Bond Reimbursement and Grant Review Committee Meeting Agenda

February 23, 2023
1:00 pm – 3:30 pm

Audio Teleconference available through free online Zoom application.
Join Online – Meeting Number: 885 0478 5442
Join by Phone – Toll Call-in number (US/Canada): 1 (253) 215-8782; Meeting: 885 0478 5442

Chair: Elwin Blackwell

Thursday, February 23, 2023

Agenda Topics

1:00 – 1:05 PM	Committee Preparation • Call-in, Roll Call, Introductions; Chair's Opening Remarks • Agenda Review/Approval • Past Meeting Minutes Review/Approval
1:05 – 1:15 PM	Public Comment (additional comments related to agenda topics may be solicited throughout the meeting)
1:15 – 1:55 PM	FY2024 CIP Application Review • Total Points Balance Review
2:05 – 2:30 PM	Subcommittee Reports • Design Ratios • School Space
2:30 – 3:00 PM	Publications • *Professional Services for School Capital Projects* Action Item: • Approve for Public Comment
3:00– 3:10 PM	Member Recruitment
3:10– 3:20 PM	Workplan Review
3:20 – 3:30 PM	Committee Member Comments
3:30 PM	Adjourn

BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE
Thursday, December 1, 2022 – 1:00 p.m. – 4:00 p.m.

Held via Videoconference

Committee Members Present	**Staff**	**Additional Participants**
Elwin Blackwell, Chair	Joe Willhoite	Caroline Hamp, Staff to Rep. Ortiz
Dale Smythe	Lori Weed	John Walsh
Randy Williams	Wayne Marquis	
James Estes	Wayne Norlund	
Kevin Lyon	Sharol Roys	
Branzon Anania		
Representative Dan Ortiz		

December 1, 2022
CALL TO ORDER and ROLL CALL

Chair Elwin Blackwell called the meeting to order at 1:00 p.m. Roll call was taken, and a quorum was established to conduct business. Senator Holland was excused.

AGENDA REVIEW / APPROVAL

Branzon Anania **MOVED** to approve the agenda as presented, **SECONDED** by Kevin Lyon. Hearing no objection, the motion **PASSED**.

INTRODUCTIONS / CHAIR'S OPENING REMARKS

Chair Blackwell welcomed everyone and asked for introductions of the people online, acknowledged DEED staff present, and introduced Joe Willhoite, the new facilities manager. He thanked the members for attending today and said he appreciated the committee's work.

PAST MEETING MINUTES REVIEW / APPROVAL – September 1, 2022

Dale Smythe **MOVED** to approve the minutes from September 1, 2022 as presented, **SECONDED** by David Kingsland. Hearing no objection, the motion **PASSED**.

PUBLIC COMMENT

A public comment period was offered, and no public testimony was received.

DEPARTMENT BRIEFING

Lori Weed reported that the FY '24 initial CIP list has been completed. The number of applications has held fairly steady for the last three years, and there were seven reconsideration requests this year. An inflation escalation factor of over 9 percent was added to all reused projects. Lori reviewed the school construction grant list and the major maintenance grant list and pointed out new projects as well as carryovers from prior years.

In response to a question from Dale Smythe, Lori said there were four ineligible project applications this year, three because they weren't in the current year of funding on the six-year plan and one because it was already funded by a debt project.

Kevin Lyon **MOVED** that the Bond Reimbursement and Grant Review Committee recommend to the State Board of Education and Early Development to adopt the department's FY '24 list of projects eligible for funding under the School Construction Grant Fund and Major Maintenance Grant Fund, **SECONDED** by Dale Smythe. Hearing no objections, the motion **PASSED**.

Lori explained that the major maintenance grant fund originally passed the legislature with a $100 million appropriation, but was vetoed to $37.5 million. This was leveraged with a portion of the supplemental REAA grant funds to award , inclusive of reimbursements of district-funded projects and new projects.

Wayne Marquis gave an update to the preventive maintenance state-of-the-state report. He stated that six districts are on provisional, and he is working with them more often than in the past. He has just nine site visits planned this year, but some are large such as Anchorage, Kenai, and Fairbanks. He mentioned that Chatham was trying to get their meters for energy consumption working again, and Yukon Flats is struggling but making progress with a new maintenance director and hopefully will be able to be kept on provisional.

Dale Smythe asked if the DEED requirements for biomass energy sources was still an issue. Wayne replied that it is less of an issue now that there is a new format to track energy, but there are still problems such as having no meters, or meters that don't work properly.

Dale also asked if the schools not certified are the same ones that have been having problems for the last five years. Wayne explained that it's usually the same districts that struggle, and it is trending to be worse, especially in the smaller rural districts, likely due to personnel turnover.

Representative Ortiz asked if Wrangell is on a list for projects. Lori replied that they are eligible to submit requests. They had reached out about reimbursement, so perhaps they are doing some preliminary project planning.

Lori announced that most recent versions of the *Site Selection Handbook*, the *School Equipment Purchase Guidelines*, and the *Guidelines for Swimming Pools* are now in regulation effective late September.

The capital needs forecast database is nearing completion. The department has been working with Inzata Analytics, and the department will be testing and evaluating the beta version of that database, which may replace renewal and replacement schedules in the future.

BRIEFING PAPERS

Wayne Norlund summarized the CIP application briefing paper as follows:

- Twenty-nine districts applied this cycle, which is about the same as the last few cycles, but 24 projects were funded which is more than three times as many as in prior years.
- Several applications were deemed ineligible due to not being identified in the first year of the district's six-year plan. One was ineligible due to having been previously approved for participation in the debt reimbursement program.

- A district submitted an application requesting school space in support of its correspondence program, and initially it appeared this application would be deemed ineligible since there is clear guidance in regulation that students in correspondence are not to be considered unhoused. After making an eligibility calculation using only the attendance area where the school was to be located, the application was retained as eligible. This determination may need additional committee review to confirm an appropriate precedent.
- Evaluative scoring continues to improve in consistency and transparency. The scoring criteria amendments over the years shows a trend for greater differences between the top score and the lowest scores.
- The department proposed to stay with the FY '24 life-safety mixed conditions weighting factor for at least the next rating year.
- Emergency points continue to have minor issues, mostly related to potential emergencies rather than current issues. Also, a district is required to submit insurance claims to cover items that would be covered by mandated insurance policies.
- The facility weighted average age calculation is becoming less accurate as an indicator of need where buildings have undergone renovation and building systems are newer ages than the original construction
- The department is continuing to use the cost adjustment worksheet which the districts can review prior to requesting reconsideration. Two districts requested reimbursement on projects funded by federal impact aid and COVID-19 relief, but AS 14.11 funds do not reimburse those categories.

Randy Williams said he would support further research into the weighted average age, and Kevin Lyon joined him in that support.

SUBCOMMITTEE REPORTS

School Space

Dale Smythe said that the School Space Subcommittee had been considering a cost-benefit analysis of food storage space versus the cost of delivery by air freight. They also worked on the calculation of gross square footage and what that does not include such as air handling space and under building soffits. One of the proposals is to clarify that utility distribution equipment would be accessible only to maintenance personnel. There was discussion regarding the options for water storage and whether that includes fire water storage as well as potable water.

Design Ratio Subcommittee

Dale Smythe reported that the Design Ratio Subcommittee was comfortable with the ratios of openings to exterior wall and volume to gross square feet. Options for the next step would include getting outside input on the ratios either as they are or how they would look in regulation. Lori Weed said the department could draft a more formal regulation proposal for comment. She also questioned whether the ratios are best suited in regulation or perhaps in a publication. Wayne Norlund said that there is a provision in the *Construction Standards* for design ratios to reside. Randy Williams agreed and said that the ratios could be moved to regulation if and when it becomes necessary. It was decided that the subcommittee would present the ratios in a form suitable for a publication and attempt to get it out for public comment.

The volume to exterior surface area ratios have not been resolved as it is not supported by available evidence.

Model School Subcommittee
Kevin Lyon recommended that the Model School Subcommittee be disbanded as it has completed its purpose. Any cost model change can be resolved by the committee as a whole. Hearing no objections to this proposal, Chair Blackwell disbanded the subcommittee.

PUBLICATIONS
Professional Services for School Capital Projects
Wayne Norlund discussed the *Professional Services for School Capital Projects* publication for its regular five-year review. Most of the edits do not relate to content but rather to references and accuracy. However, he noted the draft does not have a section on value analysis and wondered if value analysis and commissioning should be addressed in depth or simply mentioned in the document. He also noticed there is no mention of commissioning in the current CIP application.

Dale Smythe agreed that value analysis should go in the handbook because that's what it is, a professional service. He thought that there were other documents where commissioning was required. Wayne Norlund noted that often districts do not realize the requirement for commissioning or value analysis until the most advantageous time to do that has passed.

Randy Williams stated that commissioning is described and required in the *Construction Standards*. In the *Professional Services* document, commissioning is listed as an additional or supplementary service and has a short description of what it is. He thought commissioning should be in a basic design service or at least put elsewhere so it is obvious that it is required for the project. Kevin Lyon suggested both value analysis and commissioning should be listed in Appendix A, the table of typical services. Wayne Norlund thought it worthwhile to mention the commissioning agent in the CIP application in the same section where the design team is listed. Kevin Lyon wanted it made clear that the agent would be third party, not part of the design team.

The committee discussed the commissioning agent and the following points:

- Agent would be a third party hired by the owner independent of the design team contractor.
- Another consideration is the cost of the commissioning service agent requiring a procurement process. If over $50,000, an RFP is required, which is not a minor effort.
- It might be a good idea to list the commissioning agent as a line item in the budget.
- Commissioning should still be within the design services percentage.
- There will be additional cost for the agent as an additional consultant for the project.

Lori Weed asked if the committee wanted the department to draft the language based on the conversation at this meeting and send it for public comment or if the committee wanted to review the language first. Committee decided the department would develop language for review.

Alaska School Facilities Preventive Maintenance & Facility Management Handbook
Lori Weed addressed the *Alaska School Facilities Preventive Maintenance & Facility Management Handbook*. The handbook went out for public comment in October, and no public comment was received.

Randy Williams **MOVED** that the committee approve the final draft of the preventive maintenance handbook for use by the department, **SECONDED** by Branzon Anania. Hearing no objections, the motion **PASSED.**

BRGR WORK PLAN REVIEW & UPDATE

Lori Weed reviewed the work plan and noted the following:

- The dates for Design Ratios and School Space were left as is.
- The life safety weighting review was deleted as having been completed.
- The CIP total points review briefing paper was scheduled for this meeting but instead will be brought back in February in anticipation of the application adoption in April.
- A section was added to require electronic documentation only.
- A topic was suggested regarding the impact of completed projects on ranking.

Lori asked for feedback regarding the best time to bring construction standards back, whether it should be on a two-year cycle or annual. She noted that public comment leaned against too frequent updates. Kevin Lyon preferred the two-year cycle because of the large size of the book, and Randy Williams agreed.

Randy Williams asked about the past dates on design ratios and space guidelines, and Dale Smythe said he would correct those soon.

SET NEXT MEETING DATE

- Thursday, February 23, 2023, at 1:00 p.m.

COMMITTEE MEMBER TERMS & APPOINTMENT PROCESS

Lori Weed stated that the terms of three first-term members are expiring on February 28th: Randy Williams, James Estes, and David Kingsland. She will notify them directly, and they are all welcome to submit a letter of interest and a resume. She will solicit from the public through the department webpage, CIP interested parties, and the department's information exchange newsletter. The department will review the responses and forward recommendations to the commissioner who can either appoint the recommended applicants or select their own.

COMMITTEE MEMBER COMMENTS

Dale Smythe encouraged the members to apply for renewal.

Kevin Lyon agreed that renewal would be good for keeping continuity in the committee. He welcomed Joe to the department.

Chair Blackwell thanked the committee members and the department staff for the work over the years in both the committee and subcommittees. He especially appreciated the work completed on the CIP application in large part due to Tim Mearig's involvement.

ADJOURN

Dale Smythe **MOVED** to adjourn the meeting. Hearing no objections, the meeting was adjourned at 4:00 p.m.

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

CIP Application Points Balance Review
BRIEFING PAPER

By: Lori Weed
School Finance Specialist

Phone: 465-2785

For: Bond Reimbursement & Grant Review Committee

Date: February 23, 2023

File: G:\SF Facilities\BR_GRCom\Papers\CIP\Points Balance Review BP 2023-02.docx

Subject: CIP Application Total Points Balance Review

Background

Since its creation in 1993, the Bond Reimbursement & Grant Review Committee (BRGR) has carried a statutory responsibility to develop criteria for construction of schools in the state (AS 14.11.014(b)(3)).

It has been over 10 years, since the committee has taken a look at the total points available in the application and reviewed whether the overall emphases were in line with BRGR goals. Small scoring changes were made with the application re-write in 2017. Over the past few years, three new scoring categories were integrated into the application, changing the overall balance of the application scoring.

Discussion

Review by Criteria Type

In the FY2024 CIP application there are 26 scoring criteria totaling 545 points; 14 formula-driven criteria totaling 290 points and 12 evaluative criteria totaling 255 points. These are grouped as:

Formula-Driven Criteria
Q.3a District Priority (30pts)
Q.3b Weighted Average Age (30pts)
Q.5e Unhoused Students Today (50pts)
Unhoused Post Occupancy (30pts)
Q.5j Type of Space (30pts)
Q.6a Condition Survey (10pts)
Q.6 Planning and Design (25pts)
Q.6b Re-use of previous design (10pts)
Q.6c Building system standards (10pts)
Q.8e Previous AS 14.11 (30pts)
Q.9 Maintenance Reports (6 x 5pts; 30pts)
Q.9 Maintenance Expenditures (5pts)

Evaluative Criteria
Q.4a Life Safety Conditions (50pts)
Q.5h Alternative Facilities (5pts)
Q.7 Cost Estimate (30pts)
Q.8a Emergency (50pts)
Q.8b Inadequacy of Space (40pts)
Q.8c Options (25pts)
Q.8d Operational Cost Savings (30pts)
Q.9 Maintenance Narratives (5 x 5pts; 25pts)

A 2017 department performance review categorized the application scoring criteria in this way: need, safety, planning, cost, consideration of alternatives, and district ranking. Identifying a Preventive Maintenance (PM) category is also helpful because it does not fit into the preceding but has historically received emphasis for assurance that a district has the necessary processes in place to care for the new or upgraded facilities. For the purposes of this review, the categories have been grouped as follows:

Need
Weighted Average Age (30pts)
Unhoused Students Today (50pts)
Unhoused Post Occupancy (30pts)
Type of Space (30pts)
Inadequacy of Space (40pts)
Operational Cost Savings (30pts)

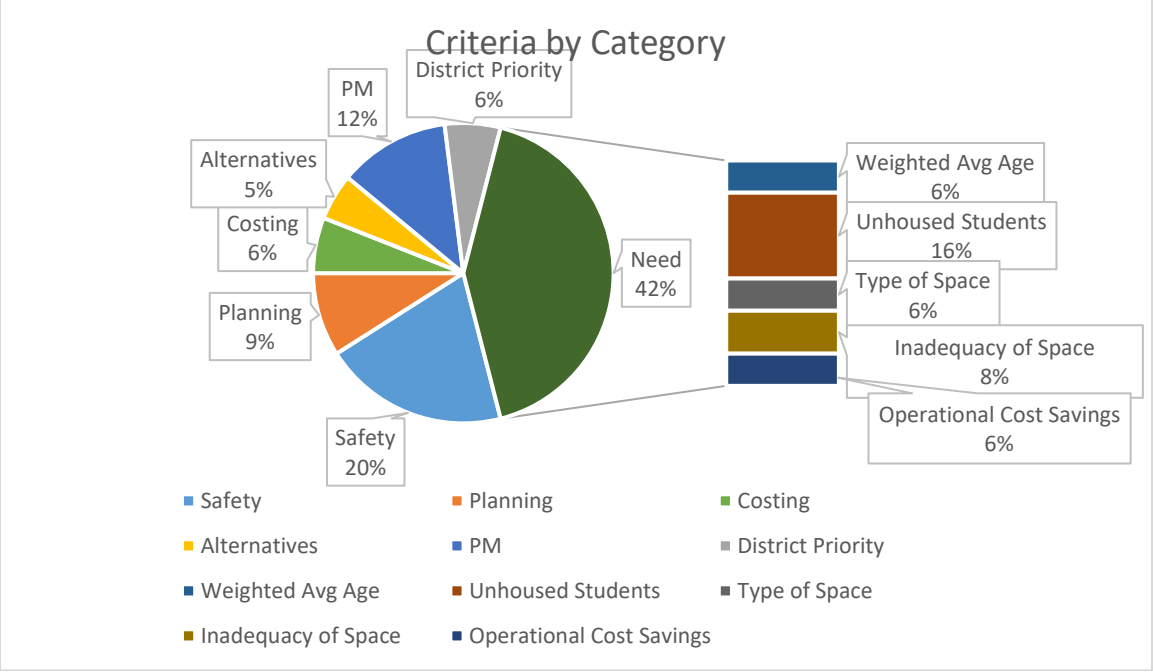
Safety
Life Safety Conditions (50pts)
Emergency (50pts)

Costing
Cost Estimate (30pts)

Planning
Condition Survey (10pts)
Planning and Design (25pts)
Re-use of previous design or
Building system standards (10pts)

Preventive Maintenance (PM)
Maintenance Reports (30pts)
Maintenance Expenditures (5pts)
Maintenance Narratives (25pts)

Consideration of Alternatives
Alternative Facilities (5pts)
Options (25pts)



BRGR Discussion
Does the current allocation of the scoring represent an accurate view of the BRGR Committee's priorities for ranking projects?

Review by Typical Achievement

The "basic" scoring elements, totaling 195 points for school construction (SC) projects and 190 for major maintenance (MM) projects, are potentially achievable by any project:

Maintenance Narratives (25pts)
Maintenance Reports (30pts)
Maintenance Expenditures (5pts)
Weighted Average Age (30pts)
Condition Survey (10pts)
Planning/Design (35pts)
Cost Estimate (30pts)
Options (25pts)
Alternative Facilities (5pts) (SC only)

The next set of scoring elements are designed to weigh projects of disparate scopes and needs; typically, a project will score high in only one or two criteria that align with the category of the project's primary purpose.[1]

Life Safety/Code Deficiencies (50pts)	(primarily Category A, C, or D)
Operational Cost Savings (30pts)	(primarily Category E)
Unhoused Students (80pts) (SC only)	(Category B)
Inadequacies of Existing Space (40pts)	(primarily Category B or F)
Type of Space (30pts) (SC only)	(primarily Category B or F)

The last scoring elements are provided for targeted priority increases:

District Priority (30pts)
Prior AS 14.11 Funding (30pts)
Emergency (50pts)

School Construction projects can receive a maximum score of 535. A Category B (unhoused students) project has the potential to receive the most points with up to 150 points above the basic scoring elements. Historically, the committee has weighted this type of project highly versus other SC project purposes due to the negative educational program impacts of overcrowding or not having an adequate school facility. It is worth noting that the recent committee action to allocate a portion of the unhoused points (15 points of the future unhoused) are now available to projects that are Category A due to environmental factors like erosion.

Major Maintenance projects can receive a maximum score of 385.

[1] Grant project primary purpose categories:

School Construction (AS 14.11.135(6)):	Major Maintenance (AS 14.11.135(7)):
Health and life-safety (Category A)	Protection of structure (Category C)
Unhoused students (Category B)	Building code deficiencies (Category D)
Improve instructional program (Category F)	Achieve operating cost savings (Category E)

By the Numbers

A common observation has been, historically, that some scoring categories do not achieve a range of scores. The following data sets are presented for consideration. Note that reuse of scores applications are included.

Life Safety	**FY24**	**FY23**	**FY22**	**FY21**	**FY20***	**FY19**	**FY18**
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Quartile 1	4.27	6.40	5.25	4.00	6.00	8.17	10.67
Quartile 3	18.00	20.12	16.00	16.00	15.00	17.50	21.33
Maximum	50.00	50.00	50.00	50.00	39.50	30.67	30.67
Average (incl. 0)	11.93	14.63	12.68	11.81	11.42	13.14	15.68
Average (excl. 0)	12.71	15.32	13.55	12.56	12.31	13.57	16.21
Median	9.24	11.88	10.47	8.00	10.33	12.67	15.67

* Implementation of the Life-Safety scoring matrix in FY2020.

Cost Estimate	**FY24**	**FY23**	**FY22**	**FY21**	**FY20**	**FY19**	**FY18**
Minimum	5.67	10.33	10.67	7.33	10.00	10.00	8.67
Quartile 1	13.33	14.00	14.00	13.67	13.33	13.00	13.75
Quartile 3	25.67	27.00	25.67	23.17	22.50	20.00	22.17
Maximum	29.00	30.00	29.00	29.00	29.00	29.00	29.33
Average (incl. 0)	17.74	20.13	18.98	17.68	17.33	17.24	18.19
Average (excl. 0)	17.74	20.13	18.98	17.68	17.33	17.24	18.19
Median	15.00	18.33	15.67	14.67	15.00	15.00	15.33

Rater's Guideline scoring ranges:

Construction document level or actual: 27-30pts; Design development level: 23-26pts; Schematic design level: 18-22pts; Planning/concept level: 12-17pts; Early preliminary 6-11pts; Not supported or Inadequate: 1-5pts.

Operating Cost Savings	**FY24**	**FY23**	**FY22**	**FY21**	**FY20**	**FY19**	**FY18**
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Quartile 1	1.33	1.67	1.33	1.67	2.00	1.67	2.33
Quartile 3	4.33	4.33	3.67	4.00	4.84	4.50	5.00
Maximum	12.00	12.00	16.00	18.67	17.33	21.33	28.67
Average (incl. 0)	3.18	3.46	3.01	3.38	3.89	3.86	4.85
Average (excl. 0)	3.59	3.77	3.48	3.81	4.31	4.31	5.33
Median	2.84	3.00	2.33	2.67	3.33	3.00	3.33

Rater's Guideline scoring ranges:

Annual cost savings with LCCA/cost support, payback less than 10 years: 21-30pts; Annual cost savings with LCCA/cost support, payback 10-20 years: 11-20pts; Annual cost savings with support, payback greater than 20 years: 6-10; Opinion of estimated cost savings: 1-5pts.

Options	**FY24**	**FY23**	**FY22**	**FY21**	**FY20**	**FY19**	**FY18**
Minimum	0.00	2.00	1.33	1.33	1.00	1.00	0.00
Quartile 1	4.67	5.33	4.67	5.00	6.33	8.33	8.67
Quartile 3	8.33	9.33	7.67	8.00	9.33	10.00	11.00
Maximum	21.33	17.33	16.00	15.00	19.67	19.33	18.67
Average (incl. 0)	6.73	7.55	6.56	6.62	8.12	9.52	9.73
Average (excl. 0)	7.03	7.55	6.56	6.62	8.12	9.52	10.06
Median	6.33	7.00	6.33	6.17	7.67	9.33	9.67

Rater's Guideline scoring ranges:
Project +2 options with LCCA support: 21-25pts; Project +2 options with cost comparison: 11-20pts; Project +1 option with no cost support.

The below scoring category information is provided relative to SC projects. Because of the difference in scoring projects adding space vs. no new space on the lists, additional information regarding the number of projects scored for each has been added.

Type of Space (formula-driven)	**FY24**	**FY23**	**FY22**	**FY21**	**FY20**	**FY19**	**FY18**
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Quartile 1	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Quartile 3	21.88	21.89	22.63	22.73	22.50	22.09	18.24
Maximum	24.21	23.85	30.00	30.00	30.00	24.18	24.18
Average (incl. 0)	7.57	9.87	9.79	10.37	15.12	9.62	8.19
Average (excl. 0)	21.46	21.38	23.78	24.21	23.76	21.16	20.47
Median	0.00	0.00	0.00	0.00	22.32	0.00	0.00
Total SC Projects	17	13	17	14	11	11	15
Total SC Scored	6	6	7	6	7	5	6

Formula weighted by GSF: Instructional 30pt; Teaching Support 25pts; General Support 15pts; Supplemental 10pts.

Inadequacy of Existing Space	**FY24**	**FY23**	**FY22**	**FY21**	**FY20**	**FY19**	**FY18**
Minimum	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Quartile 1	2.00	2.00	0.00	0.00	0.00	0.00	0.00
Quartile 3	7.33	6.33	7.67	13.42	18.67	16.84	13.17
Maximum	20.00	20.00	22.67	36.67	22.67	22.67	23.67
Average (incl. 0)	7.02	6.03	6.43	8.33	9.64	8.97	6.20
Average (excl. 0)	8.52	7.83	9.11	12.96	15.14	14.10	11.63
Median	6.00	5.67	5.33	3.83	7.67	5.67	1.00
Total SC Projects	17	13	17	14	11	11	15
Total SC Scored	14	10	12	9	7	7	8
Total MM Project	97	97	108	102	72	84	107
Total MM Scored	31	46	48	39	23	22	9
Average MM	3.99	3.18	1.68	4.81	1.61	1.80	3.37

Rater's Guideline scoring ranges:
Significantly inadequate for mandatory programs, severe overcrowding: 25-40pts;
Inadequate for mandatory programs or local program, moderate overcrowding: 11-24pts;
Inadequate for mandatory programs or local program, little to no overcrowding: 1-10pts.
Major Maintenance 0-5pts

Summary

Overall, it appears that the matrixes adopted in FY17 (application re-write) and FY20 (added life-safety) are functioning well. Although not every scoring category has achieved the full breadth of scoring, lack of required application support is the limiting factor.

Planned vs Complete Projects

A perennial concern is whether and how much bias the CIP application scoring has towards projects that are complete and seeking reimbursement through the grant process versus projects that are in the planning stages.

Planned Project Score

For a Major Maintenance (MM) project, the following could be a potentially achievable score of the basic scoring elements for a project using only DEED-provided tools (concept level design):

Scoring Category	Potential	Max	Notes
PM Narratives (3pts ea)	15	25	Rating standard
PM Reports (5pts ea)	30	30	Compliant PM program
PM Expenditures	3	5	Average maintenance expenditures
Weighted Average Age	23	30	Average project weighted average age
Condition Survey	10	10	Condition survey by district personnel
Planning/Design	10	25	Condition survey & DEED cost model
Building Standards	0	10	None provided
Cost Estimate	17	30	Max with DEED cost model
Options	25	25	Max with LCCA of options
Total Planned Project	133	190	(70% of Max)

Completed Project Score

For a competed MM project seeking reimbursement, the following could be an achievable score of the basic scoring elements:

Scoring Category	Potential	Max	Notes
PM Narratives (3pts ea)	15	25	Rating standard
PM Reports (5pts ea)	30	30	Compliant PM program
PM Expenditures	3	5	Average maintenance expenditures
Weighted Average Age	23	30	Average project weighted average age
Condition Survey	10	10	Condition survey by district personnel
Planning/Design	25	25	Construction Documents (max Design Dev.)
Building Standards	0	10	None provided
Cost Estimate	30	30	Max with known costs
Options	25	25	Max with LCCA of options
Total Completed Project	161	190	(85% of Max)

Comparison

From a concept-level planned project to a completed project in these nine elements, there is a potential 28-point score increase driven from the levels of scoring available in planning/design (15 points) and cost estimate (13 points). Both of these categories have scoring structured to provide increased points as the design/project progresses and there is greater assurance that the scope and cost are more accurate. Potentially, there could also be a change in scores in Life Safety/Code Deficiencies and Emergency categories because the documentation would be more complete about known conditions.

CIP Comparison

In FY2023, 20 of the top 30 MM ranked projects were complete and seeking reimbursement. Similarly, in FY2024, 17 of the top 30 MM ranked projects were complete. The tables below show abbreviated lists of the top 10 of each year, with the Design and Cost scores, Total Points, and short project completion status.

FY24 Rank	District	Project Name	Design	Cost	Total Points	Project Status
1	Yukon-Koyukuk	Rampart K-12 School Renewal	20.00	20.67	226.82	Not started
2	Bristol Bay Borough	Bristol Bay School Renovations, Phase 2 Supplemental	25.00	28.00	203.25	Complete
3	Iditarod Area	Blackwell K-12 School Renovations, Anvik	10.00	15.00	191.07	Not started
4	Lower Kuskokwim	Nuniwaarmiut K-12 School Wastewater Upgrades, Mekoryuk Supplemental	25.00	19.00	189.84	In progress
5	Anchorage	Orion Elementary School Roof Replacement	25.00	25.00	186.59	Complete
6	Kenai Peninsula Borough	Homer High School Partial Roof Replacement	25.00	26.00	181.11	In progress
7	Anchorage	Government Hill Elementary School Roof Replacement	25.00	27.67	180.63	Complete
8	Lower Kuskokwim	Bethel Campus Fire Pump House and Fire Protection Upgrades Supplemental	20.00	19.67	180.25	In progress
9	Nome City	Nome Beltz Jr/Sr High School Roof Replacement Supplemental	25.00	24.33	179.96	In progress
10	Lower Yukon	Hooper Bay K-12 School Exterior Repairs	25.00	27.00	179.60	Complete

Note that in FY2024, four projects that had been funded in FY2019 applied for supplemental funding to meet the project needs – three did not have sufficient funds to award the construction contract due to higher than estimated bids.

FY23 Rank	District	Project Name	Design	Cost	Total Points	Project Status
1	Galena City	Galena Interior Learning Academy Composite Building Renovation	25.00	25.00	231.88	Not started
2	Craig City	Craig Middle School Rehabilitation	25.00	23.33	214.37	Not started
3	Anchorage	Eagle River Elementary School Improvements	25.00	24.00	210.22	Complete
4	Denali Borough	Anderson K-12 School Partial Roof Replacement	25.00	29.33	208.27	Complete
5	Craig City	Craig Elementary School Rehabilitation	25.00	23.33	207.70	Not started
6	Kake City	Kake Schools Heating Upgrades	25.00	28.33	205.69	Complete
7	Chugach	Chenega Bay K-12 School Renovation	20.00	18.33	199.96	Not started
8	Chugach	Tatitlek K-12 School Renovation	20.00	19.33	199.29	Not started
9	Copper River	Copper River District Office Roof Replacement	25.00	28.67	199.04	Complete
10	Anchorage	West High School Partial Roof Replacement	25.00	27.00	198.13	Complete

Recommendation(s)

The department has no specific recommendations regarding points rebalancing at this time.

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

February 23, 2023

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
Randy Williams
Michael Spencer, AHFC
Gary Eckenweiler, BSSD
Karen Zaccaro, Stantec
Ezra Gutschow, Coffman
Larry Morris, ASD
Lori Weed, DEED
Wayne Norlund, DEED

Status Update

At its December 1, 2022 meeting, the BRGR Committee asked the subcommittee to draft revisions to the *Alaska School Design and Construction Standards* incorporating the Openings to Exterior Wall (O:EW) and Volume to Gross Square Feet (V:GSF) design ratios to put out for public comment.

The subcommittee met on February 9, 2023, and developed the attached proposal incorporating the two design ratios into the Exterior Closure section. To support the proposal, the subcommittee recommends that the following support documents accompany the public comment:

- Cover memo identifying the purpose, background and information, and justification for ratio target and ranges;
- Original recommendation documents;
- Ratio data on existing school designs; and
- Building Energy Modeling Reports, 2019 Original and 2022 Follow Up

BRGR Discussion Items

- Identify any specific information or comments the committee wants to have included in the cover memo to accompany the public comment.
- Identify any specific questions or considerations the committee wants to pose as part of the public comment.
    - For example: Consider the specific daylighting element impacts with the proposed openings area to exterior wall area ratio.

Future efforts

Review public input and comments when received.

Schedule

No meetings scheduled at this time

Attachment

2023-02-09 Draft Design Ratios Proposal for Public Comment

BRGR Design Ratio Subcommittee Recommendation
February 9, 2023

Revise the Alaska School Design & Construction Standards (pg. 93) Part 3, Ch. 04, Section C. Design Criteria & Ratios, under heading "**Ratios**", and following the existing ratio text:

Openings Area to Exterior Wall Area (O:EW):

Purpose: limit excess use of openings in walls to contain costs while maintaining functionality.

1. Regional O:EW Ratio: Ranges are calculated +/- 20% of target.

Zone	Target	Range
6	14%	12%-20%
7	13%	11%-18%
8	9%	8%-14%
9	8.5%	6%**-11%

** No lower boundary for O:EW cost savings has been documented for Zone 9 (i.e., less openings are saves construction and operating costs). Zone 9 Target is set at 15% below Zone 8. Zone 9 Range lower boundary is fixed at 6% in recognition of benefits of visual access to the exterior in teaching and learning environments.

2. Definitions
    a. Opening Area: the square footage of all windows, doors, and translucent panels measured to the outside of the frame elements.
        i. Skylights are Premium construction and not supported with state funds. If included, they will be counted as openings.
        ii. Light Monitors/Clerestories are acceptable construction and will be included as defined in the O:EW calculation.
    b. Exterior Wall Area: the square footage of the exterior vertical enclosure bounding heated space, inclusive of all openings.
        i. Boundary edges of EW top/bottom are the intersection with horizontal (i.e., roof, floor) thermal construction.
        ii. Boundary edges of EW sides are the 'corners' used for GSF measurements in 4 AAC 31.020.
        iii. Roof gables and vertical faces of floor soffits are included in EW if enclosing heated space.
        iv. Mechanical louvers in exterior walls are not counted as Openings Area (O) but are included in the EW.
        v. Be conscious of eave overhang lines when setting top boundary edges.
3. Guidance: In applying the ratio to school design and construction, designers are encouraged to give consideration to the following items.
    a. Distribution and sizes of openings versus concentration.
    b. Ability to incorporate daylighting elements.
    c. Window placement for visual access to the exterior in student and staff performance.
    d. Variation in local climate (local average heating degree difference from zone, local average wind speed variance from zone, local average precipitation (overcast) from zone, etc.).

Building Volume to Gross Square Footage (V:GSF):

Purpose: Encourage compactness and simplicity of design to reduce costs and expenses.

1. Regional V:GSF Ratio: Target is based on optimal life cycle costs identified as approx. 22.5%; life cycle costs track consistently across all regions, allowing one overall ratio recommendation.

Zone	Target	Range
6, 7, 8, 9	22.5	20 – 23.5

2. Definitions
    a. Building Volume is defined as: All conditioned cubic square footage within a building vapor retarder or elements acting as a vapor retarder at the exterior wall, roof or soffit.
    b. Gross Square Footage is defined by 4 AAC 31.020(e).
        i. Based on allowable area calculation requirements.
        ii. Square Footage calculation is intended to capture all normally occupied and conditioned square footage.
        iii. Does not included crawl spaces or area accessible only for building utility system distribution.
3. Guidance: In applying the ratio to school design and construction, designers are encouraged to give consideration to the following items.
    a. Building compactness should be a goal in heating climates, with two story options considered as overall square footage allows.
    b. Modeling shows increasing “commons” or “multipurpose” height leads to increased energy use. Review heights to confirm appropriateness in relation to overall building form, (e.g. roof design, snow drifting or other influences).

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

February 23, 2023

Mission Statement

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	Jobe Bernier	Lori Weed
James Estes	Victor Valenote	Wayne Norlund
David Kingsland	Larry Morris	Joe Willhoite
Scott Worthington	Dana Menendez	

Status Update

Subcommittee members met throughout December, January, and February. This quarter, member discussions focused on the definition and measurement of "gross square foot" and the K-12 space allocation formula.

On the measurement of square footage, consensus that it should be an industry standard and easy for both design teams and DEED staff to measure. Solution should recognize the inequity between wall-thickness construction needs in different districts. Although the subcommittee regulation edits proposed previously are still up for consideration, the impacts of moving the line of measurement from exterior to interior seemed to have to many unintended impacts and the goal of the shift seems to be achievable by other means. General consensus moving forward is to stay with measurement to the outside of exterior wall but have different formulas for different ASHRAE climate zone requirements or possibly a variance or allowance for additional continuous insulation needs. Subcommittee will continue to meet and develop a formal recommendation. Part of the approach will be reviewing the "excluded" element definitions.

Additional discussion occurred on the K-12 space allocation formula and how to equitably accommodate the additional storage and utility needs of remote schools. Subcommittee is considering a proposal to remove the K-12 formula and providing allowances or variances for additional remote space needs.

Schedule

March 2, 2023, and every 2 weeks thereafter

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

Professional Services for School Capital Projects

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

February 23, 2023

Issue

The department seeks committee approval to send out the draft *Professional Services for School Capital Projects* for public comment.

Background

Last Updated/Current Edition
Publication last updated in 2018. Current edition available on the department's website: education.alaska.gov/facilities/publications/ProfessionalServices.pdf.

Summary of Proposed Changes
The current proposed edits to the publication include straightforward updates of the prior publication and new sections addressing the solicitation of a commissioning agent and independent value analysis services.

Version Summary & BRGR Review

Drafts of the publication were presented to the committee at the following meetings:

December 1, 2022 – validation survey results, minor clean-up edits proposed, committee requested to see proposed commissioning agent and value analysis edits before public comment.

February 23, 2023 – additional edits addressing solicitation of commissioning agent and addressing value analysis.

BRGR Input and Discussion Items

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

- Do the proposed edits sufficiently address the expectations for value analysis services? Is it in a logical location? Is there a different DEED publication where the information is better suited or should also be addressed?
- Do the proposed edits sufficiently address the expectations for commissioning agent and commissioning services? Is there a different DEED publication where the information is better suited or should also be addressed?

Options

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

Suggested Motion

"I move that the Bond Reimbursement and Grant Review Committee recommend the department amend the draft publication update of the *Professional Services for School Capital Projects* and then open a period of public comment."

Professional Services for School Capital Projects

Guidelines for School Districts

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ACKNOWLEDGEMENTS

Thanks to the Bond Reimbursement and Grant Review Committee members who reviewed the publication in its draft form and to those in the Department of Education who were responsible for the predecessor to this document including the work completed by Edwin Crittenden, FAIA, Michael Morgan, PMP, and Sam Kito III, PE under their tenure at the Department of Education & Early Development.

This document was originally prepared under contract by the Southeast Regional Resource Center and published under the name Selection & Compensation of Architectural Services for School Facility Construction by the State of Alaska Department of Education in 1985.

Table of Contents

Introduction

The construction of an educational facility is a major milestone for a school administrator and the local school board. A new school or significant renovation project, perhaps more than any other act of school officials, affects the delivery of the educational program for twenty or thirty years into the future. Policies may change; buildings remain. A well-planned, well-constructed educational facility can serve as a lasting legacy to the wisdom and care of the administration and community which planned it. Unfortunately, the converse is also true.

The purpose of these guidelines is to assist users in successfully completing school capital projects by focusing on starting those projects well - by understanding the decisions needed at the planning stage, and how the various entities which contribute to those decisions can collaborate. The guidelines highlight some of the more important administrative and legal aspects of capital projects as they relate to the various professional services that may be necessary for successful project execution. To some who may have great experience and familiarity with administration of capital projects, the guide's contents may seem obvious. Others may have had little experience in this field and will find the concepts new. In either ~~event~~instance, if the guide assists school officials in thinking through the capital project process from the earliest stages to the completion of the project, the aim will have been accomplished.

In the selection of, and contracting for, pre-design, design, and project management services, ~~it's~~ it is worth noting that sections of Alaska statute and administrative code contain stipulations that are monitored by the department on projects with state aid and with which recipients of that state aid must comply. Primarily, these stipulations are aimed at preserving the open and competitive selection of entities providing these services. Two primary references apply: AS 14.11.020 (Assumption of responsibilities) and 4 AAC 31.065 (Selection of designers and construction managers).

Professional services are often needed at every phase in the life-cycle of capital projects: planning, design, construction, operation and maintenance, and capital renewal or replacement. The format of this publication generally follows this project life-cycle and provides information and guidance on professional services and their procurement related to each phase. With respect to project delivery, the guide is rooted in the traditional project delivery method known as Design-Bid-Build. This method, which is the baseline, default method described in department regulations, establishes contracts for professional design services independent of those for construction services. It also keeps the design and construction phases of a project separate and sequential. The department has defined, and can approve, ~~other~~ alternative project delivery methods. For more information, see the department's publication *Project Delivery Method Handbook*.

Getting Started

The adage, "A thing well begun is a thing half done," is an apt philosophy for school capital projects. This section outlines three elements for consideration by school districts on how to get started on school capital projects and how professional services might ~~come to bear~~be involved in each of them.

Capital Planning

School capital projects emerge from the process of managing school facilities, and their supporting infrastructure, as capital assets. As a rule of thumb, the first five years after taking ownership of a new or renewed school facility are focused on operating the facility and assimilating it into the organization's daily mission - in our case, education. Warranty issues, planned maintenance, and minor repairs occur during this period along with the tasks associated with operating the facility. The need for professional services is usually very limited during this period. On occasion, building system specialists or skilled workers in construction trades are needed to troubleshoot operational issues or to provide training on system operation and maintenance. Following this initial operation~~s~~ phase, the need for repair of facility components with short lifespans start~~s~~ to arise. Often, user requests and mission-oriented needs ~~begin to surface~~become apparent. These are signs that the facility, or its associated infrastructure, has entered the capital asset management phase. Responding to the range of needs during this phase can require a diverse set of skills. Each school district should consider establishing a capital planning group or committee to review planning data and asset information for facilities in this phase. This information and data may include space utilization, student population projections, and facility renewal needs (e.g., repairs, upgrades, improvements, and replacements). The primary responsibility of the committee would be the development of a multi-year capital improvement program. Re-commissioning of relevant systems at least two months prior to the warranty date can help identify failed equipment or components and correct control system programming errors. For additional background on developing, implementing, and sustaining a capital planning program, see the department's publication, *Alaska School Facilities Preventive Maintenance and Facility Management Handbook*. If staffing and capabilities exist, the district could produce this data internally. If not, the initial need for professional services is created. Professional services in the planning phase could include educational adequacy assessments, demographic analysis, a commissioning or retro-commissioning plan, and facility condition surveys. See **Pre-Design** for additional details regarding these services.

In order to be eligible for state-aid for a school capital project, a district must produce and submit a six-year capital improvement plan (AS 14.11.011). Projects in the first year of that plan, for which state-aid is sought, must be described in detail on a capital improvement project (CIP) application (4 AAC 31.021). The department provides sufficient tools, training, and guidelines regarding the preparation of a CIP application such that an application could be adequately completed using district resources. ~~In practice, v~~Very few districts complete their own CIP applications. Instead, most districts seek the professional services of educational facility planners, architects, and engineers, to assist them in this vital area of capital planning.

Getting Started

Project Management

The transition from capital asset management to project delivery - from planning to execution - is most often triggered by funding. This funding could come from a variety of sources. Often, with many of these sources, the offer of funding comes with a set of stipulations and constraints. In addition, the process of developing and delivering a capital project, by necessity involves a range of specialized expertise to achieve the goals of functionality, constructability, environmental and life safety, and operational efficiency - just to name a few. Projects can be complex. The professional service of project management has arisen to coordinate the efforts and entities needed to achieve the capital project's goals. The scope and complexity of the project will determine the need for project management services.

Called "construction management" in the applicable Alaska statutes and regulations, these project management services may be provided by qualified school district personnel, or they may need to be solicited and retained by districts under professional services contracts. For school administrators or districts with limited capital project experience, hiring a construction manager is likely to be a vital component in both getting started on a school capital project and in successfully completing that project. The Construction Management Association of America publishes a document entitled *An Owners Guide to Construction and Program Management*, which is available on the CMAA website (cmaanet.org).

A construction manager (CM) can serve as responsible party for implementation of the project from hiring of consultants to coordination of all team members. A CM can be hired either as an employee of the district, or retained under a consultant contract; however, there are statutory limitations on the amount spent for CM by consultant under AS 14.11.020(c):

> (c) The construction management costs of a project assumed under this section may not exceed four percent of the amount of appropriations for the facility if the amount of appropriations is $500,000 or less. The construction management costs of a project assumed under this section may not exceed three percent of the amount of appropriations for the facility if the amount of appropriations is over $500,000 but less than $5,000,000. The construction management costs of a project assumed under this section may not exceed two percent of the amount of appropriations for the facility if the amount of appropriations is $5,000,000 or more. For purposes of this subsection "construction management" means management of the project's schedule, quality, and budget during any phase of the planning, design, and construction of the facility by a private contractor engaged by the municipality or regional educational attendance area.

Highly qualified CMs are capable of assisting with the project management process from ~~cradle to grave~~pre-design to post-occupancy services. Following is a sampling of the types of services a district might seek from a CM professional:

- Project delivery analysis
- Site selection analysis
- Land and property issues
- Recommend project delivery method
- RFPs in support of project delivery methods
- Educational specifications
- Budget analysis and project controls

- Assist with procurement of commissioning agent ~~(CxA)~~ services
- Assist with procurement of independent value analysis services
- Project status meetings
- Permitting coordination
- Design document reviews
- Owner general requirements for bids
- Provide owner representation during construction
- Perform inspections and quality control
- Maintain project records
- Assist in substantial completion
- Project closeout & documentation
- Manage warranties
- Assist with O&M setup

Since project management services through a CM, or related entity, are often a school district's first need after securing funding, and because even that step often requires knowledge and experience not found in every district, the department has developed a request for proposals (RFP) for CM services. This template can be viewed in Appendix D and is available ~~for download as a separate file from the department's web site~~on request from the department. The template contains boilerplate and editable elements that cover the: 1) solicitation, receipt, and scoring of proposals, 2) development of anticipated services, and 3) contract administration elements (e.g., insurance, terms of agreement, etc.).

The Project Team

The purpose of ~~treating~~ addressing the topic of the project team under the **Getting Started** section of the guide is to highlight one final area of professional services to which a district might turn in order to effectively start a capital project. That service professional is an architect. There are many documents that discuss the process of completing a school capital project. Often, these documents refer to a project team. Some publications go further and identify the team members and their role in the process. Throughout this guide, sections of some of these documents are quoted or referenced as appropriate.

One such document, *You and Your Architect*, a publication of the American Institute of Architects (AIA), is pertinent to establishing a starting point for a school district embarking on a school facility project. It states, "the best way to begin a new project is for you - the owner - to reflect on what you bring to it." The document is available on the AIA website (aia.org).

Following is an excerpt from this document under a section entitled, "Getting Started":

> Whether you have extensive experience with design and construction or are coming to both for the first time, it can be helpful to ask yourself a few questions before interviewing prospective architects. You do not need firm or complete answers at this point. Rather, these questions will help to ensure that your initial communications will be clear and productive and enable you to select the design professional best suited to your needs.
> - How will your project be used?

- Do you have specific ideas on how to translate these activities into spaces and square footage?
- Do you have a site? Or will this also be a subject of discussion with the architect?
- Have you decided upon a schedule and budget?
- What are your overall aspirations for the project—aesthetic and emotional as well as practical?
- Who will be making the critical decisions - you alone, your family, or a committee of some sort?
- Where will the resources come from to create and operate your project?
- Are you willing to pay a little extra up front on systems that will save energy or bring other operations savings and pay back over time?
- Do you have previous experience with design and construction? If so, in what ways were you successful, and was the experience in any way disappointing?

A good architect will listen closely to your answers, help you solidify your goals and desires, and translate them into an effective building. Look for a good listener, and you'll find a good architect.

More detailed information and guidance regarding establishing ~~a project team~~The Project Team is provided later in this guideline under a major section heading by this same name.

Pre-Design

Prior to engaging a design team, the district is well served in properly developing the project by identifying facility conditions, the goals of the project, and the needs of the district. There are services that can assist districts in this pre-design phase of the project. While these services can be included in the design contract, it may be better for the district to perform these prior to selecting a design team. Clear and well-defined goals and conditions will assist both the district and the design team to develop ~~scope~~the scope of the project and reduce unknowns. The preceding section described how a project management consultant can often help with pre-design services.

These initial consultant services can assist new facilities with site surveys and geological surveys or existing facility renovations with condition surveys. For ~~both~~ either new educational space or reconfiguration of existing educational space, an educational specification is not only required by statute but is extremely important ~~to~~ for a successful project.

Educational Specifications

A program for design, or Educational Specifications, as it is referred to in Department of Education & Early Development (DEED) regulations, should spell out the district's complete educational requirements. The department has published a guide for developing educational specifications, which is available on the internet at:

education.alaska.gov/facilities/publications/EdSpec.pdf

By regulation, 4 AAC 31.010, DEED requires that "the chief school administrator, under the direction of the local school board, be responsible for preparation of educational specifications for all new public elementary and secondary schools, as well as additions and rehabilitations of existing facilities" for which state aid is sought. The specifications must include, at a minimum, the following elements:

1. The current year and five-year post-occupancy projected attendance area enrollments in the grades affected~~projected elementary and secondary enrollment to be served~~.
2. A statement of educational philosophy and goals.
3. The curriculum that will be housed.~~The activities that will be conducted.~~
4. The activities that will be conducted.~~The curriculum that will be housed.~~
5. The anticipated community uses.
6. The specific and general architectural characteristics required.
7. The educational spaces needed, their approximate size in square feet, their recommended equipment requirements, and their spatial relationships to other facility elements.
8. The size, use, and condition of existing school spaces in the facility (additions and rehabilitations only).
9. The recommended site and utility requirements.

10. The proposed budget and method of financing.
11. The technology goals of the curriculum and their facility requirements.

The completed educational specifications become the district's blueprint for the design of the school facility.

In many cases, much of the pre-design work for a facility may be accomplished by the district before the selection of the design team. Prior to, or in conjunction with seeking funds, most districts will establish the need for additional or reconfigured space based on enrollment projections, changes in the educational program, review of existing space, and an analysis of alternative facilities or space usage. At a minimum, districts should have a fairly detailed idea of the educational space requirements of the new or remodeled facilities which, in turn, provide estimates of square footage size and potential costs. While it is sometimes advisable to involve an architect in preliminary feasibility studies, particularly in the analysis of existing facilities and the determination of square footage, the essential pre-design work revolves around educational rather than architectural considerations.

Should a district desire other outside assistance at this point of the project, the services of an educational facilities planner or architect familiar with school planning might be beneficial. These professionals can ~~conduct an assessment of~~assess the need for new or reconfigured space, perform educational feasibility studies, and provide preliminary interpretation of curricular needs into educational specifications.

The development of educational specifications is the key to a successful school construction or remodeling project. It is during this phase of project planning that everyone concerned with the new space - teachers, administrators, students, board members, and the community at large - has the opportunity to present ideas, thoughts and desires ~~dreams~~ concerning the facility. Well-developed educational specifications ensure that the completed facility will support the planned educational program of the district. The Educational Specifications can also provide the basis for a creative, original design which may make a significant contribution to the learning process. Districts that spend time in conceptualizing the program to be offered in the new space, establishing the relationships between the various educational activities which will be carried out therein, and ~~giving~~ give attention to the smallest detail which can maximize the educational value of the envisioned spaces will reap considerable benefits in the design and construction phases of the project, as well as when the building is finally in use. An educational facility planning professional who is trained in conceptualizing and describing educational spaces can be of great help to the district and community in this activity.

Condition Surveys

For projects involving the renovation of existing facilities, a condition survey helps to define ~~conditions~~ the current condition of the facility and its components. This can help to develop the project scope and give a clearer definition of the design needs during the selection of a design team. The department has a publication, *Guide for School Facility Condition Surveys* (education.alaska.gov/facilities/publications/ConditionSurvey.pdf), to assist districts in developing a condition survey. As stated in the guide~~'s introduction~~, "~~It~~ …it is anticipated that

the on-site condition survey will be accomplished by a team of professionals ~~and/or tradespersons~~ with the necessary expertise to inspect the various building systems being included~~assess the various areas~~." However, ~~with the exception of~~except for the regulatory data section, most of the checklists could be ~~utilized~~ completed by experienced maintenance personnel which districts may have on staff~~"~~. Condition surveys are required for major renovations and highly recommended for all other renovations and component replacement projects.

Additional Pre-Design Services

Other pre-design services that can assist districts when developing projects and add clarity when engaging in design services include:

- Surveying: For existing sites this could be re-establishing property lines and site improvements. For new sites this establishes property lines, elevations, and any right of ways or special conditions.
- Site Investigation / Geotechnical Survey: This service helps to establish design criteria for foundations, septic systems, wells, water infiltration, and subsurface water elevations that might influence design or construction. This information can help to decide site selection or suitable locations within a site prior to design. Site investigation is a distinct budget category in DEED-funded projects, so separately tracking the expense is helpful.
- ~~Archeological Survey~~Cultural Resources Review: As ~~in~~ with the above, the cultural resources review (previously known as an archeological survey) could assist in site selection and is required for new school sites.
- Project Delivery Method Analysis: It is sometimes important to consider various project delivery methods such as Design-Build or Construction Manager/General Contractor arrangements during pre-design. As an example, entering into a design contract for complete design and construction administration services could preclude the use of Design-Build at a later point in the project.

Once the project scope and conditions have been established, the selection process for engaging a design team can begin.

The Project Team

An initial project team should consist of individuals and groups with a stake in the outcome of the project, as well as those with the expertise to provide those stakeholders with the information necessary to make sound decisions. There are alternate compositions and names for project teams. However, all stakeholders should have a place on the team. Team members may include representatives from the district administration, ~~the~~ educational specifications committee, ~~the~~ proposed principal and faculty, ~~the~~ students, ~~the~~ parents, community members, and necessary educational and facilities professionals. In addition, a project coordinator is essential for good management and continuity. At the appropriate point, the design team and commissioning agent should be added to the project team.

The school district project coordinator should be the lead or chairperson of the project team and the principal contact for the project team with authority for approvals of both design and construction matters. Generally, this position's responsibilities can be handled by an in-house representative with assistance from the design team during construction. However, many districts have found that a professional project manager (~~See~~ see the ~~Construction~~ Project Management discussion in the ~~Introduction~~Getting Started section above) can relieve the district of burdensome coordination activities, thus allowing district personnel to focus on educational delivery.

The project team has overall responsibility for coordination of all aspects of the project from initial needs determination to post-occupancy evaluation. Many of the duties may be assigned to individual project team members or subcommittees. In smaller districts, the team may delegate responsibilities to the project coordinator or the district superintendent, or the school board may assign responsibilities to ~~that~~ an individual.

In addition to being the official administrative contact ~~with~~ for the design team, the coordinator should be a liaison between other groups and committees providing information such as educational specifications, site information, and educational programming. Beyond the design phase, the project coordinator should serve as the ~~owners~~owner's representative for the construction contract.

Reference should be made to a document listed in Department of Education & Early Development (DEED) regulations as a guideline entitled *The CEFPI Guide for Educational Facility Planning, 2004 edition*~~*Guide for Planning Educational Facilities*, CEFPI, 1991~~, specifically the section "The Planning Professionals." The design team is generally headed by a principal or associate of an architectural firm and consists of members of his firm and consultants. Quoting from the document mentioned above:

> A district should be carefully review proposed services of such a project manager and the architect; traditional services of each can widely overlap. The architect's services are explained in the next chapter. The design team members, besides those who are directly involved in architectural design and coordination as associates of the architect, are normally consultants to the architect who serves as

> team leader. If a district feels they can best be served by certain named consultants, these should be identified in request for proposal documents as a district choice but not as a requirement. Architects may feel more comfortable with certain consultants based on their past experiences. As prime consultant the architect is responsible for the work of his consultants although they in turn are responsible to him. The architect's consultants, or they may be in-house staff, usually consist of structural, mechanical and electrical engineers. In addition, for some projects, consultants may include civil soils, survey, and utility engineers as well as those with specialties including cost estimating, acoustics, kitchen/food service, technology, school planning, and construction management or contract administration.

An architect A/E consultant is an important member of the project or planning team, from initial conceptualization of the project through substantial completion ~~of the building itself~~. It is the architect who has the primary responsibility for translating educational program concepts and needs into educational facilities that are effective learning spaces. An architect must understand the desires of the client as well as the technical aspects of the project; therefore, in selecting an architect, intangible considerations, such as mutual respect, trust and compatibility of working styles, can be as important as technical competence. Dr. Basil Castaldi, a well-known authority on educational facilities planning, states it well:

> In and of itself, however, the employment of an architect does not automatically assure a board of higher authority that he will design a school to satisfy their institutional needs. The architect should be creative, competent, flexible, understanding, perceptive of educational needs, open-minded, aesthetically oriented but cost-conscious, imaginative, practical, and cooperative in spirit. [3]

Success in selecting an architect, whether an individual or a firm, who can bring the attributes listed above to a school construction project depends in large part on how thoroughly a district conducts pre-selection activities.

There are times when a district will be looking for the services of ~~on~~an engineering consultant, such as when considering structural, mechanical, electrical, foundation, or site work that may not require the participation of an Architect. In such cases, the district may consider the directions in the following sections of this guideline to apply equally to the selection of ~~and~~an engineering consultant. Therefore, terminology from this point forward will refer to the Architectural/Engineering or A/E consultant.

Commissioning

An often overlooked but vitally important member of the team is the commissioning agent (CxA).

Beyond being required for each substantially upgraded building system in accordance with 4 AAC 31.080(j); a commissioning agent provides a clear value to the district and the facility. That said, it is first important to know what "commissioning" (Cx) is and the value it provides.

The Project Team

Essentially, commissioning is a process that examines, tests, and ensures that all of a building's systems perform as designed, ensure that contract documents (plans and specifications) are followed, help the owner operate and maintain the system, and ultimately ensure the system meets the needs of a building's occupants. The benefits of commissioning to the district and facility include:

- Cost benefit analysis of design solutions for the most efficient system;
- Energy and money savings;
- Improved comfort for the building's occupants;
- Better system functionality, improving air and water quality;
- Improved and comprehensive operation and maintenance instructions; and
- Building and equipment optimization, which extends operational lifespans.

Respectively, the commissioning agent therefore serves as an advocate to the owner by directing the commissioning process.

Though much of the agent's work happens during a project's construction phase it is important to create a commissioning plan and bring on a commissioning agent as early in the design phases as possible. Early involvement will help in the development of a logical and comprehensive system and can provide important considerations to the designers. It is important to note that the agent does not replace or subvert the design engineer, but rather compliments them. A commissioning agent is a specialist who advises the design team through the design phase and ensures compliance during construction with the designer's intent.

If properly contracted and utilized a commissioning agent will:

- Regularly review plans throughout the design process to verify the design is consistent with the owner's intent and goals.
- Integrate commissioning requirements in the construction bid and contract documents.
- Develop checklists for the designer's specifications for all equipment.
- Develop functional performance test procedures for all equipment and systems.
- Coordinate the commissioning team for the mechanical, electrical, fuel oil, controls, and building envelope systems.
- Witness the functional performance testing.
- Complete a commissioning report, which provides needed changes and advice to optimize all components, equipment, systems, or features.
- Review operation and maintenance manual for completeness
- Verify that training was conducted for appropriate personnel on commissioned systems.
- Develop a reconditioning management manual that helps to measure building performance and instruct district personnel how to make adjustments to optimize the system as part of preventive maintenance.

The Scope of Services

Districts that wish to obtain the most effective design services will spend time *before* the selection of the A/E consultant in determining the range of services it will need. Certain services are required from the design professional during each phase of the project. In addition, A/E consultants can provide a broad range of supplemental services. These basic and additional services are well described in various publications including a document previously mentioned entitled *You and Your Architect* published by the American Institute of Architects (AIA). Districts are encouraged to review descriptions of services available prior to A/E consultant selection to obtain at least a general idea of those services which may be requested.

The services that may be required of a design firm can be characterized as "basic," i.e., those which are performed normally by a design professional ~~in order to~~to move the project through construction, and "additional" or "supplementary", i.e., services which may be required or desired to enhance or respond to critical issues related to the project.

Basic Design Services

Basic design services are described as follows:

1. **Schematic design services** consist of the preparation of drawings and other documents that serve to illustrate the general scope, scale, and relationship of project components. The documents from this phase of work need to be reviewed and approved by the department before the district authorizes the consultant to proceed to the design development phase [4 AAC 31.030(b)(3)]. Work in this phase incorporates information gathered from the district in the form of Educational Specifications, public meetings, and stakeholder meetings. Typical services include: civil, structural, ~~mechanical~~mechanical, and electrical concepts; architectural, interior ~~in~~ and landscape design concepts; estimate of probable construction costs based on the schematic design documents; and consultation and review. When schematic design is complete and submitted to the department for review, value analysis is the next step in the process. Value analysis should occur prior to preparation of the design development documents. This process is essential to achieving the most cost-effective project possible. Refer to the Capital Project Administration Handbook (education.alaska.gov/facilities/publications/CapitalProjectAdminstrationHandbook.pdf) for more information regarding the various levels of value analysis and a description of the deliverable product expected by DEED as a submittal.
2. **Design development services** consist of the preparation, from the approved schematic design documents, of drawings and other documents that serve to fix and describe the size and character of the entire project as to structural, mechanical, and electrical systems, materials and such other essentials as are appropriate. Accepted design modifications resulting from the value analysis process should be incorporated at this stage. The documents from this phase of work need to be reviewed and approved by the department before the district authorizes the consultant to proceed to the construction document phase [4 AAC 31.030(b)(4)]. Typical services include: civil, structural, mechanical and

electrical design development; architectural, interior and landscape design development; estimate of probable construction costs; and regulatory agency review.

3. **Construction document services** consist of the preparation, from the approved design development documents, of drawings and specifications that provide in detail, the requirements for construction of the entire project. The documents from this phase of work need to be reviewed and approved by the department before the district authorizes the consultant to proceed to the bidding phase [4 AAC 31.030(b)(5)]. Typical services include: complete civil, structural, mechanical and electrical construction documents; architectural ~~working~~ contract documents; a more detailed estimate of probable costs; and document review/coordination. By the time construction documents are complete the commissioning plan should also be finalized.
4. **Bid services** consist of the preparation, from the approved construction documents, of ~~bid~~ documents for ~~obtaining~~ soliciting bids and awarding contracts for construction for approval by the district. Typical services include: preparation of bidding documents; bid procedure; bid evaluation; assistance, with owner's attorney, on construction contract agreements; and analysis of alternatives/substitutions.
5. **Construction services** consist of providing assistance to the district in its administration of the construction contract commencing with award and terminating following final acceptance of the project and the contracting agency's approval of the architect's final invoice for all services throughout the construction phase. Typical services include: limited construction observation; shop drawing review; review of contractor pay requests; change order review/approval; testing and inspection coordination; and project close out assistance. [4]

Additional or ~~Supplemental~~ Supplementary Services

In addition to the above five basic services areas, there are four additional phases of a construction project during which the additional services of a design or other facility professional may be required:

1. **Pre-design**, where an architect may be involved with facility programming; space schematics; project budgeting; surveys of existing facilities; economic feasibility studies; and project scheduling.
2. **Site analysis**, in which architectural services are typically required for site analysis and selection; site development and utilization studies; environmental studies; cultural resources review; zoning processing assistance; utility studies; and project budgeting.
3. **Post-construction**, at which time the architect provides maintenance and operational programming for the electrical and mechanical aspects of the facility; start-up assistance; record drawings; warranty review; and post-construction evaluation. [5]
4. **Commissioning**, in which a qualified professional is retained to ensure the building is operating as designed at the point of turn over to the owner. These services can start in pre-design and continue into post-construction as indicated above. Concluding with a final commissioning report.

The Scope of Services

Both Alaska's Department of Transportation and Public Facilities (DOT&PF) and AIA identify additional or ~~supplemental~~ supplementary services which may be requested of design firms. Such services will vary from project to project, and may include, but are not limited to the following:

1. perform preliminary energy audits;
2. attend meetings or conduct hearings to facilitate design review and obtain required approvals;
3. provide detailed estimates of construction costs;
4. prepare record prints (As-Built drawings) of significant changes made during the construction process;
5. serve as a member of an Art Advisory Committee to determine the type and ~~site~~ location of public art works;
6. determine if a proposed site has historic, prehistoric, or archeological value under applicable federal or state statutes;
7. select furnishings, fixtures, and equipment;
8. design special furnishings;
9. perform life-cycle costs and cost-benefit analysis;
10. conduct special studies ~~or design special computer applications~~;
11. prepare specialized or elaborate graphics or models for presentations; and
12. provide daily or periodic on-site observations of construction activities.

Statement of Services

The "Standard Statement of Services for General Architectural and Engineering Design" of DOT&PF's *Professional Services Agreements* (link: Large Procurement Manuals, Procurement and Contracting, Transportation & Public Facilities, State of Alaska) provides a more detailed description of both basic and additional/supplementary services, as does the standard form of contract of the AIA (document B101).

The AIA publishes a *Compensation Management System* which provides a checklist of both basic and supplemental services. The checklist provides a convenient method for districts in determining the scope of architectural services desired. A copy of the AIA checklist from the above-referenced document is attached in ~~the appendix~~Appendix A. Contract documents may be obtained from:

American Institute of Architects (link: AIA)
1735 New York Ave.~~nue~~ NW
~~N.W.,~~ Washington, D.C. 20006

or from

Alaska Chapter of American Institute of Architects (link: Alaska - AIA)
~~807 B Street,~~P. O. Box 244141

The Scope of Services

Anchorage, AK 995240~~01~~
www.aia.org

As mentioned earlier, districts should have a fairly firm idea of the scope of services to be requested of the A/E consultant before a consultant is selected, particularly where additional or supplementary services are required.

The Selection Process

The means used to select a~~n A/E~~ professional consultant should depend somewhat on the size and scope of the contemplated project. For small projects with ~~design or Cx~~ fees estimated at less than $50,000 - where costs of obtaining and screening proposals from several firms may exceed the benefits of having multiple proposals - the district may choose a~~n~~ professional ~~architect~~ who has performed successfully for the district in the past~~,~~ or set up a shorter version of the process described below.

For larger projects~~, however,~~ it is generally to the district's advantage to use a process which will allow for comparison between several individuals or firms. The discussion which follows focuses on setting up and implementing a comparative selection process which has proven to be effective in selecting design services for larger school construction projects.

Department of Education & Early Development (DEED) regulations regarding selection are as follows:

> **4 AAC 31.065 SELECTION OF DESIGNERS AND CONSTRUCTION MANAGERS.** (a) If a school district determines that it is necessary to engage the services of a private consultant to provide design, ~~or provide~~ commissioning, or construction management for an educational facility with money provided under AS 14.11.011 - 14.11.020, or for a project approved for reimbursement of costs under AS 14.11.100, and the estimated cost of the contract is more than $50,000, the contract shall be awarded to the most qualified proposer after evaluating proposals submitted in response to an approved solicitation. ~~t~~The selection of the consultant shall be accomplished by soliciting written proposals by advertising at least 21 days before the proposals are due by providing notice through publication in a newspaper of general circulation. ~~at least 21 days before the proposals are due. The contract shall be awarded to the most qualified offeror, after evaluating the proposals submitted~~The department may approve an alternate means of notice through publication on the Internet if the website has the express purpose of advertising similar solicitations, has unrestricted public access, and is equally likely to reach prospective proposers.
>
> (b) Nothing in this section precludes a school district from retaining the services of a consultant on an as-needed basis under a multi-year contract, if the term of the contract is not more than five years.
>
> (c) The school district shall provide a procedure for administrative review of complaints by aggrieved offerors which allows them to appeal, within 10 days after the notice of intent to award, requesting a hearing with notice to interested parties, for a redetermination and final award in accordance with law.
>
> (d) The department may deny or limit its participation in the costs of design, commissioning, or construction management for a project eligible for grant funding under AS 14.11.011 or for reimbursement under AS 14.11.100 if the school district does not comply with the requirements of this section.
>
> ~~Authority: AS 14.11.017 AS 14.11.020 AS 14.11.132~~

As mentioned previously, selection of ~~design or Cx~~ professional consultants must be undertaken as a qualifications-based process rather than one that is fee-based. The A/E consultant will lead

the design effort of the design or planning team and the team will need the most qualified individual or firm, rather than the least expensive.

The final selection of the A/E consultant or firm is the responsibility of the local school board. However, in most cases, the board will wish to delegate the responsibility for initial screening and review of potential candidates to school district administration, or to a committee such as the project or planning team. It is recommended that the initial screening be conducted by a minimum of three persons. The initial screening process should result in forwarding to the board a "short list" of between three and five candidates for final consideration.

Educational facilities planners can work with the district through the A/E consultant selection phase of the project, including negotiation of ~~architect~~ services, fees, and contracts. Some planning firms also offer project management services. During the pre-design period of the project, the district should explore all options for project management services and make its decisions about the use of consultants, prior to bringing on the A/E consultant. If project management is contracted to an outside organization, communication protocols and channels must be clearly identified to avoid confusion or misunderstandings during the life of the project.

The competitive bid process generally does not apply to the procurement of professional services such as that of an A/E consultant ~~or firm~~. Districts are free to solicit and choose design services in many different fashions, although city/borough districts may be subject to local ordinances. All districts~~, though,~~ must exercise prudence in the management of public funds.

Prior to seeking proposals from interested individuals or firms, the following procedures will need to be completed:

1. Solicitation of potential applicants, which includes the decision to solicit from a few known individuals or firms, or to advertise widely; to solicit only from local individuals or firms, or from a larger geographic area; etc.[1]
2. Preparation of project information which will be used by prospective applicants to prepare their presentations. Including the program for design or educational specifications.
3. Determination of information to be requested from responding individuals or firms, at least in general form. In most cases, the screening criteria will dictate the areas to which firms will respond.
4. Determination of screening criteria, which will spell out in some detail the items to be used in the review of proposals; the weights which will be assigned to the various items; treatment of "joint ventures" or multiple-firm proposals; etc.

After initial screening of the responding individuals or firms, follow these steps:

[1] Reference 4 AAC 31.065(a), quoted above. ~~"If … the estimated cost of the contract is more than $50,000, selection of the consultant shall be accomplished by soliciting written proposals by advertising in a newspaper of general circulation at least 21 days before proposals are due."~~

The Selection Process

1. Further review of candidates on the "short list" of individuals or firms ~~or individuals~~ who have been rated highest in the initial review. All of the individuals or firms on the "short list" should be technically capable of performing the required services. Because of the importance of intangibles, such as rapport, personality, ability to listen, etc., it is strongly recommended that individuals and firms on the "short list" be interviewed by the full school board or the board-designated selection committee. Interview schedules, a list of topics to be covered in the interviews, and a method of evaluating interviewees should be determined prior to inviting selected individuals or firms to participate and provided to the short list.
2. Research on responding individuals or firms, which will require follow-up of references given by respondents; actual visits to completed facilities designed or commissioned by the responding individuals or firms may be considered for the top ~~firms~~ candidates identified in the initial screening.

Once the selection procedures have been established, the district will begin to solicit proposals. A knowledgeable consultant can be retained to perform this task, complete the initial screening with the committee, and submit a "short list" to the district. Whoever performs this task should have information on the following areas prepared to send out to all parties interested in presenting a proposal:~~.~~

1. Project summary, or a brief description of the proposed facility, including intended use, location, square footage, and total funds available for both design and construction.
2. Community description, which contains information about the location, ethnic and economic background, climate, and other pertinent characteristics of the community.
3. Description of the educational philosophy and program of the district, including any particular instructional methods, grade groupings or other characteristics which have design implications.
4. Site description, including any particular characteristics which will affect design options.
5. Funding sources and estimated budget amounts, including information about phasing or other constraints.
6. Timeline, which indicates the anticipated dates of architect selection, design completion and substantial completion of construction.
7. Scope of services initially proposed, which includes any additional services beyond the basic services to be requested.
8. Selection procedures, which indicate the events and timeline for the selection process.
9. Selection criteria, which detail those areas of experience and capacity which will be weighed in the selection process.
10. Description of proposal format, which should speak to any unusual formatting requirements of the school district. In general, firms and individuals should be allowed to format responses in any manner which yields the requested information.
11. Deadline for submission, indicating to whom and where the proposals should be sent. The district should also indicate the number of copies required.

The Selection Process

Screening the Applicants

1. Review of written proposals - Once proposals have been received, all proposals should receive an initial review utilizing the rating criteria and weighting system established earlier. A ~~Suggested *Performance Rating Review*~~*Sample A/E Firm Rating System*, developed by the ~~South East~~Southeast Regional Resource Center, is included in Appendix ~~A~~B Sample A/E Firm Rating System. Other checklists or methods which result in a uniform analysis of all submitted proposals can be developed by the district. On the basis of this initial screening, a "short list" of the three to five most qualified firms should be prepared.
2. Interviews of "short list" firms or individuals - Experience has shown that a formal interview before the full board or the ~~architect~~ selection committee is the most useful method of evaluating the intangible characteristics which contribute significantly ~~greatly~~ to a good ~~district to A/E consultant~~ working relationship between the district and the professional consultant. Interviews should be carefully planned to assist the board or selection committee ~~make~~ in making judgments on the human relations aptitude as well as the technical skills of the persons interviewed. A standard format and an ~~general~~ insightful list of questions determined beforehand will help the interviewers to make the best opportunity of the time ~~allowed~~ allotted and will assure that each individual or firm ~~or individual~~ is asked to respond to the same ~~types of~~ inquiries.
3. Reference checks - In addition to participating in an interview, individuals or firms ~~and individuals~~ on the "short list" should undergo a background check of references. Much can be learned - and much grief avoided - if the district or its agent takes a little time to call other districts or organizations which have been clients of the individuals or firms under consideration. Results of this background check should be given to the board or selection committee along with the ~~firms'~~ written proposals.

In some cases, ~~actual~~ on-site visits to other completed facilities which have been designed by the firm(s) under consideration can be helpful. Generally, the facilities of only the top two contenders would be viewed, given the time and travel funds involved. However, if such visits are conducted, information about the effectiveness of the facility should be obtained from the users (teachers, students, maintenance personnel, etc.,) as well as from the administration or the board.

Selection of Preferred Firm or Individual

Upon completion of the screening activities, the district should list the individuals or firms in the order of preference and begin to negotiate a fee with the first choice. If negotiations are not successful, the district can then proceed to negotiate with the next listed individual or firm. If the district cannot decide between two or more ~~firms~~candidates, the district may request an additional interview or additional written information. However, the district and school board should avoid asking the ~~firms~~ candidates to provide design sketches, models, or other services as part of the selection process.

The Selection Process

Utilizing Multi-Year Term Contracts

One method of selecting an ~~A/E~~professional consultant is through a multi-year term contract[2]. This allows the school district to advertise and go through the selection process once and contract with a consultant, or more than one consultant, for up to five years. This can be used for a consultant team for major projects, a specialty consultant, like a mechanical engineer, for specific types of projects. ~~Term contracts can also be used for~~ Cx ~~and construction management services.~~ This process can be ~~advantages~~ advantageous ~~where~~ if a district forecasts many projects in the future and wishes to have consultants ready to proceed with a project without having many separate selection proceedings. School districts should keep records of their multi-year term selection process ~~in order~~ to show that the selection meets state regulations for advertising, appeal, and other requirements.

An example of how this process works for one school district:

1. A school district anticipates a large number of projects over the next three years and wishes to have consultants available in order to reduce time due to multiple selection procedures. The projects anticipated range from large school projects, mechanical systems projects and some lighting projects.
2. The school district advertises a request for proposals and qualifications for Architectural teams, as well as mechanical and electrical engineers. The advertisement sets a term contract for three years and annual limits of a million dollars for Architectural and a half a million dollars for mechanical and electrical consultant contracts.
3. After a minimum 21~~-~~-day ~~advertisement~~advertising period, proposals and qualifications are received and evaluated. The top three ranked ~~A/E consultants~~candidates in each category are chosen to be offered term contracts, subject to a 10-day appeal period.
4. Upon initiation of the first project, the consultant on the top of the appropriate list and the school district review scope and negotiate a fee. A project task order is initiated and the project proceeds.
5. Subsequent projects ~~cycles~~ cycle through the list in order until the end of the term contract or the annual limit is met.

This is but one example of how the multi-year term contract process works.

Although cost considerations are not a part of the ~~design team~~ professional consultant selection process in the same manner as in a competitive bid situation, the school board may wish to consider fee schedules in coming to a final determination. However, in most cases, only the general fee structure is available for comparison; ~~architects~~ individuals or firms are unlikely to respond favorably to requests for a quote for services until they can fully review the owner's scope of work. Determination of ~~design~~ costs is usually arrived at through negotiations with the

[2] 4 AAC 31.065(b) "Nothing in this section precludes a school district from retaining the services of a consultant on an as-needed basis under a multi-year contract, if the term of the contract is not more than five years."

The Selection Process

successful proposer. Items to be considered in such negotiations are covered in the following section.

Negotiation of Services and Compensation

Once a~~n A/E~~ professional consultant has been selected, negotiations should take place between the district and consultant to identify the scope of services to be provided and the fee that will be paid. It is important for districts to realize that because selection of ~~design~~ professional services is usually not governed by laws directed at competitive bid projects, districts have considerable flexibility in negotiating the terms and conditions of a ~~design~~ professional services contract. In order to make the most of this flexibility, districts are advised to have a ~~well~~ thoroughly developed ~~idea of the~~ scope of services to be requested well ahead of sitting down to negotiate a contract.

"Basic services" are described by the Department of Transportation & Public Facilities (DOT&PF) and are similar to those described by the American Institute of Architects (AIA) (refer to this guideline's **The Scope of Services** section). The basic services are predetermined, so this should provide a starting point for negotiations.

A. Determining Final of Scope of Services

The services requested of an A/E firm can be characterized either as "basic," (i.e., services performed normally by a design professional ~~in order to~~to move the project through construction); and "additional" or "supplemental," (i.e., services required or desired beyond basic services).

The scope of services, proposed compensation, and the contract document should be reviewed and agreed upon. The following sections on compensation and the form of contract should give the owner background for negotiating.

As previously stated, the district should have a fairly firm idea of the scope of services to be requested of the ~~architect~~ professional consultant before selection, particularly where additional services are required. The scope of services may be modified during the negotiation process, but it should not be left to the ~~architect or architectural firm~~consultant to determine what will or will not be provided.

Compensation

The total cost ~~of design services~~ will be dependent on the scope of services required. Once the scope is set, the ~~A/E~~ consultant will indicate the amounts to be charged for basic services broken down by phase (schematic design, for example) and each selected additional service. Charges will include professional fees and expenses, both of which are negotiable. Compensation may be by a single method of payment for all the work required plus other agreed-upon expenses, or it may involve different methods for different elements of work. Districts should be aware of the more common methods of payment utilized for school facility design and services: lump sums, specific hourly rates, and professional billing rates, each of which is described below. An additional method, cost per unit of work, is also used by architects. Because it is typically used only when dealing with apartment building units, hotel rooms, or other identical units~~, however~~, it is seldom encountered in educational facility construction.

Negotiation of Services and Compensation

1. Lump sum is the method whereby the ~~architect~~ consultant is paid a fixed dollar amount for specific services. The amount includes profit, direct salary costs and indirect costs.

2. Specific hourly rates, whereby the ~~architect~~ consultant is paid fixed hourly rates for each class of employee directly engaged in providing services of indefinite duration. The rates include profit, direct salary costs, and indirect costs.

3. Professional billing rates, an alternative to specific hourly rates, whereby the ~~architect~~ consultant is paid fixed hourly rates for specifically named employees engaged in providing services of indefinite extent, plus a percentage, also referred to as a multiple, for indirect and non-reimbursable direct costs, and for profit.

The following definitions apply to the terms used above:

1. Direct salary costs consist of the actual hourly wage rate for time directly chargeable to the project, plus an allowance for payroll overhead.

2. Payroll overhead consists of all employee-related costs and personnel benefits, including life and medical insurance, sick leave, vacation and holiday pay, social security, ~~workmen's~~ worker's compensation, pension retirement contributions, and other similar employee-related costs. Overtime for non-salaried, hourly wage rate employees may be included, if approved in writing by the district.

3. Indirect costs include allowable expenses not directly identified with a single project. Indirect costs include salary and non-salary costs such as general administrative salaries, recruitment of employees, office rents, maintenance and utilities, office supplies, etc. Indirect costs are ~~payable~~ calculated as a ~~multiple~~ multiplier or percentage of direct salary costs.

Determining Reimbursable Expenses

In addition to fees, which cover salaries, profit, and indirect costs, most projects require the A/E consultant to provide services which involve additional expenses. Such direct non-salary costs should be identified specifically as reimbursable expenses which will be paid upon receipt of documentation that the expense was incurred. Transportation and per diem are the most common reimbursable expenses. Others include:

1. Cost of subcontracts when these have been identified specifically within the professional services agreement.

2. Fees for regulatory approvals paid to authorities having jurisdiction over services provided by the agreement. Such fees include local, state, or federal permitting costs.

3. Expenses for telecommunication charges, including telephone, teleconference, fax, etc., incurred in the provision of services under the agreement.

4. Expenses for postage and handling of materials required by the agreement.

5. Expenses for reproduction of reports, drawings and specifications in excess of that which would normally be required (usually two copies).

6. Computer time for special applications required by the district.

7. Expenses for producing specialized or elaborate models, promotional materials, and presentations required by the district.

8. Other expenses identified in the contract.

As can be seen by the above listing, the amount of reimbursable expenses allowed is generally under the control of the district in that such expenses are triggered by the amount of travel and other activities required by the district. Because such expenses can mount up quickly, districts are encouraged to set a maximum amount for which expenses will be reimbursed in the agreement itself, unless further authorized by the district.

Determining Amount of Compensation

Determination of final costs of ~~design~~ services will be the result of negotiation on the various fees requested by the ~~design firm~~professional consultant, plus the amount of reimbursable expenses to be allowed by the district. Districts can use several methods in estimating the limits of compensation. A simple, common method is to use a percentage of construction costs. Compensation for basic services range from 10% of estimated construction costs on small projects to 6% for large projects. This method should be used with care and is best suited to projects where the scope of services is typical and is mutually understood by ~~the~~ all parties - often due to ~~having~~ a history of substantially similar projects. Because of the wide range of construction costs throughout the regions of Alaska, the compensation for basic services with this method should be calculated upon an estimated cost for identical work in Anchorage. To this fee can be added extra overhead items such as transportation, weather conditions, staff living and travel expenses, telephone and courier deliveries, etc. as additional or supplemental services. Additional services and reimbursable expenses will vary, depending on the extent of services required. Even if not used as the basis for a ~~design~~ fee, the percentage of construction costs can be a helpful back-check or comparison to fees developed using other methods. Districts are cautioned that construction costs, not total project costs, should be used as the basis for calculation if a percentage is used.

Some confusion may exist regarding the application of Section 14.11.020(c) of Alaska Statutes dealing with Construction, Rehabilitation, and Improvement of Schools and Education-Related Facilities. This section limits the costs of construction management to 4% for construction projects of $500,000 or less, to 3% for projects over $500,000 but less than $5,000,000, and to 2% if the project is $5,000,000 or more. However, this section refers to the "management of the project's schedule, quality, and budget during any phase of the planning, design, and construction of the facility by a private contractor engaged by the municipality or regional educational attendance area." It does not place a percentage cap on the amount that can be expended for design and commissioning agent services. Nor does it differentiate between those services performed by an architect under

basic services and those to be performed by the owner ~~in this administrative and accounting rate (or by a third -party contract manager)~~.

Under AIA document ~~B141~~B101, the *Standard Form of Agreement between Owner and Architect,* it is acceptable for an architect to provide the services identified in statute as construction management. If construction management and design services are awarded to a single entity, it will be necessary to account for the two categories separately. If a district chooses to retain an independent construction manager, there must be a clear distinction between the responsibilities of the A/E consultant and the construction manager, as well as compensation for those services.

If a percent-of-construction-costs method is not used, districts must determine another way of establishing ~~the reasonableness of~~reasonable compensation for design services. Other acceptable methods include comparison with other projects completed by the district, design cost ranges for comparable projects being developed by other districts, or professional judgment. However, with the exception of the ~~most simple~~simplest school capital projects, the detailed-services method is likely to be the most appropriate for the majority of projects. Under this method, the owner, usually through a request for proposals (RFP), identifies the scope of the project along with its anticipated services. The ~~design~~ professional consultant then proposes a set of detailed services by project phase; these are often called "tasks". Each service/task is supported with proposed staffing, the hours for those staff, and the hourly rate. The detailed services method results in a very clear definition of contract scope. In evaluating this type of fee proposal, districts can review: 1) the categories of services needed (e.g., Will the design team need to make public presentations of design iterations?), 2) the level of expertise needed (e.g., Can an engineer-in-training (EIT) really handle all the electrical design or is a senior engineer needed?), and 3) the hours needed to complete the task (e.g., 100 hours for a door schedule at 95% design; doesn't modern design software automate that process?). Review and negotiation of design services at this level of detail is often very helpful for all parties in the resulting contract.

Design costs for basic services should be approximately the same for a similar project anywhere in the state, because the Alaskan cities in which A/E offices are located do not differ markedly in cost of living. Types of services, however, may vary considerably; a $5 million facility constructed in Anchorage could easily cost $10 million if built in Bethel or Barrow. Often this is due to infrastructure elements such as extensive water, wastewater, and electrical power; these systems all require additional professional services for their design. Travel expenses to remote locations also need to be considered, along with the time lost when unplanned site visits become necessary. Fixed costs for site visits need to remain flexible enough to accommodate travel delays and resultant unplanned expenses.

Agreements between the owner and ~~A/E~~ consultant on the basis and amount of compensation, maximum amounts to be paid for reimbursable expenses, and the compensation schedule should be set out clearly in the agreement between the ~~A/E~~ consultant ~~or firm~~ and the district.

DOT&PF's "Professional Services Agreement" in Appendix C: ~~Basis of~~ Compensation contains one format which can be useful to districts in setting out the compensation rates and schedule. A more simplified format which has been used successfully by several districts is included as Appendix ~~B~~ C

of these Guidelines. Districts are able to choose the format that is most useful to them in laying out the terms and limits of compensation.

Contract for Design Services

Preparing a contract for ~~design~~ professional services is a complicated process, but the process can be made easier by utilizing standard contract documents available from one of many different organizations or associations. The comments which follow are not in any order of priority nor do they exhaustively discuss or analyze the various trouble spots which may arise ~~in~~ during development of a contract ~~for design services~~. This document covers a few specific areas and concepts that often appear to be misunderstood.

The contracting process often raises issues and questions ~~upon~~ for which specific legal advice is necessary. These guidelines are not a substitute for such advice but provide information that can enable the district to have an informed discussion with its legal counsel regarding the ~~design~~ professional services contract.

Standard Documents

There are numerous form contract packages in existence which have been developed by various user groups associated with the construction industry. For example, the American Institute of Architects (AIA) publishes forms which are often used by its members and others. The Alaska Department of Transportation and Public Facilities (DOT&PF) has also developed such forms, several of which have been referenced in this document. The Engineers Joint Contract Document Committee (EJCDC) also publishes standard contract documents. Other forms are published by contractor and engineering associations. Some municipalities have their own contract forms. Each form has its own constituency and group of adherents, and ideal circumstance of application.

Architects generally use the AIA contract forms. These have been developed and modified ~~to~~ for changing conditions over many years. The AIA contract documents, from architect services through construction, to project closeout, are fully integrated with construction contract forms. All forms must be approached knowledgeably and employed properly. They can save a great deal of time and expense ~~over trying to start~~compared to starting from scratch. The contract document is extremely important, and the contracting agency should ~~use~~ exercise great care in selecting the standard form. All contracts are not created equal.

All contract form packages may be changed and supplemented. However, any change must be coordinated with construction documents. Some of the following comments provide areas for further consideration. Standard contract documents allow for revision, and each time the documents are used, the district should review provisions of the contract to verify that they apply, or if they should be modified. If any provisions of the design contract are modified, careful consideration should be given to the impact that the change has on the corresponding construction contract. As with any contract, anytime provisions are modified or added, legal counsel should be consulted to determine the effect of the proposed changes.

Contract for Design Services

Document Integration

Whether one of the form contracts is used as a basic document or not, the entire contract document for professional services must ultimately work together as a package. Districts must make sure that any changes incorporated into the form are made consistently throughout. If, for example, it is determined to delete the arbitration clause, all references to such arbitration must be deleted throughout the various contract documents.

~~These *Guidelines*~~ This section focuses only on the design services contract, ultimately there will be a construction contract, insurance documents, etc. The duties, rights, and responsibilities of the A/E consultant - as set out in the design services contract - will have a direct effect on the construction contract. It is very important that both the design contract and construction contract remain consistent.

For this reason, it is not recommended that a district use one form of design services contract and a different form of construction contract. If two "mismatched" contracts (e.g., AIA with DOT&PF contract forms) were used, the provisions of each will have to be carefully reviewed and compared to be certain that all inconsistencies and discrepancies are caught and corrected. Generally, ~~speaking,~~ if a standard design services contract is used, it should be used in the way it was intended - as a package with the construction contract as well.

The Contractual Parties

AS 14.14.060 purports to lay out the relationship between a borough and a borough school district in the design and construction of schools; AS 14.14.065 states the same relationship between a city and a city school district. Although it is not entirely clear, a possible interpretation of that section is that the district is authorized to contract for the professional services needed for school facility design subject to municipal approval. The construction of the project, however, is handled and contracted by the municipality unless there are other specific agreements.

It is important that the contract documents clearly identify the entity responsible for the contract. If the municipality has authorized the school district to act as the contracting agency, a copy of the resolution should be included as an attachment to the contract.

It is also advisable that the same entity act as contracting agency for the complete project; i.e., both the design and construction of the project. If the municipality does not desire to release its obligation to the district as contracting agency for the construction of the project, then it may be preferable that the municipality should act as the contracting agency for the design services as well. Because the design of a project and the subsequent execution of that design are inextricably connected at many points and in many ways, the entity which bears the responsibility and also the liability for the design portion of the project should be a participant during construction to provide continuity and expertise the project.

When boroughs serve as the contract manager and contracting entity, a key role remains for the school district. Under this structure, the district becomes the 'using agency' for which the project is being executed. In this role, the district must work to clearly communicate its needs and goals for

the project and the end-uses for which it must function. In many cases the head of the project team serves in that capacity or as representative of the superintendent of the school district.

Indemnity and Liability

An "indemnity clause", also known as the "hold harmless clause" may be important from the contracting agency's viewpoint. Such a clause obligates the architect to indemnify and hold the owner harmless from certain kinds of claims. For example, if a floor collapses and the contractor were to claim it was inadequately designed, the contracting agency generally wants to assure itself that the architect will be responsible for defending the claim.

The Alaska Statutes, Title 45, impose a limit on the kinds of claims that can be indemnified in a construction contract. An indemnity clause in any construction contract is void if it purports to indemnify the owner against liability for damages arising from the sole negligence or willful misconduct of the owner. The standard AIA form does not include an indemnity clause; however it does ~~however~~ propose liability insurance and arbitration (AS 45.45.900).

A knowledgeable owner or school district may wish to ~~find a~~ place ~~to put~~ blame in case of delay or change order for faulty construction and personal damage. A construction project should be a three-way partnership of owner, architect, and contractor. Architects can no more accept an indemnity clause than can the owner~~, architect,~~ or contractor.

Arbitration and liability insurance do provide for review of liability and security for recompense. Some professional services contracts ~~with architects~~ have been written with a liquidated damage clause to provide that, in the event the architect fails to perform in accordance with the contract time schedule, the architect agrees to pay. The standard AIA form does not include liquidated damages. It does call for arbitration of disputes and liability insurance.

Professional liability insurance is required in Alaska and is carried by most A/E consultants. Policies are written with deductibles. Most claims in Alaska have been settled within the deductible. The cost for this insurance is high and if the owner's request is high, the cost may equal the A/E consultant's expected profit. A reasonable and suggested approach is for the cost to be included in the final fee agreement. The duration of the policy is important. Policies are written on a "claims made" basis, which means that a policy must be in force at the time of claim. If a policy is canceled at completion of a project, the policy will not be in effect if a claim is made later. Districts may wish to consider a requirement that the policy be maintained for a number of years after completion of the project.

The ~~architect~~A/E consultant, as a state-registered professional, accepts liability for injuries to his client or others which are due to his negligence. Most contracts do ask for architects or engineers to indemnify and hold harmless their client for all occurrences. However, construction is fraught with many risks that are outside of the A/E consultant's control.

The AIA document does call for arbitration of claims, disputes, or other matters in question between the parties to the agreement. This is in accordance with the construction industry arbitration rules of the American Arbitration Association.

Post-Occupancy Services

When school construction is complete and the school is occupied, there are other services that may be provided by an A/E consultant. Those services include development of a preventive maintenance plan, development of an operations manual, and completion of a Post-Occupancy Survey.

Development of a preventive maintenance plan is a required deliverable under the department's Project Agreement, and involves developing periodic maintenance schedules for all of the components upgraded or installed as a part of a capital improvement project. The preventative maintenance plan also includes development of a custodial operation plan, energy management plan, maintenance training plan and renewal and replacement schedules.

Development of an operations manual is not required by the department, but is an important document that will provide future users of the facility with a reference document for operation of the building systems.

In some instances, especially in cases where a project will utilize new, innovative or un-tested design strategies, or non-standard space utilization strategies, it is beneficial to return to the facility at least a year after student occupancy and review the facility using a process known as a "Post-Occupancy Survey." A Post-Occupancy Survey provides the district and users of the facility with an opportunity to report on how well the facility is performing. The department has developed a detailed questionnaire that can be used to perform a Post-Occupancy Survey.

Project Budget and Schedule

The district should include provisions in the A/E contract to insure that the A/E consultant is prepared to develop three cost estimates at three separate times during project development.

The department's Project Agreement includes required submittal of three progressive cost estimates during the development of the project documents.

The first cost estimate typically prepared by the A/E consultant is the Schematic Design cost estimate, and is performed at the schematic design phase of the project, or approximately 35% through the design process. This estimate will be based on the schematic design drawings and will provide the district with a cost that includes more detail than the cost estimate a district may have prepared for the submittal of a CIP application. The schematic design cost estimate will assist the district in ~~identifying~~ determining if a project budget is adequate to complete the work identified in the scope of the project. At this ~~state~~ stage of the project, changes to the scope and design are relatively easy for the designer to make, so the district should pay very close attention to this document and make the effort to thoroughly review the cost estimate and scope of the project before authorizing the A/E consultant to proceed to the design development stage.

The Design Development cost estimate is completed at the design development phase of the project, or approximately 65% through the design process. This estimate will provide a further refinement of the cost estimate prepared during the schematic design phase and should give the district an idea of whether the project budget is adequate to complete the entire project scope. Any items identified during the value analysis process should be incorporated into the design documents prior to this submittal. If the design development cost estimate exceeds the project budget, the district will need to work with the A/E consultant to refine the project scope to decrease project costs so that they are within the allocated budget amount.

The Construction Document cost estimate is completed at the end of the design phase, and serves as a final check of the anticipated project cost against the project budget. If the construction cost estimate exceeds the project construction budget, the district will need to review the project and identify components of the project that can be reduced by either utilizing additive alternates or eliminating portions altogether in order to bring the base construction project cost within the construction budget for the project. It may also be necessary to perform additional value analysis to help align the budget with the cost estimate.

The department has developed a tool identified as the *Program Demand Cost Model;* this tool is available on the DEED Facilities web site (https://education.alaska.gov/facilities/publications) and provides districts with the ability to perform basic cost estimating tasks that can be useful for preparation of planning level cost estimates that can be used for the Capital Improvement ~~Program~~ Project Application. The Cost Model should not be used for preparation of schematic level cost estimates.

In addition to tracking the project budget through cost estimates, the district should also consider including provisions in the contract with the A/E consultant that provide for tracking of the project

schedule. The project schedule should be updated periodically throughout the project in order for the district to verify that the project completion date does not slip, or if it does, that the appropriate school district and school board representatives are informed of any changes in the schedule.

APPENDICES

Appendix A - Table of Typical ~~Design~~ Services Provided by Architects and Engineers

As the owner, ~~you will find~~ it will be helpful to review this chart with your A/E consultant to acquaint yourself with the various phases of design and construction and the services available for each.

Project Administration & Management Services	Pre-design Services	Site Development	Design Services
Project Administration	Programming	Site Analysis and Selection	Architectural Design/ Documentation
Disciplines Coordination/ Document Checking	Educational Specifications	Site Development Planning	Structural Design/ Documentation
Agency Consulting/ Review/ Approval	Space Schematics/ Flow Diagrams	Detailed Site Utilization Studies	Mechanical Design/ Documentation
Owner-Supplied Data Coordination	Existing Facilities Surveys	On-Site Utility Studies	Electrical Design/ Documentation
Schedule Development/ Monitoring of the Work	Marking Studies	Off-Site Utility Studies	Civil Design/ Documentation
Preliminary Estimate of Cost of the Work	Economic Feasibility Studies	Environmental Studies and Reports	Landscape Design/ Documentation
Presentation	Project Financing	Zoning Processing Assistance	Interior Design/ Documentation
		Geotechnical Engineering	Special Design/ Documentation
		Site Surveying	Materials Research/ Specifications
			ASHRAE 90.1 Compliance

Bidding or Negotiation Services	Contract Admin. Services	Post-contract Services
Bidding Material	Submittal Services	Maintenance and Operational Programming
Addenda	Observation Services	Startup Assistance
Bidding/Negotiation	Project Representation	Record Drawing
Analysis of Alternates/ Substitutions	Testing & Inspection Administration	Warranty Review
Special Bidding	Commissioning/Report	Post-contract Evaluation
Bid Evaluation	Supplemental Documentation	
Contract Award	Quotation Requests/ Change Orders	Basic Services Contained in AIA's Standard owner architect agreement (B141)
	Contract Cost Accounting	
	Furniture & Equipment Installation Administration	Additional Services contained in expanded list of services ~~(B163)~~
	Interpretations and Decisions	
	Project Closeout	

Refer to AIA Document ~~B163,~~ *Standard Form of Agreement between Owner and Architect for Designated Services* for an expansive listing of available services.

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

Suggested ~~A/E~~Consultant Rating System

Following is a possible rating review for ~~architectural firm~~consultant interviews should be prepared to consider other pertinent areas for discussion.

Overall Experience - (10 points) The entire ~~architectural~~ project experience based upon varied projects involvement.

Specifically Related Experiences - (10 points) ~~That~~ Prior ~~architectural~~ project experience which directly involves construction and design of educational facilities similar to the project.

Capacity - (10 points) The ability of the ~~architectural firm~~consultant to handle the magnitude and complexity of the project.

Qualified Staff - (10 points) The professional experience of the ~~architectural~~ team or individual to be involved in the project.

Ability To Respond (Timeline) - (10 points) The ability to meet deadlines as proposed. The ability to respond to clients' needs.

Design Philosophy - (10 points) The aesthetic and functional accomplishments of design and construction work performed (appearance, function, quality, and technological approach).[3]

Cost - (10 points) The reality of the construction and project budget as indicated in material provided.[4]

Extra Points - (10 points) Additional strengths of ~~architectural~~ consultant firms. Examples include: design problems, limited number of change orders, staying within the architectural contract, communication and work attitude, responsiveness to problem areas, and varied recommendations received from previous clients.[5]

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[3] This "Design Philosophy" item would only apply to a CxA as it relates to the successful operation of facilities commissioned by the CxA.

[4] This "Cost" item does not apply to a CxA.

[5] A CxA could include suggested design modifications that reduced cost or construction process recommendations resulting in more efficient execution of the project.

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

The Scoring Scale

Each area to be rated is to be assigned a numerical value from 0 to 10 by the rater. The following may be referred to as a general guide; Districts may wish to revise points available for each group.

10 - Exceptionally Strong Area
8 - Very Strong Area
5 - Average Strengths
3 - Weak Area
0 - Area not Addressed

Following are some of the items for discussion with the architect.

Overall Experience - (10 points possible)

1. What is the ~~Architect's~~ consultant's entire ~~architectural~~ experience based on various projects involvement? Are these experiences relevant to the current project?

2. Has the ~~Architect~~ consultant demonstrated familiarity with:
   a. Making facilities accessible to physically handicapped?
   b. Fire safety criteria?
   c. Energy conservation appropriate to Alaska?
   d. Design environment for education?
   ~~d.~~ e. Building/classroom safety and security?

3. What does the ~~Architect~~ consultant state regarding the following:~~?~~
   a. Response to owner (cooperation, management plan, timelines, etc.)?
   b. Budget control (design budget, bids, change orders)?
   c. Design success (function, user satisfaction)?
   d. Aesthetic acceptance (owner and community acceptance)?
   e. Maintenance and operation?
   f. Involvement during construction (including construction observation)?

4. What effort has the ~~Architect~~ consultant made in the past to insure that contract documents include inventory lists detailing spare parts, location of suppliers for spare parts, submittal data, required testing, etc.? ~~And how~~How would the ~~architect~~ consultant handle this important service?

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

What experience does the ~~Architect~~ consultant have in managing a project, and is he willing to take on this role from educational specification to move into finished facility? What experience does the consultant have actively cooperatively with the other role?

Specifically Related Experiences - (10 points possible)

1. What school ~~design~~ experience has the ~~Architect~~ consultant had? How closely is it related to this project? Have these closely related jobs been successes?
2. What can the ~~Architect~~ consultant state regarding the following about past related experiences:
    a. Response to owner (cooperation, timelines, management plan, etc.)?
    b. Budget control (design budget, bids, change orders)?
    c. Design success (function, user satisfaction)?
    d. Aesthetic acceptance (owner and community acceptance)?
    e. Maintenance and operation?
    f. Involvement during construction (including construction observation)?
3. Does the ~~Architect~~ consultant have experience working on facilities similar to those contemplated by the District, with specific reference to experience in last ten years?
4. What efforts would the ~~Architect~~ consultant make to insure that contract documents include adequate documentation of materials and systems for operation maintenance and supply?
5. Is the ~~Architect~~ consultant familiar with DEED regulations?

Capacity - (10 points possible)

1. What is the overall ability of the ~~Architect's~~ consultant ~~overall ability~~ to handle the ~~magnitude~~ scope and complexity of the project? How will the ~~architectural~~ design team ~~will~~ be organized and administered? How will the CxA be incorporated?
2. Does the ~~Architect~~ consultant have the office facilities and production capabilities to handle this project?
3. What is the ~~Architect's~~ suggested scope of services of the consultant?
4. What energy conservation measures would the ~~Architect~~ consultant utilize in this design? Detailed operational cost estimates may be required (regarding wind-driven rain, solar advantage, light utilization, heating and air-conditioning systems).
5. Would the ~~Architect and sub-~~consultant~~s~~ team be willing to write a complete maintenance and operations narrative for the District?

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

6. Will the ~~Architect and sub-~~consultant~~s~~ team assist in a one-year post-occupancy inspection in order to evaluate maintenance and operations?
7. What other information ~~do you feel~~ is important about ~~your firm~~ the consultant that will justify ~~your~~ its selection over other~~s firms~~?

Qualified Staff - (10 points possible)

1. Who are the members of the ~~architectural~~ consultant team to be involved in the project? What is the professional experience of each of the team members? Does the ~~Architect and/or architectural~~ team have backgrounds appropriate for handling the project?

2. What are the names and addresses of the ~~Architect's~~ consultant firm's proposed sub-consultants? Are they "in-house"? How is coordination handled for completion of electrical, mechanical, and structural components?

~~2.~~ 3. What experience ~~have you~~has the District had with the proposed design team? Is there any prior experience between the design team and the CxA?

Ability To Respond (Timeline) - (10 points possible)

1. Does the ~~Architect~~ consultant show a willingness to be sensitive to community needs, and ~~will he~~ welcome involvement of community representatives? Is the ~~Architect~~ consultant willing to work with District personnel in the ongoing process?

2. What schedule and guidelines would the ~~Architect~~ consultant suggest ~~in order~~ to plan and coordinate the design of the facility with community participation and approval?

3. Can the ~~Architect~~ consultant suggest a time schedule indicating when the design, bidding and award, and construction phases, or commissioning could be completed?
   a. What techniques has the ~~Architect~~ consultant employed on past projects to ensure the set time schedule is met?
   b. Does the ~~Architect~~ consultant have the staff and capability to have the construction documents completed along the District's timelines? ~~Will the CxA be available for ongoing Cx during construction?~~ Who will be working on the project? List by discipline and by name.
   c. What is a realistic period of time to have completed plans for actual construction? (~~Give~~ Suggest some timelines.)
   ~~c.~~ d. Will the CxA be available for ongoing Cx during construction?

4. What design and construction problems ~~have you~~has the consultant encountered on similar projects, and how can they be avoided?

5. Could the ~~Architect~~ design or construction management consultant assist the District with the selection of all equipment and furnishings?

6. Would the ~~Architect and sub-~~consultant~~s~~ team be willing to write a complete maintenance and operations narrative for the District? Would the ~~Architect and sub-~~

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

consultant~~s~~ team be available to perform ~~start up~~commissioning of a new facility in cooperation with the CxA and give complete maintenance instructions?

7. Can the ~~Architect~~ consultant coordinate the design to provide ~~a place~~ for ~~the~~ Works of Art? How could this effort be coordinated with the community?

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

Design Philosophy- (10 points possible)

1. Does the ~~Architect~~ design consultant have the ability to produce a~~n~~ functional and integrated ~~excellent~~ design for the project? (This should be based upon the aesthetic and functional accomplishments of the design and construction work performed ~~.~~ – appearance, function, quality, and technical approach.)
2. What is the ~~Architect's~~ design philosophy of the consultant for this project (including life-cycle costs factors and aesthetic values)?
3. Is the ~~Architect~~ design consultant familiar with the various design standards (~~i.~~e.g., fire, ~~handicapped~~accessibility) and DEED requirements?
4. Can the ~~Architect~~ design consultant coordinate design to make provisions for art works? How could this effort be coordinated with the community?

Cost - (10 points possible)

1. What are the costs per square foot estimated to be for this area for various types and locations of school construction?
2. What is the ~~Architect's~~ basic scope of services anticipated by the consultant? What is the estimated ~~slope~~ scope of reimbursable services?
3. Does the ~~Architect~~ consultant anticipate ~~see~~ any constraints with the budget indicated for the project?

Extra Points - (10 points)

1. Additional strengths of the ~~Architect's firm~~consultant. Examples include: design problems solved, services available during construction, change order experience, staying within the parameters of the ~~architectural~~ contract, communication and work attitudes, responsiveness to problem areas, and various recommendations received from previous clients.

Appendix B - Sample ~~A/E Firm~~Consultant Rating System

PERFORMANCE RATING CHART

~~Architectural Firm~~Consultant	Overall Experience 10 pts	Related Experi-ence~~s~~ 10 pts	Capacity 10 pts	Qualified Staff 10 pts	Ability To Respond 10 pts	Design Philos-ophy 10 pts	Cost 10 pts	Extra Points 10 pts	Total Point Rating

Note: Possible points for each area should be adjusted by district.

Appendix C - Sample Schedule of Compensation

This sample schedule provides one method whereby the fees and expenses for each basic and additional service may be displayed in the agreement for design services. The form is a sample only and would need to be modified to reflect only those services which are to be provided by the ~~architect or architectural firm~~consultant.

BASIC SERVICES

Description of Services	Agreement Reference	Days for Completion	Method of Pay	Compensation	Fees & Expenses
Schematic Design	_____	_____	_____	_____	_____
Value Analysis					
Design Development	_____	_____	_____	_____	_____
Construction Documents	_____	_____	_____	_____	_____
Bid Services	_____	_____	_____	_____	_____
Construction Services	_____	_____	_____	_____	_____
Cx Plan and Execution	_____	_____	_____	_____	_____

In addition to the above, services may be required of the ~~architect~~ A/E consultant or CxA during the following phases of the project:

Pre-design Services	_____	_____	_____	_____	_____
Site Selection	_____	_____	_____	_____	_____
Value Analysis Report	_____	_____	_____	_____	_____
Post-Construction Services	_____	_____	_____	_____	_____
Commissioning Report					

Additional Services (Examples)

Feasibility Study	_____	_____	_____	_____	_____
Energy Audit	_____	_____	_____	_____	_____
Meetings & Presentations	_____	_____	_____	_____	_____

Appendix D - Sample RFP for Construction Manager

[SCHOOL DISTRICT NAME]

[District Logo]

REQUEST FOR PROPOSALS
FOR CONSTRUCTION MANAGEMENT
RELATED SERVICES
[per 4 AAC 31.065]

Project Name: _____
Project #: _____
RFP #: _____
Location: _____

Procurement Agency and Address:
[District]
[Division]
[Address]
City, Alaska 99XXX

Procurement Officer: _____ Date of Issuance:
District Contact: _____ [Month/Date/Year]
Phone: _____
Email: _____

REQUIRED SERVICES: ☐ are described in the attached Statement of Services

The Project cost estimate is: ☐ under $50,000 ☐ $50,000 - $100,000 ☐ $100,000 - $200,000.00 ☐ over $200,000

Note: Offerors shall carefully review this solicitation for defects and questionable or objectionable material. Comments concerning defects and objectionable material must be made in writing and must be received by the purchasing authority before proposal due date. This will allow issuance of any necessary addenda. It will also help prevent the opening of a defective solicitation and exposure of the Offeror's proposal upon which award could not be made. Protests based on any omission, error, or the content of the solicitation will be disallowed if not made in writing before the proposal due date.

PERIOD OF PERFORMANCE: Begin: [Month Year] End: [Month Year]

SUBMITTAL DEADLINE AND LOCATION

DATE: PREVAILING TIME: Fax :
OR Email:

Hand deliver proposal directly to following location, and person, if named; or email, or fax to a number above:
PHYSICAL ADDRESS:
INDIVIDUAL:

Late proposals will not be considered. ***Offerors*** are responsible to assure timely delivery and receipt and ***are encouraged to respond at least four business hours prior to the above deadline.*** Any addendum issued less than 24 hours prior to a Deadline will extend that Deadline by a minimum of an additional 24 hours. The Contracting Agency shall not be responsible for any communication equipment failures or congestion and will not extend the deadline for any proposals not received in their entirety prior to the deadline. Except for hand delivered proposals, confirmation of receipt by telephone or other means four hours or less prior to deadline will ***not*** be provided.

Appendix D - Sample RFP for Construction Manager

1. PROPOSAL FORMAT

The Construction Management firm's proposal shall be provided in the following format in order to provide the information to demonstrate the firm's experience, knowledge personnel and resources to successfully perform the services requested. The required submittals are:

A. Proposal Form (see attached)
B. Cover Letter: Provide a cover letter (not to exceed two pages) introducing your firm, the proposal, and your understanding of the project.
C. Project Team: Provide an overview of the proposed team detailing the professional staff expected to be providing services on the project. Include experience and professional credentials (i.e., CCM, PMP) for each team member. Provide a history of the team's relationship.
D. Project Management Firm Experience / Project Profiles: Provide a maximum of 5 project profiles. Preferred projects presented should demonstrate experience with the following attributes: project delivery methods, school construction, and state funding through AS 14.11.11 or AS 14.11.100. For each project include the client's name, project name, project location, summary of services performed, and construction budget. Provide Owner references for at least three (3) of the projects, including name, title, and phone number.
E. Project Organization: Provide an organizational chart. Identify roles and responsibilities, reporting relationships and use of sub-consultants. Identify whether project management services will be self-performed or utilize sub-consultants.
F. Project Approach: Present your understanding of the Project, its schedule, and the scope of the services required. Include how your firm provides project management services for any or all of the Project's phases (i.e., design, construction, project close-out, etc.).

2. BASIS OF SELECTION

This solicitation does not guarantee that a contract will be awarded. All proposals may be summarily rejected. The intent is to select a Contractor based on the criteria specified as follows:

Criteria

A. Project Team & Staffing: qualifications, education, experience, and references.
B. Experience: experience of the offeror in performing similar services for building projects of similar scope and similar location.
C. Methodology: understanding of the project, the services required, and the soundness of the project approach.
D. Responsiveness: proposal completeness and quality, responsiveness to the detailed services and anticipated schedule.

Scoring

Proposals will be evaluated using the categories and scoring indicated below. The final score will be calculated by computing an average of the total Evaluation Committee's scores.

a. Background (XX Points)
b. Project Team & Staffing (XX Points)
c. Related Experience (XX Points)
d. Overall Project Approach (XX Points)
e. Approach to Schedule and Budget (XX Points)
f. References (XX Points)

3. PRICE AND METHOD OF PAYMENT

A Price Estimate is NOT required with your proposal. The selected Offeror shall submit a Price Estimate within ***three*** business days following a request from the Contracting Agency. A Price Estimate shall include all tasks to perform the contract and be prepared to show hourly rates, anticipated hours, and anticipated staff, by task. Note that a Price Estimate is not a bid. It is a negotiable offer. A Fixed Price contract is desirable; however, a Cost Reimbursement contract may result if a Fixed Price cannot be negotiated.

4. PROJECT INFORMATION AND SCHEDULE

[Enter project description and background]

Schedule

CM Firm contract award	[Date]
Advertise for A/E or CxA RFP	[Date]
A/E or CxA RFPs Due	[Date]
A/E or CxA Contracted	[Date]
Schematic Design Due	[Date]
Design Development*	[Date]
Contract documents	[Date]
Advertise for Bids	[Date]
Award for construction	[Date]
Construction and Cx Completion	[Date]

5. RESPONDENT'S CHECKLIST

Proposals will not be considered if the following information, documents and/or attachments are not completely filled out and submitted with the proposal.

- ☐ Cover sheet, page 1, Proposal Form, must be manually signed.
- ☐ Copy of Alaska Registration or Required Certifications
- ☐ Project References
- ☐ Other

1. ATTACHMENTS

- ☐ Statement of Services
- ☐ Proposal Form
- ☐ [Sample Contract]
- ☐ [General Conditions]
- ☐ [Insurance Requirements]

Appendix D - Sample RFP for Construction Manager

DEED Project No:
Date Prepared: XX/XX/XXXX

STATEMENT OF SERVICES

[PROJECT NAME]

INDEX

ARTICLE B1
ADMINISTRATIVE REQUIREMENTS

B1.1 General. The Contractor shall provide services as identified and authorized by sequentially numbered Notices-to-Proceed (NTP). The Contractor shall not perform services or incur billable expense except as authorized by an NTP.

B1.2 Definitions.

B1.2.1 "Project Manager", "Construction Manager", "CM", or similar phrases mean the contractor who is a party to this agreement.

B1.2.2 "User Agency" means the District, division, etc., that generated the requirement for which services under this agreement are obtained.

B1.3 Project Staff. All services must be performed by or under the direct supervision of the following individuals (replacement of, or addition to, the Project Staff named below shall be accomplished only by prior written approval from the Contracting Agency):

Name	Project Responsibilities
ENTER NAMES OF CONTRACTOR'S & SUBCONTRACTOR'S KEY STAFF	

B1.4 Professional Registration. Unless otherwise required by Alaska Statute, professional registration is not required to perform these services.

B1.5 Billing Reports. The Contractor shall provide a two-page (typical) report with each monthly billing for months in which services are performed. The report shall specifically describe the services and other items ***for which the billing is submitted***, and shall estimate the percent the services are complete. Any delayed costs from previous billing periods that are included in the current billing must be clearly explained in the report.

B1.6 Correspondence. All correspondence prepared by the Contractor shall bear the Contracting Agency's assigned Project name and numbers (State & Federal).

B1.7 Documents and Reports shall be printed with solid black letters that are double spaced on white, 8.5 inch x 11 inch bond paper. Other size paper may be used for illustrations if they are folded to 8.5 inch x 11-inch size. Original documents and reports shall be printed on one side of the paper only and shall be ready for copying. The use of black and white photographs, color photographs, or multicolored graphics is approved for this project.

Appendix D - Sample RFP for Construction Manager

Original, camera ready, copies of final documents and reports shall be submitted to the Contracting Agency for a check before printing.

B.1.7.1 Copies. When the Contract calls for multiple copies of documents or reports, the copies shall be printed on both sides of the paper. However, the cover and pages with approved illustrations, multicolored graphics, or photographs shall be printed on one side of the page only. All copies - except for originals - shall be bound.

B1.7.2 Page Numbers. All documents shall be page numbered to allow every major Section, Chapter, Appendix, etc., to begin on a "right hand," odd numbered page.

B1.7.3 Covers. The cover of all documents and reports shall include the following information:

a. Name of document or report.
b. Date.
c. Indicate whether draft or final.
d. Project Name.
e. State and Federal Project Number(s).
f. Prepared for:
g. Prepared by:
h Map and/or picture of project area.

B1.8 Revisions. The Contractor shall modify work products in response to direction from the Contracting Agency. Corrections, adjustments, or modifications necessitated by the review/approval process, but which do not substantially affect the scope, complexity, or character of the services, shall be considered a normal part of the Contractor's services.

B1.8.1 Errors and Omissions. Except as described in this Statement of Services, work products shall be essentially complete when submitted to the Contracting Agency. Work products having significant errors or omissions will not be accepted until such problems are corrected.

B1.8.2 Reviews. Following each review, the Contracting Agency will provide written comments and may hold a meeting to discuss the issues. The Contractor's personnel who are in-responsible-charge for the work products under review shall attend the meeting and they may be asked to interpret and provide explanations of the content.

B1.8.3 Comment Resolution. The Contractor shall provide a written response with subsequent submittals that address all written and oral comments from the Contracting Agency. All changes from previous submittals shall be clearly explained.

B1.9 Reproduction and Distribution. When the contract requires only the original or only one copy of a work product to be delivered, the Contracting Agency will reproduce and distribute any other copies required. Items delivered for reproduction shall be organized and camera ready for copying and not stapled or otherwise bound.

Appendix D - Sample RFP for Construction Manager

ARTICLE B2
DETAILED SERVICES

B2.1 General Services: This contract is to assist the [Name] School District in meeting its project management and project administration obligations under the Project Agreement with the Department of Education & Early Development for the [Name] project, GR-XX-XXX.

B2.1.1 The CM shall conduct regularly scheduled project status meetings with project stakeholders and provide minutes of those meetings to the parties determined by the District.

B2.1.2 The CM shall monitor the project's budget and provide project controls and reports as required to inform parties as to the requirements that may be needed to keep the project on budget.

B2.1.3 The CM will assist in developing the project schedule and will provide project controls and reports as required to inform parties as to the requirements that may be needed to keep the project on schedule.

B2.1.4 The CM will coordinate as needed with project stakeholders including [list primary known or anticipated stakeholders] to ensure that stakeholders are aware of project needs and proposed solutions, and to receive commitments, as needed, from project stakeholders in support of the project.

B2.1.5 The CM will prepare, on behalf of the District, an RFP for professional services for design and construction administration; will solicit and receive proposals for professional services and will assist the district in evaluating, selecting and entering into contracts with design and engineering professionals and will manage these contracts on behalf of the District.

B2.1.5 The CM shall evaluate, with the District, the need for any other types of contracts and agreements for services and shall solicit, recommend award, and manage all contracts in support of this project.

B2.1.6 The CM shall ensure compliance with DEED requirements for project reporting, project procurements, project submittals, and project payments.

B2.1.7 The CM shall oversee, in conjunction with the districts design contractor, permitting and other regulatory agency requirements.

B2.1.8 The CM shall oversee project close-out requirements with DEED and any other agency having close-out requirements.

B2.1.9 CM shall understand any land and property related aspects of this project including land ownership, leases, right-of-way, right-of-entry, disposal, acquisition, etc. by project stakeholders and shall assist the district in the preparation of documents and instruments as may be needed to clarify land and property issues required by the project scope.

B2.1.10 CM services may require travel, overnight lodging, and other reimbursable expenses.

Notes

1. Castaldi, Basil, *Educational Facilities, Planning, Modernization and Management*, 2nd Edition, Allyn and Bacon, Inc., Boston, Massachusetts, 1982. p. 158.

2. State of Alaska, Department of Transportation and Public Facilities, Appendix B: *Standard Statement of Services for General Architectural and Engineering Design*, Form SSS/GAED, Juneau, Alaska, 1980. pp. 2-4.

3. American Institute of Architects, *Compensation Management System*, Form F819, AIA, Washington, D.C., 1975 and contracts B163 and B141.

4. Council of Educational Facility Planners, Inc, *Planning Guide,* 1991 C.E.F.P.I, Scottsdale, Arizona.

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

Work Topics for the BR & GR Committee

As Of: December 1, 2022

BR&GR 2023 Work Items	Responsibility	Due Date
1. CIP Grant Priority Review – [(b)(1)]		
1.1. FY24 MM & SC Grant Fund Final Lists (4 AAC 31.022(a)(2)(B))	Committee	Apr 2023
1.2. FY25 MM & SC Grant Fund Initial List	Committee	Dec 2023
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)		Annually, Jan-May
3.1.1.1. Solicit, Award, And Manage Model School Update	Dept	Annually, Jan
3.2. Model School Standards		
3.2.1. State Building Systems Standards		
3.2.1.1. Implement New Standards [See 6.3 Regulations]	Dept	May 22-May 24
3.2.1.2. Review/Approve Plan for Biennial Updates	Committee	Apr 2023
3.3. Design Ratios		
3.3.1. Development of Design Ratios O:EW, V:GSF, V:ES		
3.3.1.1. Amended/Corrected Final Ratios	Dept	Feb 2021
3.3.1.2. Final All Ratios – 1st Review	Committee	Apr 2021
3.3.1.3. Validation Study	Dept	Dec 2021
3.3.1.4. Validation Study Review/Recommendations	Subcommittee	Jan 2022
3.3.1.5. Recommendations Review, Release for Comment	Committee	Jun 2022
3.3.1.6. Evaluate Public Comment, Make Recommendations	Committee	Sep 2022
3.3.1.7. Manage Regulation Development & Implementation	Dept	Sep22 – Apr 23
3.3.2. Develop Test Method for Ratios	Subcommittee	Oct 2023
3.4. School Space Allocation Issues		
3.4.1.Space Guidelines Accuracy		
3.4.1.1. K-12 Allocation Calculation/Formula Issue	Subcommittee	Feb 2022
3.4.1.2. Variance Allowances Review	Subcommittee	Mar 2022
3.4.1.3. Exclusions and GSF Definition Review	Subcommittee	Apr 2022
3.4.1.4. Recommend Accuracy Adjustments	Subcommittee	Jun 2022
3.4.1.5. Review Subcommittee, Make Recommendations to SBOE	Committee	Jun 2022
3.4.2. Space Guidelines Adequacy		
3.4.2.1. GSF Definition Review (incl ASHRAE)	Subcommittee	Apr 2022
3.4.2.2. Electrical/Mechanical (incl ASHRAE) Space	Subcommittee	Sep 2022
3.4.2.3. Storage in Remote Locations	Subcommittee	Oct 2022
3.4.2.4. Space Related to Security	Subcommittee	Nov 2022
3.4.2.5. Community Use & Education Adequacy	Subcommittee	Dec 2022
3.4.2.6. Recommend Adequacy Adjustments	Subcommittee	Dec 2022
3.4.2.7. Review Subcommittee, Make Recommendations to SBOE	Committee	Dec 2022
3.4.3. Regulation Actions	Dept	TBD
4. Prototypical Design Analysis – [(b)(4)]		
No current items.		
5. CIP Grant Application & Ranking – [(b)(5) & (6)]		
5.1. FYXX CIP Briefing – Issues and Clarifications	Dept	Annually, Dec
5.2. FY25 CIP Draft Application & Instructions	Dept	Apr 2023
5.2.1.		
5.3. FY25 CIP Final Application & Instructions	Committee	Apr 2023
5.4. Future CIP Application Issues		
5.4.1. Total Point Balance Review	Committee	Dec 22-Apr 23
5.4.1.1. Initial Briefing Paper to Committee	Dept	Dec 2022
5.4.1.2. Analyze and Make Recommendation to Committee	Dept	Feb 2023

BR&GR 2023 Work Items	Responsibility	Due Date
5.4.2. Space Allocation Issues	Dept	TBD
5.4.2.1. Analyze and Make Recommendation to Committee	Dept	TBD
5.4.2.2. Manage Regulation Development and Implementation	Dept	TBD
5.4.3. Electronic Documents Only	Dept	TBD
5.4.3.1. Analyze and Make Recommendation to Committee	Dept	TBD
5.4.3.2. Manage Regulation Development and Implementation	Dept	TBD
5.4.4. Completed Projects Impact on Ranking	Dept	TBD
5.4.4.1. Analyze and Make Recommendation to Committee	Dept	TBD
5.4.4.2. Manage Regulation Development and Implementation	Dept	TBD
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		Dec 17–Dec 21
6.1.2.1. Preventive Maintenance Handbook – Progress	Dept	Dec 2021
6.1.2.2. Preventive Maintenance Handbook – Public Comment	Committee	Apr 2022
6.1.2.3. Preventive Maintenance Handbook – Final	Committee	Sep 2022
6.1.3. Life Cycle Cost Analysis Handbook		
6.1.3.1. Life Cycle Cost Analysis Handbook – Validation	Dept	Feb 2023
6.1.3.2. Life Cycle Cost Analysis Handbook – Initial	Dept	Mar 2023
6.1.3.3. Life Cycle Cost Analysis Handbook – Public Cmt	Committee	Apr 2023
6.1.3.4. Life Cycle Cost Analysis Handbook – Final	Committee	Sep 2023
6.1.4. Professional Services for School Capital Project		
6.1.4.1. Professional Services for School Capital Project– Validation	Dept	Nov 2022
6.1.4.2. Professional Services for School Capital Project – Initial	Dept	Nov 2022
6.1.4.3. Professional Services for School Capital Project – Public Cmt	Committee	Dec 2023
6.1.4.4. Professional Services for School Capital Project – Final	Committee	Apr 2023
6.2. Regulations		
6.2.1. Baseline Design Ratios (see item 3.5.2)	Dept (w/Cmte)	
6.2.1.1. Draft Regulation	Dept (w/Cmte)	TBD
6.2.1.2. SBOE Public Comment on Regulation	Dept	TBD
6.2.1.3. Review Public Comments from SBOE Comment Period	Committee	TBD
6.2.2. Reuse of School Plans and Systems (see item 4.2)	Dept (w/Cmte)	
6.2.2.1. Draft Regulation	Dept (w/Cmte)	TBD
6.2.2.2. SBOE Public Comment on Regulation	Dept	TBD
6.2.2.3. Review Public Comments from SBOE Comment Period	Committee	TBD

7. Energy Efficiency Standards – [(b)(8)]

No current items.

Projected Meeting Dates

February 23, 2023 - Teleconference

- School Space Guidelines Accuracy/Adequacy
- CIP Application Total Points Balance Review
- Professional Services for School Capital Projects (Draft)

April (1 ½ Days) (TBD), 2023 In-Person (Juneau)

- FY25 CIP Application Approval
- Professional Services for School Capital Projects (Final)
- Life Cycle Cost Analysis Handbook (Draft)

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

Work Topics for the BR & GR Committee
AS 14.11.014
Updated: 12/1/2022

BR&GR Work Items – Master List	Responsibility	Due Date
1. CIP Grant Priority Review – [(b)(1)]		
1.1. FYXX MM & SC Grant Fund Initial Lists (4 AAC 31.022(a)(2)(B))	Committee	Annually
1.2. FYXX MM & SC Grant Fund Reconsideration Lists	Committee	TBD
1.3. FYXX MM & SC Grant Fund Final Lists	Committee	TBD
2. Grant & Debt Reimbursement Project Recommendations – [(b)(2)]		
2.1. Six-year Capital Plan (14.11.013(a)(3); 4 AAC 31.022(2)(A))	Dept	Annually
2.1.1. Statewide Inventory	Dept	TBD
2.1.2. Statewide Facility Appraisal	Dept	TBD
2.1.3. Statewide Condition Survey	Dept	TBD
2.1.4. Renewal & Replacement Database	Dept	TBD
2.1.5. Presentation by ASD on Facility Condition Indexing	Committee	TBD
2.2. School Capital Funding	Dept (w Cmte)	TBD
2.2.1. Review Process & Funding Streams for Rural & Urban Projects	Dept	TBD
2.3. State's Role in Design & Construction		
2.3.1. In Organized City/Boroughs	Dept	TBD
2.3.2. In REAAs	Dept	TBD
3. Construction Standards for Cost-effective Construction – [(b)(3)]		
3.1. DEED Cost Model	Dept	
3.1.1. Model School Analysis (Allowable Costs)	Committee	Annually, Apr
3.2. Cost Standards	Dept	
3.2.1. Cost/Benefit, Cost Effectiveness Guidelines	Dept	
3.2.2. Life Cycle Cost Guidelines	Dept	
3.3. Commissioning	Committee	2018
3.3.1. Project Categories Requiring Commissioning	Committee	2018
3.3.2. Commissioning Agent Qualifications	Committee	2018
3.3.3. System Requirements for Commissioning	Committee	2018
3.4. Materials/Systems Analysis	Committee	TBD
3.4.1. Model School Building Systems	Dept (w/Cmte)	Annually
3.4.2. School District Building Systems	Dept	TBD
3.5. Design Ratios	Committee	TBD
3.5.1. Building System Ratios ("Micro Ratios") TBD		
3.6. Construction	Committee	TBD
3.6.1. Construction Duration		
3.6.2. Value Analysis		
3.6.3. Component Use and Specifications		
4. Prototypical Design Analysis – [(b)(4)]		
4.1. SB87 – Amendments to 14.11.014(b)(4)	Committee	TBD
5. CIP Grant Application & Ranking – [(b)(5) & (6)]		
5.1. FYXX CIP Draft Application & Instructions (14.11.013)	Dept	Annually
5.2. FYXX CIP Final Application & Instructions	Committee	Annually
5.3. Separate School Construction and Major Maintenance Applications	Committee	

5.4. Separate Grant and Debt Applications	Committee	
5.5. Appendix D Update – Type of Space Added or Improved		
5.5.1. New Classifications & Terminology	Committee	2019
5.6. Review Issues with "Primary Purpose" Designations		
5.6.1. Playgrounds, Parking Lots, etc.		
5.7. Rural Definition For Art (see Instructions, Appx C)	Committee	TBD
5.8. Space Allocation Issues (4 AAC 31.020(c))	Committee	TBD
5.8.1. Career Tech		
5.8.2. Resource Rooms and Special Ed		
5.8.3. Space Related to Security		
5.8.4. Net vs. Gross		
5.8.5. Electrical/Mechanical Space		
5.8.6. Storage in Remote Areas		
5.8.7. "Found Space" (cost-effectiveness test)		
5.8.8. Replacement Schools Clarifications		
5.8.9. Non-school Facilities		
5.8.10. Educational Adequacy/Space Increase		
5.8.11. Community Use Space		
5.8.12. Pre-school		
5.8.13. Out-of-District Enrollment (vocational/charters, etc.)		
5.8.14. Second Attendance Area Schools		
5.8.15. Enrollment Projection Models		
5.8.16. Standard Gym Size		
5.8.17. Projected Unhoused (environmental/erosion timeline)		
5.9.Rater's Guide Matrices		
5.9.1. Emergency Points Matrix	Dept (w/Cmte)	TBD
5.10. Scoring Category & Weighting Factors		
5.10.1. Weighting for Maintenance	Dept (w/Cmte)	TBD
5.10.2. Weighting for Type of Space	Dept (w/Cmte)	TBD
5.10.3. Weighting for Emergency	Dept (w/Cmte)	TBD
5.10.4. Weighting for Life Safety/Code	Dept (w/Cmte)	TBD
5.10.5. Weighting for Average Facility Age	Dept (w/Cmte)	TBD

6. CIP Approval Process Recommendations – [(b)(7)]

6.1. Publication Updates (4 AAC 31.020(a))		
6.1.1. Program Demand Cost Model for Alaskan Schools	Dept	Annually
6.1.2. Capital Project Administration Handbook	Dept	2027
6.1.3. Alaska School Facilities Preventive Maintenance. Handbook	Dept (w Cmte)	2027
6.1.4. Project Delivery Method Handbook	Dept	2027
6.1.5. Cost Format – *EED Standard Construction Cost Estimate*	Dept	2025
6.1.6. Space Guidelines Handbook	Dept (w Cmte)	TBD
6.1.7. Life Cycle Cost Analysis Handbook	Dept (w Cmte)	2023
6.1.8. Swimming Pool Guidelines	Dept (w Cmte)	2024
6.1.9. Guide for School Facility Condition Surveys	Dept (w Cmte)	2025
6.1.10. A Handbook to Writing Educational Specifications	Dept (w Cmte)	2024
6.1.11. Site Selection Criteria and Evaluation Handbook	Dept	2029
6.1.12. Facility Appraisal Guide	Dept	TBD
6.1.13. Guidelines for School Equipment Purchases	Dept (w Cmte)	2026
6.1.14. Professional Services for School Facilities	Dept	2023
6.1.15. School Design & Construction Standards	Dept (w Cmte)	Biennially
6.2. New Publications		
6.2.1. Outdoor Facility Guidelines for Secondary Schools	Dept	TBD
6.2.2. Renewal & Replacement Guideline	Dept	TBD
6.3. Regulations		
6.3.1. CIP "Primary Purpose" (see 5.6 Primary Purpose)	Dept (w Cmte)	TBD

6.4.	Online Application	Dept	TBD
6.5.	Database Review		
6.5.1.	Consolidate Into Single Database	Dept	TBD
6.5.2.	Coordination With Unity Project	Dept	TBD
6.5.3.	ADM By Grade Level	Dept (SERRC)	TBD

7. Energy Efficiency Standards – [(b)(8)]

7.1.	Reporting Requirements	Dept (w Cmte)	TBD
7.2.	Energy Modeling	Dept (w Cmte)	TBD

Bond Reimbursement and Grant Review Committee

As of: January 17, 2023

Member	Appointed	Re-appointed	Term Expires
Elwin Blackwell — Chair Commissioner or Commissioner's Designee	Commissioner's Designee	--	--
Vacant House of Representatives Member	Appointed by Speaker	--	--
Vacant Senate Member	Appointed by President	--	--
Randy Williams Professional Degrees & Experience in School Construction	03/01/2019		02/28/2023
Dale Smythe Professional Degrees & Experience in School Construction	03/01/2017	03/01/2021	02/28/2025
James Estes Experience in Urban or Rural School Facilities Management	03/01/2019		02/28/2023
Kevin Lyon Experience in Urban or Rural School Facilities Management	03/01/2021		02/28/2025
David Kingsland Public Representative	03/01/2019		02/28/2023
Branzon Anania Public Representative	03/01/2021		02/28/2025

Members appointed by commissioner unless noted. See AS 14.11.014 and 4 AAC 31.087.