School Marine Header Pipeline, Mountain Village	18.00	7.36	0.00	20.00	0.00	2.11	0.00	0.00	0.00	8.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	2.00	0.00	13.67	0.00	0.00	6.33	114.80
Lower Yukon	98	98	98	M	Kotlik and Pilot Station K-12 Schools Renewal and Repair	3.00	3.00	0.00	10.00	0.00	2.20	0.00	0.00	0.00	5.00	25.00	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
Lower Yukon	99	99	99	M	Sheldon Point K-12 School Exterior	9.00	0.00	0.00	0.00	0.00	2.20	0.00	0.00	0.00	5.00	25.00	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	102	102	102	M	Security Access Upgrades, 6 Sites	6.00	1.93	0.00	0.00	0.00	2.11	0.00	0.00	0.00	0.00	25.00	3.00	1.33	3.00	2.33	2.67	0.00	0.00	0.00	12.33	2.33	0.00	4.33	66.37

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Mat-Su Borough	4	4	4	C	Houston Middle School Renovation/Addition	30.00	17.75	0.00	0.00	0.00	2.35	3.33	2.00	0.00	8.00	5.00	2.67	2.00	2.33	0.00	3.33	41.00	40.64	36.67	12.67	2.33	2.33	12.67	227.07
Mat-Su Borough	45	45	45	M	Big Lake Elementary School Water System Replacement Ph 2	27.00	29.59	0.00	25.00	0.00	2.35	0.00	0.00	0.00	10.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	11.95	2.67	17.00	1.00	0.00	2.33	143.89
Mat-Su Borough	91	91	91	M	Butte and Snowshoe Elementary Schools Water System Replacement	24.00	29.13	0.00	10.00	0.00	2.35	0.00	0.00	0.00	0.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	4.00	2.67	14.67	1.00	0.00	2.33	105.14
Mat-Su Borough	92	92	92	M	Talkeetna Elementary School Roof Replacement	21.00	21.20	0.00	10.00	0.00	2.35	0.00	0.00	0.00	8.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	6.00	3.33	14.00	2.00	0.00	1.67	104.55
Mat-Su Borough	93	93	93	M	Colony and Wasilla Middle Schools Roof Replacement	18.00	20.90	0.00	10.00	0.00	2.35	0.00	0.00	0.00	8.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	6.00	1.67	13.67	2.00	0.00	1.67	99.25
Mat-Su Borough	95	95	95	M	Windows and Lighting Upgrades, 3 Sites	15.00	30.00	0.00	0.00	0.00	2.35	0.00	0.00	0.00	0.00	5.00	2.67	2.00	2.33	0.00	3.00	0.00	13.50	0.00	10.67	3.00	0.00	2.00	91.52
Nenana City	15	15	14	M	Nenana K-12 School Flooring and	30.00	30.00	0.00	25.00	0.00	2.97	0.00	0.00	0.00	5.00	30.00	3.67	3.00	2.67	2.00	3.67	0.00	7.00	3.00	24.67	2.33	0.00	6.67	181.64
Nenana City	29	29	29	M	Nenana K-12 School Boiler Replacement	27.00	30.00	0.00	20.00	0.00	2.97	0.00	0.00	0.00	3.00	30.00	3.67	3.00	2.67	2.00	3.67	0.00	4.00	0.00	20.00	3.00	0.00	6.33	161.30
Nenana City	61	61	61	M	Nenana K-12 School Fire Suppression System Replacement	24.00	26.27	0.00	0.00	0.00	2.97	0.00	0.00	0.00	0.00	30.00	3.67	3.00	2.67	2.00	3.67	10.00	2.00	0.00	14.00	1.67	0.00	6.33	132.24
Nome City	31	31	31	M	Anvil City Charter School Restroom Renovations	30.00	30.00	0.00	25.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	0.00	0.62	4.33	26.00	2.00	0.00	5.67	155.86
Nome City	35	35	35	M	Nome Schools DDC Control Upgrades	24.00	30.00	0.00	20.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	0.00	3.00	1.33	18.00	18.67	0.00	4.00	151.24
Nome City	54	54	54	M	Nome Beltz Jr/Sr High School Generator Replacement	21.00	30.00	0.00	10.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	0.00	27.00	0.00	14.33	0.00	0.00	5.00	139.58
Nome City	74	74	74	M	Nome Elementary School Fire Alarm	27.00	16.00	0.00	20.00	0.00	1.58	0.00	0.00	0.00	0.00	20.00	2.00	2.33	2.00	1.33	3.00	6.67	6.00	0.67	13.67	0.00	0.00	4.33	126.58
Northwest Arctic E	26	26	25	M	Buckland K-12 School HVAC Renewal and Upgrades	30.00	8.15	0.00	25.00	0.00	2.93	0.00	0.00	0.00	5.00	30.00	2.67	2.33	3.00	1.67	3.33	0.00	10.00	1.00	23.00	10.33	0.00	9.00	167.41
Pribilof Island	1	1	1	M	St. Paul K-12 School Roof Replacement and Structural Repairs	30.00	30.00	0.00	20.00	0.00	2.67	0.00	0.00	0.00	10.00	30.00	3.00	3.33	2.00	2.67	3.00	13.00	42.00	6.00	18.67	2.00	0.00	13.33	231.67
Saint Marys City	69	69	69	M	St. Mary's Campus Renewal and Repairs	30.00	30.00	0.00	10.00	0.00	1.29	0.00	0.00	0.00	0.00	25.00	3.00	2.33	3.67	3.00	3.33	0.00	0.00	0.33	12.33	1.00	0.00	3.67	128.96
Sitka Borough	49	49	49	M	Keet Gooshi Heen Elementary Covered PE Structure Renovation	30.00	12.50	0.00	10.00	0.00	1.31	0.00	0.00	0.00	10.00	25.00	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	1	1	1	C	Hollis K-12 School Replacement	27.00	22.51	30.00	10.00	0.00	3.01	30.68	30.00	22.93	10.00	5.00	2.00	2.67	2.00	2.33	2.67	10.00	15.27	21.33	15.33	4.00	3.00	9.00	280.72
Southeast Island	79	79	79	M	Thorne Bay K-12 School Fire Suppression System	30.00	11.42	0.00	10.00	0.00	3.01	0.00	0.00	0.00	8.00	5.00	2.00	2.67	2.00	2.33	2.67	9.33	5.00	0.00	14.33	4.00	0.00	9.00	120.77
Southeast Island	86	86	86	M	Thorne Bay K-12 School Flooring	15.00	11.42	0.00	25.00	0.00	3.01	0.00	0.00	0.00	0.00	5.00	2.00	2.67	2.00	2.33	2.67	0.00	4.00	0.33	28.67	2.33	0.00	7.67	114.10
Southeast Island	90	90	90	M	Thorne Bay K-12 School Mechanical Control Upgrades	24.00	11.42	0.00	10.00	0.00	3.01	0.00	0.00	0.00	8.00	5.00	2.00	2.67	2.00	2.33	2.67	1.67	8.00	0.00	14.67	6.67	0.00	5.33	109.43
Southeast Island	94	94	94	M	Port Alexander K-12 School Domestic Water Pipe Replacement	12.00	22.88	0.00	0.00	0.00	3.01	0.00	0.00	0.00	3.00	5.00	2.00	2.67	2.00	2.33	2.67	5.33	6.98	0.00	13.00	2.67	0.00	6.00	91.54
Southeast Island	100	100	100	M	Thorne Bay K-12 School Underground Storage Tank Replacement	21.00	11.42	0.00	10.00	0.00	3.01	0.00	0.00	0.00	0.00	5.00	2.00	2.67	2.00	2.33	2.67	0.00	2.00	0.00	14.67	0.00	0.00	4.67	83.43
Southeast Island	101	101	101	M	Port Alexander & Thorne Bay K-12 Schools Roof Replacement	18.00	11.66	0.00	0.00	0.00	3.01	0.00	0.00	0.00	0.00	5.00	2.00	2.67	2.00	2.33	2.67	0.00	6.00	0.67	13.67	2.00	0.00	5.33	77.00
Southwest Regior	52	52	52	M	William "Sonny" Nelson K-12 School Renovation, Ekwok	27.00	28.25	0.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	25.00	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

Alaska Department of Education and Early Development
FY2021 Capital Improvement Projects
School Construction and Major Maintenance by Districts

Total Points - Formula-Driven and Evaluative
Final List

School District	Jan29 Rank	Dec 19 Rank	Nov 5 Rank	MM/ SC	Project Name	School Dist Rank	Weight Avg Age	Prev. 14.11 Fund	Plan and Design	Prior Design Use	Avg Expend Maint	Un-Housed Today	Un-Housed 7 Years	Type of Space	Cond Survey	O&M Rpts	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
Southwest Regior	67	67	67	M	Twin Hills K-12 School Renovation	30.00	30.00	0.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	25.00	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 Regior	71	71	71	M	Aleknagik K-12 School Renovation	24.00	23.00	0.00	0.00	0.00	1.87	0.00	0.00	0.00	0.00	25.00	3.00	2.33	2.67	2.67	2.00	0.00	18.18	0.00	12.33	5.33	0.00	5.33	127.71
Valdez City	34	34	34	M	Valdez High and Hermon Hutchens Elementary Schools Domestic Water Piping Replacement	30.00	30.00	0.00	10.00	0.00	1.62	0.00	0.00	0.00	10.00	20.00	2.67	3.00	3.00	3.00	3.00	5.00	10.00	0.00	14.33	2.33	0.00	6.00	153.96
Valdez City	56	56	56	M	Valdez High School Window Replacement	24.00	30.00	0.00	10.00	0.00	1.62	0.00	0.00	0.00	3.00	20.00	2.67	3.00	3.00	3.00	3.00	0.00	12.00	0.33	15.33	3.00	0.00	5.33	139.29
Valdez City	68	68	68	M	Valdez High and Hermon Hutchens Elementary Schools Generator	27.00	29.99	0.00	10.00	0.00	1.62	0.00	0.00	0.00	5.00	20.00	2.67	3.00	3.00	3.00	3.00	0.00	4.00	0.00	11.67	1.00	0.00	4.33	129.28
Yukon-Koyukuk	3	3	3	C	Minto K-12 School Renovation/Addition	30.00	20.01	0.00	20.00	0.00	3.09	0.00	2.01	24.75	10.00	25.00	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	33	33	33	M	Ella B. Vernetti K-12 School Boiler Replacement, Koyukuk	27.00	17.78	0.00	20.00	0.00	3.09	0.00	0.00	0.00	10.00	25.00	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	14	14	14	C	Playground Construction, 3 Schools	15.00	1.69	0.00	10.00	0.00	1.94	0.00	0.00	0.00	0.00	25.00	2.33	2.33	2.00	2.00	2.33	0.00	12.00	3.33	11.33	0.00	1.67	6.33	99.30
Yupiit	30	30	30	M	Tuluksak K-12 School Generator	30.00	2.50	0.00	25.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	6.33	13.39	0.00	24.00	3.00	0.00	9.67	158.87
Yupiit	51	51	51	M	Tuluksak K-12 School Fuel Tank Replacement	18.00	30.00	0.00	10.00	0.00	1.94	0.00	0.00	0.00	8.00	25.00	2.33	2.33	2.00	2.00	2.33	6.00	7.67	0.00	14.00	2.00	0.00	7.67	141.27
Yupiit	60	60	60	M	Gym Floor Replacement, 3 Schools	27.00	2.19	0.00	20.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	0.00	4.00	0.00	22.00	0.67	0.00	12.67	133.50
Yupiit	96	96	96	M	Mechanical System Improvements, 3 Schools	24.00	2.19	0.00	0.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	0.00	3.00	0.33	11.33	2.33	0.00	3.33	91.50
Yupiit	97	97	97	M	Akiachak K-12 School Window	21.00	2.19	0.00	0.00	0.00	1.65	0.00	0.00	0.00	0.00	30.00	3.33	2.67	2.00	2.67	2.67	0.00	0.00	0.00	12.33	1.33	0.00	8.33	90.17

CIP Grant Requests and Funding History FY11 to FY21

	FY2011	FY2012	FY2013	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021
CIP Grant Requests											
Total Applications	175	158	158	137	121	126	127	131	105	86	120
Percent of Districts Applying	73%	72%	64%	66%	64%	66%	68%	70%	58%	51%	64%
# Projects Reusing Scores	35	45	20	52	23	57	27	67	39	24	40
Major Maintenance	130	117	120	111	102	102	98	107	84	72	102
MM Total $ (*)	$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	$113,787,100	$148,986,253
School Construction	35	32	27	24	17	18	18	15	11	11	14
SC Total $ (*)	$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	$142,797,809
School Construction and Major Maintenance Funding											
Grant Projects Funded	$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)	$42,489,249 (1)	$0
Percent Grant $ Funded	22.8%	14.9%	14.5%	17.5%	9.5%	14.1%	8.6%	17.3%	15.5%	14.0%	0.0%
Percent Applications Funde	6.7%	12.1%	10.9%	11.9%	1.7%	4.2%	3.4%	16.4%	25.3%	3.6%	0.0%
Debt Projects	$90,251,551 (2)	$409,400,183 (2)	$78,525,000 (2)	$138,622,000 (2)	$13,353,394 (2)	$0	$0	$0	$0	$0	$0

Notes:

(*) Total $ is State Share

Grant Projects Funded includes all reappropriated or reallocated funding, including grant funding from prior fiscal years, as of March 26, 2020

(1) Includes AS 14.11.025 grants

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

PM State-of-the-State

Report of DEED Maintenance Assessments and Related Data

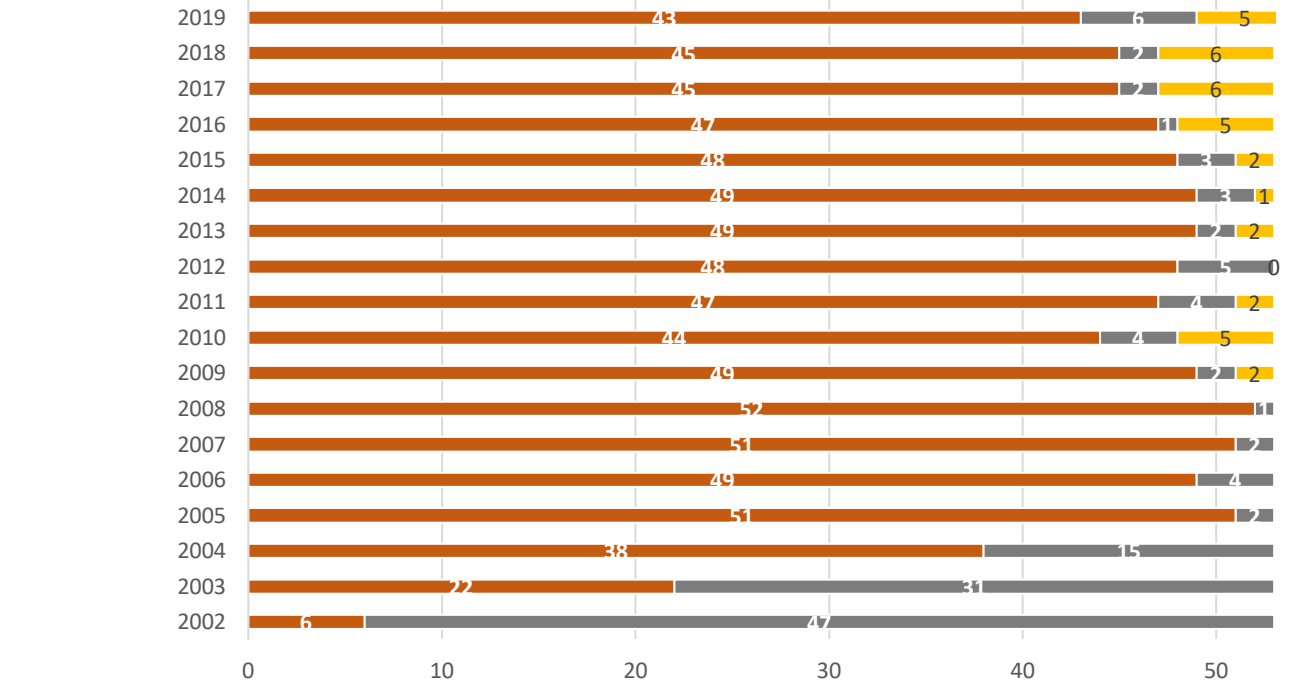
AS OF 8/15/2019

District	Date of Last Visit	Year of Next Visit	Approved FAIS	Maintenance Management	Energy	Custodial	Training	R&R Schedule	Status	Maint. Program	Program Name	CIP Eligible
Alaska Gateway	3/30/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Aleutian Region	7/19/2011	2016	Y	N	Y	Y	Y	Y	5 of 6	W	Dude Solutions	No
Aleutians East	12/17/2014	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Anchorage	1/23/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Annette Island	12/3/2015	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Bering Strait	4/14/2019	2024	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Bristol Bay Borough	1/18/2019	2024	Y	Y	Y [P]	Y	Y	Y	6 of 6	W	MC*	Yes
Chatham	3/6/2017	2022	Y	Y	Y [P]	Y	Y	Y	6 of 6	W	MC*	Yes
Chugach	1/26/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Copper River	3/31/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Cordova	1/13/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Craig City	11/14/2016	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Delta/Greely	3/28/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Denali Borough	3/24/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Dillingham City	2/2/2016	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Fairbanks	3/27/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	Web Help Desk	Yes
Galena	3/22/2018	2023	Y	Y	Y [P]	Y	Y	Y	6 of 6	W	MC*	Yes
Haines	11/17/2015	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Hoonah City	4/17/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Hydaburg City	11/16/2016	2022	Y	N	Y	Y	N	Y	4 of 6	W	MC*	No
Iditarod Area	4/8/2019	2024	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Juneau	11/3/2015	2021	Y	Y	Y	Y	Y	Y	6 of 6	L	TMA	Yes
Kake City	2/4/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Kashunamiut	11/13/2014	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Kenai Peninsula	3/1/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Ketchikan	12/2/2015	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Klawock City	12/19/2016	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Kodiak Island	10/29/2014	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Kuspuk	2/24/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Lake & Peninsula	1/16/2019	2024	Y	Y	N	Y	Y	Y	5 of 6	W	Manager Plus	No
Lower Kuskokwim	3/25/2019	2024	Y	Y [P]	Y [P]	Y	Y [P]	Y	6 of 6	W	Manager Plus	Yes
Lower Yukon	3/20/2019	2024	Y	Y	Y [P]	Y [P]	Y [P]	Y	6 of 6	W	MC*	Yes
Mat-Su Borough	2/3/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Nenana City	3/26/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Nome City	4/28/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
North Slope Borough	5/21/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Northwest Arctic	2/23/2016	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Pelican City	4/9/2018	2023	Y	Y	N	Y	N	Y	4 of 6	W	Dude Solutions	No
Petersburg City	1/7/2016	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Pribilof Island	4/23/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Sitka City Borough	4/24/2017	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Skagway City	9/5/2018	2024	Y	N	N	Y	N	Y	3 of 6	W	Dude Solutions	No
Southeast Island	11/18/2016	2022	Y	Y	Y	Y	Y	Y	6 of 6	W	MPulse	Yes
Southwest Region	2/4/2016	2021	Y [P]	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
St Mary's	3/18/2019	2024	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Tanana City	3/23/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Unalaska City	12/18/2014	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Valdez City	4/18/2018	2023	Y	Y	Y	Y	Y	Y	6 of 6	W	MC	Yes
Wrangell City	1/8/2016	2021	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Yakutat City	1/14/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
Yukon Flats	11/12/2018	2024	Y	N	N	Y	N	Y	3 of 6	W	MC*	No
Yukon-Koyukuk	11/15/2018	2024	Y	Y	Y	Y	Y	Y	6 of 6	W	Dude Solutions	Yes
Yupiit	4/7/2015	2020	Y	Y	Y	Y	Y	Y	6 of 6	W	MC*	Yes
In Compliance			53	49	49	53	49	53	47			47

Legend

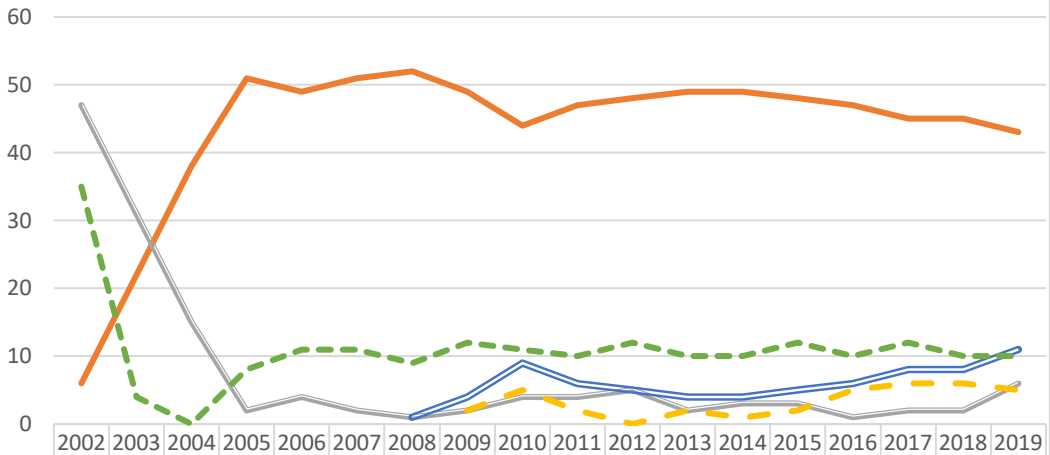
N = Not in compliance
Y = In full compliance
Y [P] = Provisional compliance
FAIS = Fixed Asset Inventory System
W= Web-based Computerized Maintenance Management System
L = Local Area Network (LAN) Computerized Maintenance Management System
* = Use MC (Maintenance Connection) through SERRC Service Contract
Bold - Site visit pending

"Year of Next Visit" dates are subject to change at the department's discretion. School Districts will be notified in a timely manner if scheduled visit dates listed on this report are altered.



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Aug Full Compliant	6	22	38	51	49	51	52	49	44	47	48	49	49	48	47	45	45	43
Aug Non-Compliant	47	31	15	2	4	2	1	2	4	4	5	2	3	3	1	2	2	6
Provisional								2	5	2	0	2	1	2	5	6	6	5

Maintenance & Facility Management
History of District Compliance



	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Aug Full Compliant	6	22	38	51	49	51	52	49	44	47	48	49	49	48	47	45	45	43
Aug Non-Compliant	47	31	15	2	4	2	1	2	4	4	5	2	3	3	1	2	2	6
Provisional								2	5	2	0	2	1	2	5	6	6	5
Non + Provisional							1	4	9	6	5	4	4	5	6	8	8	11
Annual Inspections	35	4	0	8	11	11	9	12	11	10	12	10	10	12	10	12	10	10

SCHOOL CAPITAL PROJECT FUNDING UNDER SB 237

Excerpts from 2020 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	$10,010,000	$62,867,968	$0	$0
FY2018	$7,238,422	$39,771,675	$0*	$0*
FY2019	$0*	$42,527,459*	$15,378,459*	$12,274,841*
FY2020	$0	$20,082,467*	$7,365,723	$0
Totals	**$500,883,648**	**$508,770,457**	**$351,948,224**	**$71,193,387**

TOTAL FUNDING SUMMARY BY PROGRAM

Program	Construction City/Borough	Construction REAA	Maintenance City/Borough	Maintenance REAA
Grant	$72,248,713	$508,770,457	$58,061,217	$71,193,387
Debt	$428,634,935	$0	$293,887,007	$0
Totals	**$500,883,648**	**$508,770,457**	**$351,948,224**	**$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
FY2012 Grant	$0	$61,910,901*	$4,101,741	$21,752,950
FY2012 Debt	$317,164,997	$0	$83,205,000	$0
FY2013 Grant	$0	$60,973,515	$1,966,492	$16,012,693
FY2013 Debt	$67,875,000	$0	$10,650,000	$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	$10,010,000	$62,867,968	$0	$0
FY2017 Debt	$0	$0	$0	$0
FY2018 Grant	$7,238,422	$39,771,675	$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
FY2020 Grant	$0	$20,082,467*	$7,365,723	$0
FY2020 Debt	$0	$0	$0	$0
Totals	**$500,883,648**	**$508,770,457**	**$351,948,224**	**$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.*

Regional Education Attendance Area & Small Municipality Grant Fund (FU 1222) Balance - DRAFT

prepared by Finance & Support Services / Facilities as of **24-Mar-2020**

Deposits	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**	**FY2020**	***Projected FY2021***	**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	19,694,500	*18,369,500*	332,477,878
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	19,694,500	18,369,500	333,347,406

REAA-funded Capital Project Funded Projects	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**	**FY2020**	***Projected FY2021***	**Total**
Nightmute School Renovation/Addition	-	32,965,301	-	-	-	-	-	-	-	32,965,301
Kuinerramiut Elitnaurviate K-12 Renovation/Addition, Quinhagak	-	13,207,081	-	-	-	-	-	(5,041,059)	-	8,166,022
Kwethluk K-12 Replacement School	-	25,008,100	31,516,900	-	-	-	-	(10,000,000)	-	46,525,000
St. Mary's Andreafski High School Gym Construction	-	-	8,958,100	-	-	-	-	-	-	8,958,100
[see FU1080] 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 (1st MM project under HB 212)	-	-	-	-	-	-	3,449,928	-	-	3,449,928
Hollis K-12 School Replacement	-	-	-	-	-	-	-	672,793	*9,447,473*	10,120,266
Subtotal Fund Activity	-	71,180,482	40,475,000	-	62,867,968	39,771,675	45,977,387	20,082,467	9,447,473	289,802,452
Lapsing or Reapprop'd Funds	-	-	-	-	-	-	-	(15,041,059)	-	(15,041,059)
Funded Projects	-	71,180,482	40,475,000	-	62,867,968	39,771,675	45,977,387	35,123,526	9,447,473	304,843,511
Reconciliation of Available REAA Funds:	**35,630,506**	**18,166**	**(152,576)**	**38,636,424**	**6,998,456**	**7,866,781**	**1,550,394**	**1,162,427**	**10,084,454**	

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

Guide for School Facility Condition Surveys

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

April 15, 2020

Issue

The department seeks committee approval to send out the draft *Guide for School Facility Condition Surveys* for public comment.

Background

Publication was last updated in 1997. Current edition is not available on the departments website due to accessibility pending a new version.

Summary of Proposed Changes

This proposed publication is a major update of the prior publication. The department has prepared this update to the publication based on input from the committee and based on department review of condition surveys submitted for project approval and scoring during the CIP application process. Key revisions/additions to the publication address the following:

- Refocuses the document from presenting primarily a tool to one that identifies department standards and policy regarding condition surveys;
- Coordinates with the CIP application with respect to required uses; and
- Offers a recommended structure and content for a narrative style report.

Version Summary & BRGR Review

Position papers were presented to the committee at the August 2019 and December 2019 meetings

BRGR Input and Discussion Items

Options

Approve draft publication for public comment.
Amend draft publication and approve for 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 *Guide for School Facility Condition Surveys* and recommend the department open a period of public comment."

Guide for School Facility Condition Surveys

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ACKNOWLEDGEMENTS

Thanks to the Bond Reimbursement and Grant Review Committee members who reviewed the original publication in its draft form and a special thank-you to Harley Hightower for his contribution of the original format and his creation of the specific building system checklists.

Originally published in a limited quantity in June, 1995 by the State of Alaska, Department of Education as *Educational Facility Condition Survey*. Updated in 1997 as the *Guide for School Facility Condition Surveys.*

Table of Contents

The Condition Survey

Background

Immediately after being constructed and put into use, school facilities begin to age. Their moving parts begin to wear. Their more static elements are impacted by loads and stresses, by environmental conditions, and by building users. In order to mitigate this degradation, facility owners implement maintenance and custodial measures. Eventually, inevitably, replacement or renewal becomes necessary. Capital renewal schedules can form the basis for identifying and forecasting this work, but they lack detail regarding specific conditions. The move from capital planning to capital projects—from general data on renewal schedules to actual assessments of conditions on site—is the realm of the condition survey.

A properly performed condition assessment is the initial step for any well-defined capital improvement project. The assessment can be expansive in scope to include an entire facility and all of its systems (i.e. civil, structural, architectural, mechanical, electrical, and hazardous-materials) or small and specifically directed (e.g., assessing the heating plant portion of the HVAC system). Department of Education & Early Development (DEED) documents describe the ends of these ranges with the nomenclature "Facility Condition Surveys" and" Component Condition Surveys".

Regardless of the scope of a condition assessment, which is determined by the targeted needs of a capital renewal program, the facility/component survey is a comprehensive product that informs and supports the project. It documents the conditions justifying the project and should include the following elements based on need:

- A basic description of existing systems including the components making up the system, their function, and their age;
- The current condition of the system(s) based on function/operation, visual observation/ inspection, and testing;
- A listing of the code deficiencies found, with citations;
- Recommendations for corrective action related to all deficiencies described;
- Costs associated with each deficiency's corrective action; and
- Supporting data such as cost/benefit analyses and life cycle cost analyses, special inspections, engineering calculations, photographs, and drawings related to any of the prior elements.

Depending on the scope and complexity of the condition survey, and its intended audience, it is also common to provide executive summaries, tabulations, and other organizational elements as part of the overall product.

The Survey

The condition survey process has three basic elements: pre-inspection review, on-site condition assessment, and report preparation.

Pre-Inspection

Best practices in the pre-inspection phase include reviewing available record documents (e.g., building information models (BIM), drawings, and operations and maintenance manuals) for an understanding of the existing systems, gathering available maintenance and operations data such as work order histories, and completing a code review. One objective of the code review is to ground the survey in the realities of the codes in force at the time of construction. Code awareness helps inform the on-site assessment and report phases—especially when differentiating between code deficiencies and code upgrades. The pre-inspection phase is also the time when various logistical elements are considered and planned. When conducting facility condition surveys with a broad scope, many logistical elements are integrated with the consultant solicitation, proposal, and award process.

On-site Condition Assessment

Particulars of the on-site condition assessment phase are driven by the scope of the condition survey. For facility condition surveys it is anticipated that the on-site condition assessment will be accomplished by a team of professionals with the necessary expertise to inspect the various building systems being included. A common team makeup would include an architect as the team lead with representation from civil, structural, mechanical, and electrical engineering disciplines. One challenge for design professionals is suitable equipment and tools for accessing areas of the facility or to accomplish testing, whether non-destructive or destructive. Often, the most robust condition assessments include an appropriate collaboration of design professionals and tradespersons or owner facilities personnel. The team makeup for a component condition survey could be significantly different from that of a facility condition survey. At this scale, condition assessment is often handled by tradespersons, contractors, or facilities personnel. Regardless of the team composition and complexity, there are some key procedures that are followed in performing an efficient and effective on-site assessment. These include the use of:

- Inspection Checklists: Inspection checklists can be prepared for each building system in the template. Use of checklist increases both the efficiency and the effectiveness of the on-site assessment and can help guard against inadvertently missing critical components. Appendix B provides some basic sample checklists.
- Condition Rating Scales: The template provided suggests a primarily narrative style report. However, this does not mean that indexing conditions should not occur. A solid best-practice is to develop a simple, well-crafted rating scale for the conditions observed. Generally, a 5 point numeric rating scale is sufficient to differentiate between various conditions. Appendix B provides an example of typical rating scale.
- Recording and Testing Equipment: Essential equipment to enhance the recording of conditions beyond the checklists and rating scales include a digital camera and measuring devices. For the latter, each building system establishes its own needs. In addition, the scope and complexity of the survey help determine the need for specific test equipment. Appendix B provides a list of typical test equipment and each of their uses.
- Personal Protective Equipment (PPE): Safety is the procedure; PPE is the means to that end. Condition assessments can be hazardous. They often involve accessing areas of

facilities and infrastructure that are not meant to be inhabited or exposed—even temporarily. On-site assessments are often required to be conducted in compressed time frames, sometimes resulting in long work hours. In addition to protective equipment, personal care cannot be overlooked. Proper hydration, nutrition, and breaks require conscious preparation and personal awareness. Appendix B provides a list of typical PPE and personal care items.

Report Preparation

After the on-site inspection is complete, a report—the condition survey product—is prepared. Key elements of this document were previously identified in the Background section as: Description of Existing Systems, Current Conditions, Code Deficiencies, Recommendations, and Estimates. The report sections describing the existing systems should draw from the pre-inspection review phase while those documenting current condition and code deficiencies will be based on the on-site assessment phase. Though the data in these three elements form the core of the condition survey report, the usefulness of the report depends on the information found in the recommendations and costing elements. The recommended corrective actions should be able to assist the school district in developing a cost-effective plan for restoration of the facility or component, or to establish the need for replacement. In addition to this content-related structure, it is important for the report as a whole to be organized in relation to the building systems that make up the school facility and its related infrastructure. Utilizing the *DEED Cost Format* or similar or equal building systems structure is highly recommended for all other forms of condition surveys for schools in Alaska. Finally, the survey should assist the district in communicating those needs to the public and government agencies. These stakeholders are often those being asked to provide support for corrective work in the way of funding.

When performing a condition survey, a wide spectrum of conditions will likely be observed. A correspondingly range of recommendations for corrective action will be needed in the report. An important factor to consider when producing condition surveys on school facility projects is a distinction that may be needed between corrective actions that require capital expenditures and those that should be part of normal maintenance and repairs. Both categories should be documented in the report.

DEED Provisions

Because of a condition survey's value in defining a project, the department's *Application for Funding Capital Improvement Project by Grant or State Aid for Debt Reimbursement* incentivizes completion of a survey by assigning points and making it a requirement in order for certain projects to receive points for planning and design.

Under the department's capital improvement project (CIP) application process, a facility condition survey is required for major rehabilitation projects to receive any planning and design points, including Phase 1 - Planning/Concept Design. A condition survey may also be required for other projects if determined to be necessary to adequately support the scope of the proposed work. Instances of this have included projects where capital forecasting tools such as Facility Condition Index or Renewal & Replacement Schedule indicated a scheduled renewal need but no evidence of an on-site assessment was included. Also, project scopes that warrant identification of in-depth

examination of deteriorated systems may require a scope-specific facility or component condition survey. For project scopes that are component or system renovations, a condition survey of the component or system is acceptable. 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, does not meet criteria to be a condition survey if the project's scope warrants additional facility condition survey data. Similarly, a condition statement found in a project scope narrative of a CIP application would not constitute a facility/component condition survey. Always refer to the department's latest application information for the most current instructions in this area.

Life Safety/Code scoring in the CIP application will be assessed based on the severity of the conditions and upon the documentation provided to support the reported severity. Documentation, such as a condition survey, can provide quantitative information to support the building or component condition. The primary purpose of this documentation is to present objective, primary, specific, and verifiable data.

Generally, the department does not have specific guidelines on what entities can perform and produce condition surveys. Portions of the condition survey, such as that information pertaining to building codes and analysis of structural and engineered systems during on-site assessments may need to be completed by an architect, engineer, or specialists with documented expertise in a building system. Surveys of this type can easily surpass the $50,000 threshold where competitive selection is required under DEED regulations. However, it might be possible for a district to complete the on-site investigation work and send the documentation to a corresponding professional to review for code issues. School district personnel, or their municipal counterparts, may also be able to produce in-house facility/component surveys depending on their particular expertise and knowledge.

Another area where special knowledge and skills may be needed is in the preparation of the cost estimate associated with proposed corrective actions. There are a variety of estimating tools available for use in this aspect of the condition survey process. Over the years, an increased level of detail for renovation work has been added to the DEED *Program Demand Cost Model for Alaskan Schools*. This enhances its use for estimating the cost of facility deficiencies in the context of condition surveys. However, this and other similar tools have their limitations, and often there is no substitute for a professional cost estimator.

The Template

Introduction

The condition survey template included in this publication is provided for convenience to establish a baseline recommendation for evaluating the condition of school facility systems and their components. The use of this template is not mandatory. Other forms and documents providing this information are acceptable.

Template Structure

This condition survey template is designed to provide a basic, consistent structure to all phases of the condition survey process, and to all levels of condition survey scope. It accomplishes this by using a building system structure, and establishing within that structure a minimum level of detail. For the template provided in this publication, a building system structure conforming to the *DEED Cost Format* is used. When using the template, the first task is to norm the included sections to the scope of the survey. A full-scope facility condition survey would utilize every first-tier element and all applicable sub-elements. The smallest component condition survey could isolate any second-tier sub-element (e.g., Flat Roofs, or Dust Collection System). Within any of these scope elements, the five key process and product elements (description, existing condition, code deficiencies, recommendations, cost estimate) remain standardized. It should be noted that the format of any information presented in the five process elements can vary widely from straight narrative, to bulleted lists, to tables and can include photographs, figures, test results, and other supporting information. To illustrate, an example has been provided of a Mechanical System Condition Survey. While it is possible to embed supporting data within the main condition survey report, placement of supporting data, such as inspection checklist results, in respective appendices can also be helpful in organizing the report.

While there is great latitude in the means of presenting a condition survey, the building system/component structure should remain in place, as should the process of gathering and reporting the data in the five key elements. A condition survey without a description of existing systems or an estimated cost of recommendations would be incomplete.

Template Elements

Cover Page. The cover page is not limited to one page and should include: facility name and location, school district, dates of inspections, dates of building constructions and any additions including gross square footages, history of any renovations, and the survey team performing the survey. There should also be a discussion of the survey including its scope, purpose of the conditional survey, and some background on the facility. This is also where, if the condition survey is being performed by a non-licensed professional working within their expertise, the qualifications of the person performing the survey are provided.

Regulatory Data: Codes used for evaluating the facilities shall be referenced either in this section or in the relevant component sections. Any code discrepancies noted should be included in each component section and list the code references including title, edition, chapter, section, paragraph, and sub-paragraph. This section may also include code analysis of the facility for allowable area

and fire, life, and safety. Survey, reports, and other documentation such as ADA Surveys, AHERA Surveys, Fire Marshal Inspection Reports, and similar documentation shall be referenced under this section of the survey and attached as an appendix if available. Results of these surveys and studies shall be considered in the recommendations and cost summary.

Site and Infrastructure: This section consists of Site Improvements, Site Structures, Civil/Mechanical Utilities, Site Electrical, and Offsite Work. The subsystems under these categories provide for detailed assessments of general site conditions as well as utilities and equipment that supports athletics and play. The latter portion addresses the civil engineering and utility requirements of the building. Site issues not related to improvements and infrastructure are assessed and reported under Special Construction. Examples would be site drainage and remediation of hazards.

Substructure: This section consists of Standard Foundations & Basements, Slabs on Grade, and Special Foundations. The subsystems under these categories provide for detailed assessments of all types of building foundations and supporting elements such as waterproofing and drainage systems. Many of these systems are below grade or covered with finish materials and can be difficult to assess directly. Best practice in determining conditions in these components is to look for the impacts of compromise or failure in related and connected systems.

Superstructure: This section consists of Floor Structure, Roof Structure, and Stair. The subsystems under these categories provide for detailed assessments of the structural elements of the building; those carrying dead loads and live loads associated with building use. Similarly to Substructure, these systems are often obscured or covered with finish materials and can be difficult to assess directly. Best practice in determining conditions in these components is to look for the impacts of compromise or failure in related and connected systems. The decision on whether or not to include destructive testing in the scope of a condition survey is often tied to the conditions being observed in these ancillary systems.

Exterior Enclosure: This section consists of Exterior Walls and Soffits, Exterior Glazing, Exterior Doors, and Exterior Accessories. The subsystems under these categories provide for detailed assessments of building components that form the building envelope. In complex buildings, the building should be broken down into discrete areas (e.g. wings, etc.) and separate information obtained for each area. In addition, changes in materials or structural systems will require separate assessment in the report.

Roof Systems: This section consists of Pitched Roofs, Flat Roofs, and Roof Accessories. The subsystems under these categories provide for detailed assessments of the components associates with each roofing system including the roofing material, and collection and drainage features. Roof accessory components such as hatches and skylights, and curbs for mechanical equipment are also in this section. Roofs which also serve as walkable/usable decks and components associated with vegetative roofs would be assessed in this section.

Interiors: This section consists of Interior Partitions, Special Partitions, Interior Openings, Interior Finishes, and Specialties. It is intended to capture all interior information and can be

presented in a room-by-room format or on a system component basis. If reviewing room-by-room, it can be helpful to group rooms into basic types based on typical use and systems: 1) general spaces with standard amenities (e.g. classrooms, administrative offices, etc., 2) spaces with additional plumbing elements (e.g. science labs, administrative offices, etc.), 3) individual spaces with special uses (Corridors, Kitchens, Shops, Locker Rooms/Restrooms, Gymnasiums). . This area of the survey could also discuss adequacy of space and reference ADA deficiencies.

Conveying Equipment: This section consists of Passenger Conveyors, and Materials Handling Systems. The subsystems under these categories provide for detailed assessments of elevators, lifts, and building-mounted hoists. These are uncommon in most Alaskan schools and may require assessment by specialists in these types of devices.

Mechanical: This section consists of Plumbing, HVAC, Integrated Automation, and Fire Protection. The subsystems under these categories provide for detailed assessments of the mechanical systems found in various areas of a building, including heating, cooling, and ventilation as well as plumbing piping, plumbing fixtures, building controls, and sprinkler systems. For room-based assessment, a form for Mechanical Rooms to gather significant information on the heating, cooling, and ventilation systems supplying the building's spaces is recommended. As such, information gathered in Interiors will augment the information in this section. However, the basic principle is that Interiors is limited to the visual aspects of the appurtenances of the mechanical systems whereas Mechanical will address the functionality and support for the appurtenance. This section also deals with some specific regulatory data that may not be part of a standard code analysis.

Electrical: This section consists of Service and Distribution, Lighting, Power, Special Electrical, and Other Electrical. The subsystems under these categories provide for detailed assessments of MDPs, transformers, lighting fixtures, lighting controls, distribution panels, power devices, and the host of special electrical systems that make up 21st century schools. This include fire alarms, data and communications, intercoms, and clocks. Power generation and special grounding systems are examples of Other Electrical components. Information gathered in Interiors will augment the information in this section. Again, the basic principle is that Interiors is limited to the visual aspects of the appurtenances of the electrical systems whereas Electrical will address the functionality and support for the appurtenance. This section also deals with some specific regulatory data that may not be part of a standard code analysis.

Equipment and Furnishings: This section consists, unsurprisingly, of Equipment and Furnishings. The subsystems under these categories provide for detailed assessments of career technology, art, athletic, and other built-in school equipment. In the furnishings area, only those furnishings that are affixed to the building would be assessed. Examples would be special entry and walk-off mats, and window coverings.

Special Construction: This section consists of Site Conditions and Special Construction. The subsystems under these categories provide for detailed assessments of site features such as grading, drainage, and site remediation. Special Construction subsystems sometimes associates with

schools include, packaged utility modules (e.g., water treatment, biomass boilers, etc.), swimming pools and greenhouses.

Although the preceding template elements are designed to capture all types of building systems and components, some hybrid systems can be difficult to locate within the recommended structure. These instances can be described and noted in the report's introductory information. There are also some types of inspections and assessments that are unique to a specific law or certification and that touch on several building systems. Examples of these are ADA assessments, Indoor Air Quality testing, and certifications for overall building performance such as LEED. If these specialty surveys are included in the scope of a facility condition survey, there could also be the recommendation would be to include these as an appendix to the report.

Template Element Content

Description of Existing Systems: The description should include all components; for instance, in describing the heating system, the boilers, pumps, piping, valves and all terminal units. It should also discuss the original design intent of the system, any modifications made to the system, and any operational deviations that have made changes to the original design and operation. Age of the individual components will be listed, including whether each is an original or a replacement. Ascertaining the age may require research into original drawings, renovations, and component work orders. There can also be a discussion of the component condition that is observed during the inspection.

Existing Conditions: Documentation of the system should be noted in narrative or bulleted write-ups and should include photographs wherever possible. Photographs should depict overall condition, as well as, any specific issues that will be included in the deficiency section of the report. Deficiencies types can be a failure, near to failure, does not meet the requirements of the facility, or a code issue. When referring to age as a reason for deficiency there are some guidelines; using the term "at the end/near end of its useful life" is not meaningful unless information is provided on the age of the component as well as the minimum expected life for a properly maintained system or component. The description of the deficiency should also describe any operational or maintenance issues, backed up by work orders or comments from operators. Noting whether there were no reported issues is important. For components that have failed or are near failure, the survey should review preventive maintenance schedules and work orders to determine if failure is due to age or lack of proper maintenance. This would also be the place to evaluate deviations from original design intent and the possible benefit of retro- or re-commissioning the system.

Code Deficiencies: If here is a code violation, as mentioned above, a citation of the code must be included.

Recommendations: Upon completion of the condition survey, recommendations shall be provided for all discrepancies and upgrades described. Each recommendation should reference the corresponding item contained in the Condition Survey by section, paragraph, and sub-paragraph designations. Recommendations can be a significant responsibility. Sometimes recommendations are obvious, such as those based on like-for-like replacement. At other times, recommendations can be a challenge. The best recommendations are made under a consideration of available options

and an analysis that supports the option selected. Tools such as life-cycle cost analysis can assist in making well-supported recommendations. The survey team should include discussion of department-approved construction standards and how the standards may affect the design of any deficiencies and corrective actions. Consideration of district construction and building system standards is also appropriate.

Estimates: Cost associated with each discrepancy and upgrade shall be provided. The cost of corrections should be entered in this section and estimating details for each cost should be included in the appendix. Recommendations for developing costs have been covered in the Introduction section and include professional estimates, use of the *DEED Cost Model*, contractor quotes, and vendor quotes. A condition survey submitted without costs associated with each discrepancy is considered incomplete.

Executive Summary

This section could include a general review of the survey findings. It could also include possible project strategies to accomplish the needed repairs, including: suggested bundling of items into distinct projects for efficiency, small capital projects being performed by the district, maintenance and repair work, and possible long range planning for items that may need attention in the future.

Supplements and Appendices

Supplements may be included in an Appendix to the Condition Survey report. Appendices may include subjects such as special inspections, checklists, engineering calculations, photographs, drawings, estimate worksheets, etc. Floor plans, with building area designations, room identification and door numbers used in the survey should be included.

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Example

An example School Condition Survey Mechanical system narrative excerpt is attached on the following pages to show an example of the evaluation and summary forms.

Mechanical Overview

EXAMPLE MECHANICAL NARRATIVE

The site was visited on Friday, August 5th, 2011 to inspect the mechanical systems for the facility. The building was inspected for conformance of the following adopted codes and standards:

2009 International Building Code (IBC)
2009 International Fire Code (IFC)
2009 International Mechanical Code (IMC)
2009 Uniform Plumbing Code (UPC)
2009 International Fuel Gas Code (IFGC)
2006 International Energy Conservation Code (IECC)
2005 Americans with Disabilities Act Guidelines (ADA)
2010 ASHRAE 62.1-2010 Ventilation for Acceptable Indoor Air Quality

Synopsis

The mechanical systems in the school varied in age and condition. The original school was constructed in 1956; there have been numerous renovation and addition projects. Many of the mechanical systems are nearing the end of their useful life expectancy and should be scheduled for replacement. Ventilation to the school is not provided in accordance with ASHRAE 62.1-2010. The following is a summary of recommendations to address mechanical deficiencies in the school:

1. Replace plumbing fixtures and piping throughout the building.
2. Replace heating piping and heating equipment throughout the building.
3. Upgrade boiler system; replace existing boilers with high efficiency condensing boilers. Replace heating pump system with variable speed pumping system.
4. Replace ventilation systems throughout the building.
5. Replace all pneumatic controls with DDC controls.

Plumbing Systems

Description of Existing Systems

Domestic water and sanitary sewer service is provided to the school by the municipal system. The storm drainage system is connected to the municipal system in the road right of way on the east side of the school.

Existing Conditions

The condition of the plumbing piping is fair to poor. The piping varies in age, it is our understanding that only small sections of the original piping have been replaced. Most of the piping has met or exceeded the typical life expectancy of the domestic water piping. The waste piping is buried and was not available for inspection. The underground piping should be flushed and inspected with a camera to review the condition of the piping.

The plumbing fixtures vary in condition from fair to poor. With the exceptions of the fixtures or valves that have been replaced for routine maintenance, the fixtures are from the original construction or additions to the school. The fixtures vary in age from 30 to 50 years old and are at the end of their useful life expectancy. ADA Accessibility is limited to a few restrooms. Additionally, the fixtures are not water conserving fixtures; water usage at the school could be significantly reduced with the replacement of the fixtures.

Code Deficiencies
None.

Recommended Action
Replace plumbing piping and fixtures building wide. Typical life expectancy for plumbing fixtures is 30 years; the fixtures have met or are near the end of their useful life. Install new water conserving plumbing fixtures and provide upgrades for ADA compliance. Some architectural modifications will be required to provide for more ADA compliant bathrooms. Inspect underground plumbing with camera and repair or replace piping as required. Plumbing piping and fixture replacement in the north wing would be the first priority as this is the oldest piping in the building.

Estimate
$32,450 (see Appendix C for Cost Model)

Fire Protection Systems

Description of Existing Systems
The fire protection system is a wet sprinkler system installed during the summer of 2009.

Existing Conditions
The system is in good condition.

Code Deficiencies
None.

Recommendation Action
No fire protection upgrades are recommended at this time. Routine testing and inspections in accordance with NFPA 25 should be performed to ensure reliable operation of the sprinkler system.

Estimate
$500/yr in O&M

Heating Systems

Description of Existing Systems
There are two boiler systems in the school. One boiler system is located in the 1983 addition and serves the gymnasium, kitchen, MPR and 1983 classroom addition. The second boiler system is located in the original 1955 boiler room on the east side of the building near the IMC and serves the areas of the school built in 1956, 1957 and 1960.

The boiler system in the 1983 addition consists of two gas-fired cast iron boilers. The boilers are Burnham PF-505 boilers rated at 786,000 BTU/hr gross output each. The boilers were installed in 1983 during the school addition. The boilers are in fair condition for their age but are nearing the end of their useful life expectancy. The boilers are directly piped to the primary heating system pumps, with a three-way valve on the supply header that operates to temper heating supply water to the building. The piping as configured does not provide for even flow to each boiler and does not provide minimum return water protection or minimum flow to the boilers. The piping configuration can lead to condensation of flue gases due low temperature, and uneven system heating as each boiler receives part of the flow regardless of boiler operation.

The boiler system in the 1955 boiler room consists of two gas-fired cast iron boilers. The boilers are Burnham PF-510 boilers rated at 1,612,000 BTU/hr gross output each. The date of installation for the boilers is not known, they are approximately 25 years old. The boilers are in fair condition for their age but are nearing the end of their useful life expectancy. Boiler circulation pumps were installed on the boilers in 2003 to provide minimum flow through the boilers.

Both of the boiler systems utilize compression tanks for the heating system that do not have external bladders. These tanks have a tendency to become water logged and do not provide as good of expansion compensation as current bladder style tanks.

The hydronic piping in the building consists of steel and copper piping. The distribution piping in the 1956, 1957 and 1960 areas of the school have exceeded their useful life expectancy. The piping in the 1974 and 1983 additions had sings of leakage but appeared to be in fair condition.

Heating for the school is provided by a combination of in-floor heating, cabinet unit ventilators, perimeter fin tube and heating coils in the air handling units. Miscellaneous unit heaters and cabinet unit heaters are located throughout the school to provide heating to utility areas and vestibules.

The piping insulation in the fan rooms has been damaged and should be repaired/replaced.

Code Deficiencies

The heating system equipment and piping is not seismically restrained in accordance with the IBC. Seismic restraint requirements have increased since the installation of the heating system.

Recommended Action

Both of the boiler systems, main system heating pumps and associated piping should be scheduled for replacement. The boilers are nearing the end of their typical life expectancy. The boilers should be scheduled for replacement with high efficiency boilers as they are near the end of their useful life expectancy. The boilers should be consolidated to a single location with only one boiler room and two boilers, to reduce maintenance requirements. Upgrading the boilers to high efficiency condensing boilers with variable speed pumping system would provide significant energy savings over the existing boiler system. Additionally, the existing boiler systems are prone to thermal shock issues, high efficient boilers are designed to operate with low water temperatures eliminating concerns with thermal shock. The heating system pumps, air separator and compression tanks should be replaced with the boilers as they are also near the end of their life expectancy of 30 years.

The heating piping and terminal heating equipment has exceeded its typical life expectancy and should be replaced. The distribution piping and terminal units are approximately 28 to 55 years old.

Seismic restraint for the heating piping and equipment throughout the building should be installed in accordance with the 2009 edition of the IBC. Repair or replace the damaged piping insulation in the fan rooms.

Estimate
$457,950 (see Appendix C for Cost Model)

Ventilation Systems

Description of Existing Systems
Ventilation for the school is provided by air handling units and cabinet unit ventilators. The ventilation systems in the school are not capable of providing the current ASHRAE 62.1-2007 ventilation rates. The classroom and office areas in the 1956, 1957 and 1960 areas are ventilated by a central air handling unit located in a fan room adjacent to the boiler room. The air handling unit is a constant volume, built up unit with mixing box and filters. The air handling unit utilizes the corridor as a return air path which is no longer allowed by the IMC. The unit has exceeded its useful life expectancy and does not meet current building codes.

The classrooms in the 1972 addition are ventilated by cabinet unit ventilators. The ventilators draw fresh outside air in low to the ground. The intakes are subject to blockage from snow, and there is the potential for intake of fumes from vehicles in the parking lots depending on wind direction. The path for the relief/exhaust air for classrooms is through the corridor to central relief air fans. Utilizing the corridor as the relief air path is a code violation. The unit ventilators are in fair to poor condition and have exceed their useful life expectancy.

The multi-purpose room and gymnasium are ventilated by constant volume air handling units. The air handling units that serves the MPR is from the 1974 addition. Two air handling units serve the gym, the units were installed in the 1983 addition. Supply air ductwork is routed above the ceilings to ceiling diffusers in the MPR and gym. The MPR return air is by ceiling return air plenum open to the fan room. The gym return air is ducted back to the two air handling units. The MPR unit has exceeded it useful life expectancy. The gymnasium air handling units are nearing the end of their useful life expectancy and should be scheduled for replacement.

Ventilation for bathrooms is provided by a combination of central and local exhaust fans. The exhaust airflow rates for the bathrooms are below current code requirements. Most of the exhaust fans have met or are exceeding their useful life expectancy.

The kitchen in the elementary school does not have a hood above the convection oven. The kitchen is ventilated by a roof mounted exhaust fan. The kitchen ventilation system does not comply with ventilation codes. The combustion air systems for the boilers are engineered systems with boiler room ventilation fans and relief air/combustion air opening.

The ventilation system equipment and ductwork is not seismically restrained in accordance with the 2009 edition of the IBC. Seismic restraint requirements have increased since the installation of the ventilation systems. The insulation tape on the ductwork insulation in the fan rooms is failing off and should be replaced.

Code Deficiencies

The kitchen in the elementary school does not have a hood above the convection oven. The kitchen is ventilated by a roof mounted exhaust fan. The kitchen ventilation system does not comply with ventilation codes. The combustion air systems for the boilers are engineered systems with boiler room ventilation fans and relief air/combustion air opening.

The ventilation system equipment and ductwork is not seismically restrained in accordance with the 2009 edition of the IBC. Seismic restraint requirements have increased since the installation of the ventilation systems. The insulation tape on the ductwork insulation in the fan rooms is failing off and should be replaced.

Recommendations

Perform a building wide ventilation upgrade to replace ventilation equipment that is at or beyond its useful life expectancy. Install new ventilation equipment to comply with ASHRAE 62.1-2007. Install new Type 2 hood for the kitchen with exhaust fan sized for the equipment served. Install seismic restraint for the ventilation equipment and ductwork in accordance with the 2006 edition of the IBC.

Estimate

$988,950 (see Appendix C for Cost Model)

Appendix A – Condition Survey Template

Facility Overview

School District:	
Facility:	
Inspection Date(s):	

Dates of Construction and Additions

	Date	GSF
Original Construction:		
Addition:		
Addition:		
Addition:		
	Total:	

*Confirm dates and GSF with DEED Facility Database

Renovations and System Replacement

Date	Description (including renovations as part of above additions)

Survey Team

Name	Firm

Notes

Site Improvements Overview

Synopsis

Vehicular Surfaces

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Pedestrian Surfaces

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Elevated Decks, Stairs & Ramps

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Site Walls

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Landscaping & Irrigation

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Fencing and Gates

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Site Furnishing & Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Site Improvements

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Site Structures Overview

Synopsis

Freestanding & Attached Shelters

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Support Buildings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Civil/Mechanical Utilities Overview

Synopsis

Water System

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Sanitary Sewer

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Storm Water

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Fuel Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Heating/Cooling Piping & Utilidors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Site Electrical Overview

Synopsis

Supply & Distribution

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Lighting & Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Communications Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Security Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Offsite Work Overview

Synopsis

Offsite Utilities

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Offsite Work

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Standard Foundations & Basements Overview

Synopsis

Continuous & Column Footings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Foundation Walls & Treatment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Foundation Drainage

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Slab on Grade Overview

Synopsis

Structural & Non-structural Slabs

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Underslab Elements

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Foundations Overview

Synopsis

Piling & Pile Cap

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Caissons

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Grade Beams

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Arctic Foundation Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Special Foundations

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Floor Structure Overview

Synopsis

Lower & Main Floors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Upper Floors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Ramps

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Floors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Roof Structure Overview

Synopsis

Pitched Roofs

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Flat Roofs

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Roofs

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Stairs Overview

Synopsis

Stair Structure

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Stair Railings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Ladders and Steps

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Exterior Walls & Soffits Overview

Synopsis

Exterior Walls

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Fascias & Soffits

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Exterior Glazing Overview

Synopsis

Windows

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Storefronts

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Curtainwalls

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Translucent Panels

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Exterior Doors Overview

Synopsis

Personnel Doors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Doors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Exterior Accessories Overview

Synopsis

Louvers, Screens & Shading Devices

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Balcony Elements

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Exterior Accessories

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Pitched Roof Overview

Synopsis

Pitched Roofing

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Gutters & Downspouts

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Flat Roof Overview

Synopsis

Flat Roofing

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Roof Drains & Piping

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Roof Accessories Overview

Synopsis

Skylights

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Roof Hatches

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Roof Decks, Walls & Railings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Roof Accessories

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Partitions/Soffits Overview

Synopsis

Fixed Partitions

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Soffits & Ceilings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Partitions Overview

Synopsis

Operable Partitions

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Demountable Partitions

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Glazed Partitions

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Railings & Screens

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Interior Openings Overview

Synopsis

Personnel Doors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Doors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Windows & Sidelites

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Interior Finishes Overview

Synopsis

Wall Finishes

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Floor Finishes

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Ceiling Finishes

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Finishes

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Specialties Overview

Synopsis

Interior Specialties

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Casework/Millwork

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Seating

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Window Coverings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Passenger Conveyors Overview

Synopsis

Passenger Elevators

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Lifts & Other Conveyors

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Material Handling Systems Overview

Synopsis

Elevators & Lifts

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Hoists & Cranes

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Plumbing Overview

Synopsis

Plumbing Fixtures

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Plumbing Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Waste & Vent Piping

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Domestic Water Supply

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

HVAC Overview

Synopsis

Heating Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Heating Distribution Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Ventilation Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Ventilation Distribution Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Cooling Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Cooling Distribution Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Heat Recovery System

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Integrated Automation Overview

Synopsis

Control Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Automation

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Fire Protection Overview

Synopsis

Riser & Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Sprinklers & Piping

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Suppression Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Mechanical Systems Overview

Synopsis

Fuel Supply (Gas & Oil)

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Dust Collection Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Compressed Air & Vacuum Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Special Mechanical Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Service & Distribution Overview

Synopsis

Main Distribution Panels & Switchgear

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Panels & Motor Control Centers

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Transformers

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Conduit & Feeders

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Lighting Overview

Synopsis

Light Fixtures

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Lighting Controls

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Conduit & Wiring

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Power Overview

Synopsis

Devices & Connections

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Conduit & Wiring

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Systems Overview

Synopsis

Fire Alarm

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Data & Communications

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Security Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Clock Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Special Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Electrical Systems Overview

Synopsis

Power Generation & Distribution

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Electrical Heating Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Grounding Systems

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Equipment Overview

Synopsis

Food Service & Kitchen Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Athletic Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Career & Technology Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Library Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Theater Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Art Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Loading Dock Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Equipment

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Furnishings Overview

Synopsis

Fixed Furnishings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Mats

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Other Furnishings

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Site Conditions Overview

Synopsis

Grading and Drainage

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Site Remediation

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Special Construction Overview

Synopsis

Packaged Utility Modules

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Swimming Pool

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Greenhouse

Description of Existing Systems

Existing Conditions

Code Deficiencies

Recommendations

Estimates

Appendix B – Samples

Appendix B

[To be developed to include sample checklists, sample rating scale, sample listing of typical test equipment, list of suggested PPE.]

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 14, 2020

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	Michael Spencer, AHFC	Larry Morris, DEED
William Glumac	Gary Eckenweiler, BSSD	Lori Weed, DEED
Randy Williams	Karen Zaccaro, ECI	

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: The group has continued with our focus on recommendations for the ratio of O:EW, Openings to Exterior Wall area prior to working on the other design ratio recommendations. The group presented at a one-hour workshop at the A4LE Alaska Chapter Annual conference December 7, 2019 to involve industry experts for input and review of potential impacts of ratios and recommendations for moving forward. This effort gained new members that have helped provide valuable information on existing schools and reminders of the importance of including daylighting and its benefits to student performance.

   The groups recent effort was to compare the 15%-17% ratio range identified in the model study and in the white paper presented by Larry Morris as the most cost effective for first cost and operational cost against existing school ratios.

   The effort included gathering existing ratios and energy use metrics where available. The information has not yet been completely analyzed yet seems to

support all the previous conclusions. The collection of the data also has been helpful to inform the measurement effort as a "test run" of how to request and receive the measurements from architectural elevation drawings.

The group will continue with this recommendation while also adding language recommended to ensure student access to daylight in the classrooms and areas of the school are not inadvertently sacrificed.

The next step agreed is to consider the combining of the two remaining ratio concepts (V:NSF and V:ES) these are both ratios selected to measure building compactness. This will be a separate task prior to selecting a ratio for both.

Schedule

March/April 2020 - Present recommendations for O:EW ratios.
May 2020 - Begin process of combining compactness ratios (V:NSF and V:ES).
June 2020 - Present status report of combining compactness ratios.
July 2020 - Present recommendations for a compactness ratio.
Aug-Dec 2020 – Optional effort- Develop test method for identified ratio and potential savings, compare 5 existing schools with known heating fuel usage.

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 14, 2020

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
Jim Estes
Dana Menendez, ASD
Tim Mearig, DEED
Sharol Roys, 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 has been completed by HMS. The 18th Edition is much more complete than previous versions, and now provides more flexibility in the variety of projects that can be estimated. Some usability and functionality issues were found after delivery, but have now been resolved. The updated version is available to public online.

   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. Issues found in the latest version illustrate the difficulty in broadening the Cost Model's scope, and will likely take at least one or two more iterations to work out issues needed to complete this task.

   The subcommittee recommended transfer of the committee work plan elements listed below from the subcommittee to the department:

1.1.1	Cost Model As Cost Control Tool		May 18-Dec 20
1.1.1.1.	Analyze, Recommend Cost Model As Cost Control	Dept	Jul 2019

1.1.1.2.	Draft Regulation Language For Cost Control Use	Dept	Jan 2020
1.1.1.3.	Review Draft Reg Language, Recommend To State Board	Committee	Mar 2020
1.1.1.4.	Manage Regulation Development and Implementation	Dept	Dec 2020

Geographic Factors - Subcommittee received and reviewed new geographic factors for the Cost Model. To be shared with the full Committee at September meeting. Department to compare changes made since this was first presented at the December meeting. Does this need further public review?

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: Subcommittee and department staff provided a great deal of input and feedback into development of the 18th Edition. More user feedback is anticipated as this version is put into practice during the FY21 CIP cycle. The department will keep the committee apprised of feedback received. Committee should maintain current roll of reviewing model school element changes proposed in each new edition.

Procedures for Updating the Model School File – Need direction: would the Committee support contracting out review of the model file if funding was available annually? Would the Committee support review of the file by a volunteer organization (e.g. A4LE)? These may not be mutually exclusive.

There appears to be some funding available for initial development and for subsequent update and maintenance of the standards. The subcommittee discussed how a paid consultant might fit into this process. The initial idea would be for DEED staff and the subcommittee/committee to put together the outline of the manual. The consultant would then help to fill in details for specific items as needed based on current practice. The finished product would then be available for public/peer review prior to implementation. Annual or periodic updates would be made as needed based on user feedback and other information. Updates to the Cost Model tool would be made to follow development of the model and standards.

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: A contract was awarded to the McDowell Group to conduct the feasibility study, which was completed and delivered on July 5, 2019. Along with Department staff and BRGR Committee members, a number of people in state and provincial governments in the US and Canada were interviewed as part of the study. These interviews looked not only the implementation, but also the motivation in adopting standards by these different entities. School equity and efficiency/sustainability appear to be at least as much, if not greater factors in developing standards as cost savings for many.

The study provided good information about potential costs for developing and implementing a standard, either by Department staff or by contracting much of the work out to a consultant. The assumption has been made that implementation of a standard would likely result in cost savings due to relatively low cost to develop and update the standard versus the amount spent on school construction and renovation. A tool was developed, along with the report, to aid in putting together a cost benefit analysis.

Subcommittee discussed the need for more review and input by members of the design community in relation to standards that was somewhat lacking in feasibility study. One of the major questions to be addressed is what level of detail is appropriate in the standards? Subcommittee plans to review examples of standards currently in use by other entities to see how detailed they get in various areas, and seek input to try determine what the level of detail should be for Alaska.

In response to the need identified at the previous meeting to determine the appropriate level of detail in any proposed standards, DEED staff provided the subcommittee with several examples of facility design and construction standards from agencies in other locations. In all, the committee looked at six sets of standards including Alberta, Arkansas, Florida, Maine, New Jersey, and New Mexico. Each of these had somewhat different approaches and levels of detail. This ranged from fairly general to quite specific, for example, including specifying minimum pipe sizes. Some provided standard detail drawings for use by the design teams.

After reviewing these, the subcommittee reached the following recommendations:

1. Standards should be at more of a policy level, with greater detail provided as needed in some areas. Examples of added detail might be specifying minimum and/or maximum thicknesses for metal roofing and siding. The goal would be to try to keep the manual to a more manageable size of perhaps 50-100 pages, which would help to make periodic updates of the manual more realistic, and allow the information to be more easily digested by the design teams as they worked on projects. This was more in the vein of the Arkansas and Maine examples.

2. The standards manual should somewhat mirror the layout and organization of a standard project manual, which should make it easier to use and follow during project design. More discussion is needed as to whether the standards manual should be more narrative/bullet point format, or more specification number format.
3. The standards manual might identify "premium inclusions" that would be permitted, but at the district's expense. This might be similar to that found in the Maine example.

Other issues discussed by the subcommittee, but not resolved, include:

- The cost/benefit analysis is not complete. Information required to make use of the tool provided will take more time and effort to gather.
- Not much input from outside A/E professionals to this point.
- Not much discussion of the downsides of their standards, if any, by other entities. What were pitfalls/lessons learned?
- What is the appropriate level of detail for the standards? Some areas possibly more specific or general than others. Are performance based standards more appropriate for some things?
- Can the standard be maintained over time and not become outdated?
- How do standards integrate with other codes adopted by the state and/or municipalities?
- How do the building systems standards integrate with other aspects of the cost effective construction mandate?

Task 3: Review analysis and publish a handbook or regulations as recommended.

Status: The $50k in funding previously discussed for acquiring professional assistance in creating the Model School Standards Manual was recently made available to the Department. The Subcommittee met on March 18th to discuss and review an RFP for professional services for "*development of a DEED School Design & Construction Standards building system template, and for the completion of drafts of four building system standards using the approved template.*" The initial four building systems include exterior closure, interiors, mechanical, and electrical. The standards template is to be based around "*a more narrative format with a focus on simplicity and brevity*" as previously discussed by the subcommittee. An RFP for professional services was issued with proposals due April 7th, and award of the contract targeted for April 10th. The consultant will be able to consult with the Department staff as well as Committee members through the process. The contract work is due to be completed by the end of June. At that point, the template and completed parts of the manual would be available for review by Department staff, BRGR Committee, and the public.

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

March 30, 2020

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

Randall Williams PE, PDC Engineers, Chair
William Glumac
Wayne Marquis, DEED

Industry Partners

Craig Fredeen, Cold Climate Engineering
JaDee Moncur, Support Services of Alaska

Status Update

Development of a tool for identifying schools that are candidates for Re-commissioning (Re-Cx) or Retro-Commissioning (RCx):

- Re-Commissioning: repeating commissioning that was done previously
- Retro-Commissioning: performing commissioning where it was not done before

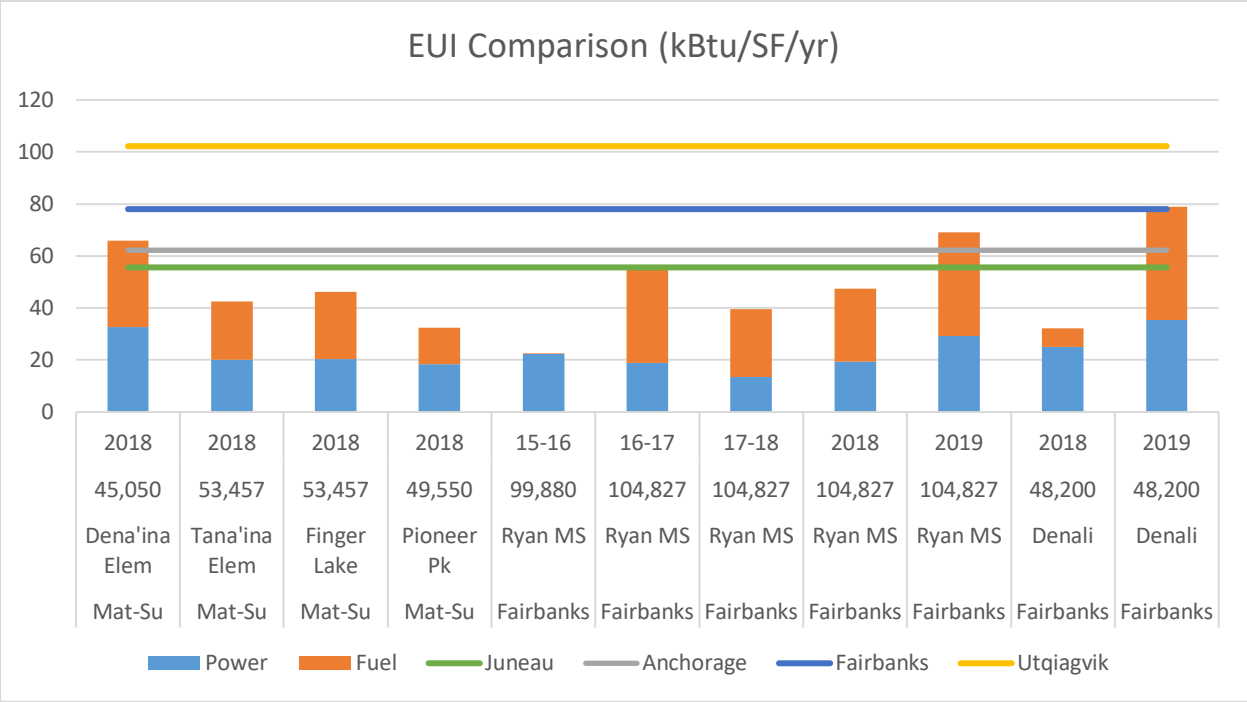
The industry standard metric for evaluating energy performance is the Energy Use Intensity (EUI), reported in annual energy use per square foot (kBtu/SF/year). A large nationwide database of existing facilities (CBECS) is used by EPA EnergyStar in their Portfolio Manager and Target Finder online tools to compare your proposed design, or existing facility actual energy use, to the median use of similar buildings in your physical location. The tools provide targets for designers, and usage tracking for facility operators.

Ideally, each school district facilities department would maintain a portfolio of its buildings, reporting results to DEED. Over time, anomalies in EUI would stand out and could be addressed by RCx. Alternatively, specific projects could identify poorly performing schools and submit their EUI documentation along with their funding application. Reviewers could then verify reported EUI values were above the target value for that specific community.

Below is some recent Alaska data as an example. Note that the "target" values are specific to climate, fuel source, and type of occupancy, as well as details like length of school year and teacher/student ratio. As expected, colder and darker locations have higher median EUI, though

the building size and usage was kept identical in this case. The higher energy use is due to climate and fuel differences.

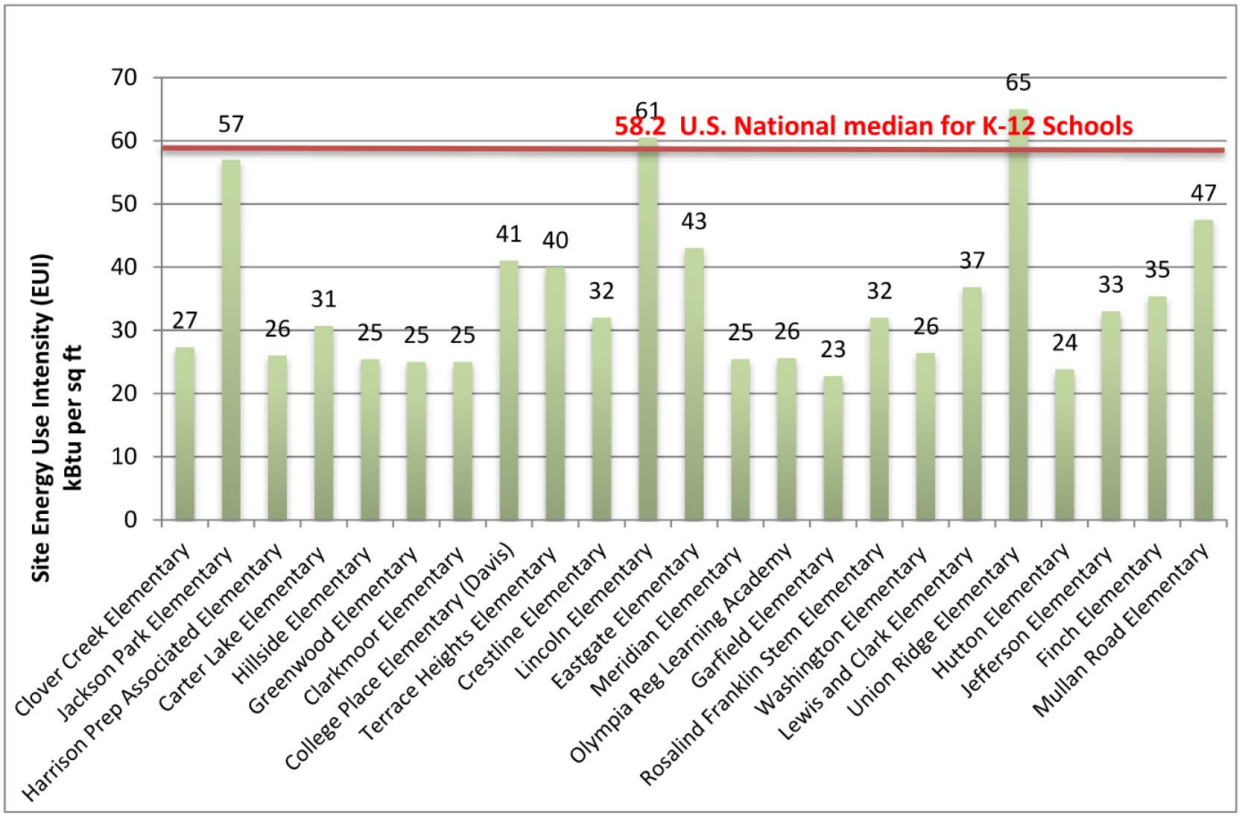
Facilities that are excessively lower than the target should also be reviewed. Low EUI can indicate problems like under-ventilation of the building, or other incorrectly operating systems. RCx can address these as well.



Portfolio Manager can also track energy costs, which is powerful and helpful to school districts. If historical energy cost info is available, it can help focus RCx efforts where it can do the most good. Old data can be entered into PM retroactively to generate a trend for review and discussion.

Further, the Department could require designers to submit Target Finder scores with their design, to demonstrate their building is not going to be an energy hog. This is a 30-minute task added to the energy modeling effort. Here is an example chart from Washington State showing design EUI, showing how high-use designs stand out:

Figure 8: Elementary School EUI at Design



The Cx subcommittee can help DEED develop this into a usable metric to gauge relative merits and need for projects that can provide the EUI data.

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, 2020

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
Jim Estes
Don Hiley
David Kingsland
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.
3) Storage in remote areas.
4) Identify unintended consequences/cost of current regulation.

The group discussed these subjects:

- The potentially unintended impacts of the current space guidelines as it relates to wall thickness, energy use, and the measurements to the exterior face of the wall.
- The designation and formula for allowable mechanical space may make required energy efficient equipment more difficult to maintain and or limit space available to include equipment.
- Design teams are forced to create "bump-ins" on floor plans to meet space guideline limits while inadvertently increasing the cost of construction with reentrant corners.
- With budgets ultimately limiting the available funds for school construction what is the true purpose of space guidelines for spaces that are storage or mechanical in nature. Should some space types not be included in the space guideline at all? Would the space guideline serve its purpose more accurately to only include educational spaces?

- Area limitations related to food storage require shorter durations between shipments, in areas with only summer barge access this forces districts to fly food to school sites with more frequency increasing food transportation costs.

The Alaska Chapter A4LE included a space workshop in its Annual Alaska Chapter Conference in December 2019. This hourlong workshop was open to all conference attendees and increase the amount of input, participation, and did gain one active volunteer available to assist.

The workshop helped vet issues for the continued process of developing recommendations and researching cost benefits. Topic presented were the basics and history of the inception of the space subcommittee was introduced to the group. Industry professionals were also in attendance and shared current working issues with the space guidelines.

The proposed schedule will be to present formal recommendations and cost implications in 12 months using the A4LE annual conference as an event for presentation and industry participation.

Schedule

April-Sept - Monthly meeting for team attendance and research assignments, determine type of recommendation
Sept - Define specific area and type of recommendation with potential cost savings
Oct - BRGR presentation and language refinement and backup
Nov - Release for public comment
Dec - Review status and present public comment and ideas at A4LE conference

Department of Education & Early Development
Division of Finance & Support Services/Facilities

Work Topics for the BR & GR Committee

As Of: January 23, 2020

BR&GR 2020-2021 Work Items	Responsibility	Due Date
1. CIP Grant Priority Review – [(b)(1)]		
1.1. FY21 MM & SC Grant Fund Final Lists (4 AAC 31.022(a)(2)(B))	Committee	Apr 2020
1.2. FY22 MM & SC Grant Fund Initial List	Committee	Dec 2020
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. Model School Analysis & Updates (Allowable Elements)		Apr 18-May 21
3.1.1.1. Establish Procedures For Updating The Model School	Subcommittee	Jun 2020
3.1.1.2. Implement Model School Updates W/Committee Resource	Committee	Apr 2020
3.1.1.3. Evaluate Success Of Committee-Driven Updates	Subcommittee	Aug 2020
3.1.1.4. Develop Statement Of Services For Consultant Update	Subcommittee	Dec 2020
3.1.1.5. Solicit, Award, And Manage Model School Update	Dept	Feb 2021
3.2. Cost Standards		
3.2.1. Cost Model As Cost Control Tool		May 18-Dec 21
3.2.1.1. Analyze, Recommend Cost Model As Cost Control	Dept	Dec 2020
3.2.1.2. Draft Regulation Language For Cost Control Use	Dept	Jan 2021
3.2.1.3. Review Draft Reg Language, Recommend To State Board	Commmittee	Apr 2021
3.2.1.4. Manage Regulation Development And Implementation	Dept	Dec 2021
3.2.2. Cost/Benefit, Cost Effectiveness Guidelines	Dept	TBD
3.2.3. Life Cycle Cost Guidelines	Dept	TBD
3.3. Commissioning	Committee	2018
3.3.1. Commissioning Agent Qualifications	Committee	Jul 2018
3.3.1.1. SBOE Action on Regulation	Dept	Feb 2019
3.3.1.2. Recommend Approved Credentialing Organizations	Subcommittee	Oct 2019
3.3.1.3. Provide List of Approved Credential Organizations	Dept	Apr 2020
3.4. Model School Building Systems Standards		
3.4.1. State Building Systems Standards		Mar 19- Dec 20
3.4.1.1. Cost Format Outline of System Standards (complete)	Dept	May 2019
3.4.1.2. Review Outline Model School System Standards (complete)	Committee	May 2019
3.4.1.3. Develop Services For Feasibility Analysis (complete)	Subcommittee	May 2019
3.4.1.4. Solicit, Award, Manage Feasibility & Cost/Benefit Analysis	Dept	Jun 2019
3.4.1.5. Review Feasibility Report On Comprehensive Standards	Subcommittee	Jul 19-Sep 19
3.4.1.6. Recommendation on Standards Development	Subcommittee	Sep 2019
3.4.1.7. Solicit, Award, Manage Final Standards Development	Dept	Jun 2020
3.4.1.8. Implement System Standards Via Regulation As Needed	Dept	Feb 2021
3.4.1.9. 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. Development of Design Ratio O:EW		
3.5.1.1. Compare Model & Existing School Ratios And Energy Use	Subcommittee	Feb 2020
3.5.1.2. Recommendation of O:EW Ratio for BRGR	Subcommittee	Mar 2020
3.5.1.3. Evauate and Seek Public Comment	Committee	Apr 2020
3.5.1.4. Evaluate Public Comment, Make Recommendations	Committee	Jun 2020
3.5.1.5. Manage Regulation Development & Implementation	Dept	TBD
3.5.2. Development of Design Ratios V:NSF & V:ES		
3.5.2.1. Compare Model & Existing School Ratios And Energy Use	Subcommittee	May 2020
3.5.2.2. Recommendation of V:NSF & V:ES Ratio	Subcommittee	Jun 2020
3.5.2.3. Evauate and Seek Public Comment	Committee	Jun 2020
3.5.2.4. Evaluate Public Comment, Make Recommendations	Committee	Sep 2020
3.5.2.5. Manage Regulation Development & Implementation	Dept	TBD

BR&GR 2020 Work Items	Responsibility	Due Date
3.5.3. Develop Test Method for Ratios	Subcommittee	Jul 2020
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. Codify Regulations As Needed for Reuse of Plans/Systems Policy		
4.2.1. Make Recommendations to State Board on Prototypes	Committee	July 2021
4.2.2. Manage Regulation Development and Implementation	Dept	Sep 2021
5. CIP Grant Application & Ranking – [(b)(5) & (6)]		
5.1. FY21 CIP Briefing – Issues and Clarifications	Dept	Dec 2019
5.2. FY22 CIP Draft Application & Instructions	Dept	Apr 2020
5.2.1. Facility Condition Survey Minimum Standards	Dept	Dec 2019
5.2.2. Life Safety/Protection of Structure/Code Deficiency Matrix Review	Cmte	Jan 2020
5.2.3. Emergency Rater Scoring Matrix	Dept	Mar 2020
5.2.4. Priority Weighting Factors Review	Dept	TBD
5.3. FY22 CIP Final Application & Instructions	Committee	Apr 2020
5.4. Space Allocation Issues	Subcommittee	Dec 2020
5.4.1. Analyze and Make Recommendation to Committee	Subcommittee	Dec 2020
5.4.2. Manage Regulation Development and Implementation	Dept	Jun 2021
5.5. Projected Unhoused (erosion/environmental factors)	Subcommittee	TBD
5.6. Life Safety/Code Matrix Premature Failure Scoring		
5.6.1. Prepare Briefing Paper/Analysis	Dept	Mar 2020
5.6.2. Review, Discussion, Seek Comment	Committee	Apr 2020
5.6.3. Draft Adjusted Matrix	Dept	Dec 2021
5.6.4. Approve with FY23 CIP	Committee	Apr 2021
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 PM Handbook – Initial	Dept	May 2020
Alaska School Facilities PM Handbook – Initial	Committee	Jun 2020
Alaska School Facilities PM Handbook Final	Dept	Aug 2020
Alaska School Facilities PM Handbook Final	Committee	Sep 2020
6.1.3. Guide for School Facility Condition Surveys - Initial	Dept	Sep 2019
Guide for School Facility Condition Surveys – Initial (rev 1)	Dept	Mar 2020
Guide for School Facility Condition Surveys – Initial (rev 1)	Committee	Apr 2020
Guide for School Facility Condition Surveys – Final	Dept	May 2020
Guide for School Facility Condition Surveys - Final	Committee	Jun 2020
6.1.4. Cost Format - Initial	Dept	Dec 2019
Cost Format – Initial (rev 1)	Dept	May 2020
Cost Format – Initial (rev 1)	Committee	June 2020
Cost Format – Final	Dept	Aug 2020
Cost Format – Final	Committee	Sep 2020
6.1.5. Site Selection Criteria and Evaluation Handbook – Initial	Dept	Jan 2021
Site Selection Criteria and Evaluation Handbook – Final	Committee	May 2021
6.2. New Publications		
6.2.1. School Construction Standards Handbook (see 3.4.1)		
6.2.1.1. Construction Standards Handbook – Draft	Dept	Aug 2020
6.2.1.2. Construction Standards Handbook – Draft	Committee	Sep 2020
6.2.1.3. Construction Standards Handbook – Final	Dept	Nov 2020
6.2.1.4. Construction Standards Handbook – Final	Committee	Dec 2020
6.3. Regulations		
6.3.1. LPSD PM Compliance Reg Proposal		
6.3.1.1. Prepare Briefing Paper	Dept	Jun 2020
6.3.1.2. Committee Consideration and Recommendation	Committee	Sep 2020
6.3.1.3. Draft Regulation (if recommended)	Dept	Nov 2020
6.3.1.4. SBOE Review and Public Comment	Dept	Dec 2020

BR&GR 2020 Work Items	Responsibility	Due Date
6.3.1.5. SBOE Comment Review & Approval/Disapproval	Dept	Mar 2021
6.3.2. Cost Model as Cost Control Tool (see item 3.1.3)	Dept (w/Cmte)	
6.3.2.1. Draft Regulation	Dept (w/Cmte)	Mar 2021
6.3.2.2. SBOE Public Comment on Regulation	Dept	Sep 2021
6.3.2.3. Review Public Comments from SBOE Comment Period	Committee	Nov 2021
6.3.3. Baseline Design Ratios (see item 3.5.2)	Dept (w/Cmte)	
6.3.3.1. Draft Regulation	Dept (w/Cmte)	Sep 2020
6.3.3.2. SBOE Public Comment on Regulation	Dept	Dec 2020
6.3.3.3. Review Public Comments from SBOE Comment Period	Committee	Jan 2021
6.3.4. Reuse of School Plans and Systems (see item 4.2)	Dept (w/Cmte)	
6.3.4.1. Draft Regulation	Dept (w/Cmte)	Sep 2021
6.3.4.2. SBOE Public Comment on Regulation	Dept	Dec 2021
6.3.4.3. Review Public Comments from SBOE Comment Period	Committee	Jan 2022
7. Energy Efficiency Standards – [(b)(8)]		
7.1. ASHRAE 90.1		
7.1.1. DEED Checklist		Jan – Jun 20
7.1.1.1. Update DEED Specific Review Checklist to 2016 Ed.	Dept	Sep 2020
7.1.1.2. Review Checklist for Public Comment	Committee	Sep 2020
7.1.1.3. Review Public Comment/Finalize Checklist	Dept (w/Cmte)	Dec 2020
7.1.1.4. Implement Revised Checklist in New Project Agreements	Dept	Aug 2021
7.1.1.5. Add Appendix to *Project Admin Handbook*?	Dept	Sep 2022
7.1.2. Standards Updates		
7.1.2.1. Evaluate ASHRAE 90.1-2016 for adoption (complete)	Dept	Sep 2019
7.1.2.2. Draft Regulations, if warranted (complete)	Dept (w/Cmte)	Dec 2019
7.1.2.3. Review Public Comment from SBOE Comment Period	Committee	May 2020
7.2. Retro-Commissioning Evaluation Tool (for PM Certification)		
7.2.1. Develop Tools to Evaluate Retro-Commissioning Need	Subcommittee	Mar 2020
7.2.2. Develop C/B Tool and RCx Template	Dept	Apr 2020
7.2.3. Review Proposed RCx Tools & Metrics	Committee	Jun 2020
7.2.4. Public Comment Period	Dept	July 2020
7.2.5. Implementation – All Districts FY23 CIP Eligibility	Dept	Aug 2020

Projected Meeting Dates

March 19, 2020 (Teleconference) (2 hours) –
- PM Narratives Matrix – 2nd Look
- Emergency Scoring for Imminent Danger (environmental)
- Briefing Paper on Pre-mature Failure LS/Code Points

April 14-15, 2020 (Juneau), Full day +
- Final CIP Lists
- Review O:EW Ratio Recommendation
- Review of Escalation Model School elements
- Review list of Cx Credentialing Orgainzations
- FY22 Draft CIP Application and Instructions
- Guide for School Condition Surveys – Initial

June 16, 2020 (Teleconference) – (3 hours)
- Review V:NSF and V:ES Ratio Recommendation
- Recommend Final O:EW Ratios
- Alaska PM Handbook – Initial
- Cost Format - Initial
- Guide for School Condition Surveys – Final
- Review Proposed RCx Tools & Metrics

September 8, 2020 (Teleconference) – (3 hours)
- Recommend Final V:NSF and V:ES Ratios
- Alaska PM Handbook – Final
- Cost Format – Final
- Construction Standards Handbook – Initial

BR&GR 2020 Work Items **Responsibility** **Due Date**

- Briefing Paper on Proposed LPSD Regulations
- Draft Regulations for Baseline Ratios
- Review ASHRAE 90.1 Checklist Update

December 2, 2020 (Anchorage) – Full day

- Construction Standards Handbook – Final
- Approve FY22 Initial Lists
- Space Guideline Subcommittee Recommendations