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

FY2022

These instructions support DEED Form #05-20-044
Application for Funding Capital Improvement Project by Grant or State Aid for Debt Retirement.

PREPARING & SUBMITTING THIS APPLICATION

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

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

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

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

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

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

For further information contact:
School Facilities Manager

1. CATEGORY OF FUNDING AND PROJECT TYPE

1a. Type of funding requested.

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

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

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

1b. Primary purpose.

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

1c. Phases of project.

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

2. ELIGIBILITY REQUIREMENTS TO SUBMIT AN APPLICATION

2a. District six-year plan.

Attach a current six-year Capital Improvement Plan (CIP) for the district. Use DEED Form 05-19-051. The project requested in the application must appear on the district's six-year plan in order to be considered for either grant funding or debt reimbursement.

2b. Fixed asset inventory system.

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

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

do not have an approved fixed asset inventory system, or a functioning fixed asset inventory system (i.e., cannot be audited) will be ineligible for grant funding under AS 14.11.011.

2c. Property insurance.

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

2d. Capital improvement project.

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

2e. Preventive maintenance program.

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

2f. Insurance.

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

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

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

3. PROJECT INFORMATION

3a. Priority assigned by the district. (30 points possible)

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

30 points available for a district's #1 priority. Points drop off in increments of 3 for each corresponding drop in district priority ranking.

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

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

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

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

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

3c. Facility status.

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

3d. Project description/Scope of work.

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

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

Project scope should be sufficiently defined to assure bidding a single contract. If proposing a "districtwide" project, applicant should provide justification in question 3h of how it is more cost-effective to combine multi-site (multi-community) projects.

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

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

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

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

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

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

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

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

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

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

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

3e. Project Schedule.

Provide an estimated project timeline that includes, at a minimum, the estimated date for receipt of funding, estimated construction start date, and estimated construction completion date. Identify any additional project schedule milestones or special circumstances that are applicable to the project. Include any schedule changes anticipated if alternative delivery is considered for the project. An alternative project delivery method is required to be approved by the department. If an alternative project delivery method is proposed for the project (including in-house), provide completed request or department approval with application, including any bid documents, etc.

3f. Complete or partially completed project.

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

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

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

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

3g. Acquisition of additional land.

Acquisition of additional land refers to expansion of an existing school site using property immediately adjacent to, or in close proximity to, the existing school site. Land acquisition may result from long-term lease, purchase, or donation of land. *Utilization of a new school*

site refers to use of a site previously acquired by the district, or a new site acquired as a result of this application and not previously utilized as a public school.

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

3h. Multiple-school or districtwide project.

Explain how a multiple site project is cost effective and in the state's best interest and how the district will provide for a single contract in either design or construction. Provide justification of need for multiple contracts.

4. CODE DEFICIENCY / PROTECTION OF STRUCTURE / LIFE SAFETY

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

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

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

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

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

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

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

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

The scoring matrix for this category (ref. Guidelines for Raters of the CIP Application) is reproduced in the application, and groups deficiencies into the following eight categories: Site, Structural, Roof/Envelope, Arch/Interior/ADA, Mechanical, Electrical, Fire Alarm/Sprinkler, and UST/AST/Hazmat. Identify the condition from the matrix and provide a relevant description of the conditions with references to supporting documentation. While extensive, the discrepancies listed in the matrix may not be exhaustive. If a deficiency is not listed, note that in the description and use the listed deficiencies as a context for determining appropriate documentation.

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

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

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

5. REQUIREMENTS FOR SPACE TO BE ADDED OR REPLACED

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

5a. Project grade levels.

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

5b. District voter-approved projects.

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

5c. Other school facilities.

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

5d. Date of anticipated occupancy.

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

5e. Unhoused students. (80 points possible)

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

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

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

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

5f. ADM projection method.

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

information (e.g., housing construction, economic development, etc.) to justify the project's population projection.

5g. Confirm space eligibility.

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

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

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

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

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

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

5i. Educational Specifications.

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

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

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

6. PROJECT PLANNING & DESIGN

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

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

A *facility condition survey* is a technical survey of facilities and buildings, using the department's Guide for School Facility Condition Survey or a similar format, for the purpose of determining compliance with established building codes and standards for safety, maintenance, repair, and operation. Portions of the condition survey, such as that information pertaining to building codes and analysis of structural and engineered systems including site assessment may be completed by an architect, engineer, or personnel with documented expertise in a building system. For project scopes that are component or system renovations, a condition survey of the component or system is acceptable.

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

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

6b. Use of prior school design (10 points possible)

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

- Complete documents of the proposed reused school plans.
- Evidence of ownership of proposed reused school plans.
- An analysis of the anticipated deviations and revisions from the proposed reused school plans along with an estimated cost of those deviations (+ or -).
- An estimate of the design and construction costs for the proposed reused school plans along with an estimate of the cost of design and construction for a project alternative for a new school design. If a district does not own the school plan proposed for reuse, estimate must include cost of purchasing design or of another arrangement.

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

1. The district's ownership and legal ability to effectively use the prior design.
2. The age of the prior design.

3. The amount of change to the prior design anticipated to be needed in the current project.
4. The estimated cost savings in construction costs achieved by the reuse.
5. The estimated cost savings in design services achieved by the reuse.

Up to 10 points are available (2 points for each of the identified measures) for a project that reuses a department-approved school design. This point category is only applicable to construction projects.

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

6c. Use of prior building system design (10 points possible)

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

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

There are up to 10 points possible for a project that provides support for using a cost-effective building system standard; up to 2 points per qualified system category. This point category is not applicable to projects receiving scores for use of a prior school design.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

6g. Planning / Design team.

The application needs to identify the district's architectural or engineering (A/E) consultant for the Condition Survey, Planning, Schematic Design and Design Development work. Certain projects of limited scope may not require consultant selection to qualify for planning/concept level design point, but may be required for schematic design or design development levels, depending on project complexity. If there is no consultant, the district must provide a detailed explanation of why a consultant is not required for the project. For others besides licensed design professionals currently registered in the State of Alaska, provide the qualifications for design team members that the district accepted. For example, if

one is a school board member who is also an electrician, please note both. Likewise, note a district employee with X years as a licensed roofing contractor, or a maintenance person with X years as the lead mechanical custodian for the district.

7. COST ESTIMATE

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

7a. Project cost estimate.

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

Table 7.1 Total Project Cost Estimate.

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

<u>Seismic Hazard</u> costs include the costs required to assess, design, and perform special construction inspections for a school facility. These costs include the costs for an assessment of seismic hazard at the site by a geologist or geotechnical engineer with experience in seismic hazard evaluation, an initial rapid visual screening of seismic risk, investigation of the facility by a structural engineer, design of mitigation measures by a structural engineer, third party review of seismic mitigation measures, and special inspections required during construction of the seismic mitigation components of the project. The costs associated with

this budget item must be prepared by a licensed professional engineer with experience in seismic design. The district should refer to the department's website to review information on Peak Ground Acceleration information for various areas of the state available on the department's CIP website (education.alaska.gov/Facilities/FacilitiesCIP.html)

Table 7.2 Construction Cost Estimate.

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

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

7b. Cost estimate source.

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

7c. Cost estimate discussion and justifications.

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

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

8. ADDITIONAL PROJECT FACTORS

8a. Emergency conditions. (50 points possible)

Emergencies are conditions that pose a high level of threat for building use by occupants. An emergency exists when students are currently unhoused due to the loss of the facility, or damage to the facility due to circumstances associated with the emergency. An emergency

also exists when the district's ability to utilize the facility is impacted or there is an immediate or high probability of a threat to property, life, health, or safety.

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

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

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

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

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

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

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

Building is unsafe and the entire student population is temporarily unhoused. The building requires substantial repairs to be made safe for the student population to occupy the building. Example: The roof of a school came off in a severe wind storm with water damage to interior finishes.

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

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

Components or Systems

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

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

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

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

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

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

8c. Other options. (25 points possible)

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

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

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

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

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

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

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

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

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

8e. Phased funding. (30 points possible)

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

8f. Participating share waiver.

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

9. DISTRICT PREVENTIVE MAINTENANCE & FACILITY MANAGEMENT

District preventive maintenance and facility management. (60 points possible)

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

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

Up to 60 points possible for a clear and complete reporting of the district's maintenance program.

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

Maintenance Management

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The five-year average expenditure for maintenance is divided by the five-year average insured replacement value, districtwide. Insured value will include all district facilities reported in the department's facility database:
https://education.alaska.gov/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm

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

Energy Management

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

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

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

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

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

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

Custodial Program

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

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

Minimal custodial programs do not have to be quantity-based nor time-based relative to the level of care. Quality custodial programs take both these factors into account and customize a custodial plan for a facility on the known quantities and industry standards for a given activity (e.g., vacuuming carpet, dusting horizontal surfaces, etc.). Describe how the scope

of custodial services is directly related to the type of surfaces and fixtures to be cleaned, the quantity of those items, and the frequency of the care for each. Describe how the district has customized its program to deal with different surfaces and care needs on a site-by-site basis.

Maintenance Training

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

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

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

Capital Planning (Renewal & Replacement)

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

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

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

10. ATTACHMENTS CHECKLIST

Eligibility and project description attachments.

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

APPENDIX A: CATEGORIES OF GRANTS

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B: CAPITAL IMPROVEMENT PROJECT PHASES

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

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

CONDITION/COMPONENT SURVEY (0 to 10 points possible)

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

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

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

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

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

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

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

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

PHASE III - CONSTRUCTION

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

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

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

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

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

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

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

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

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

District Administrative Overhead includes an allocable share of district overhead costs, such as payroll, accounts payable, procurement services, and preparation of the six-year capital improvement plan and specific project applications. The maximum for non-project specific indirect administrative costs is 3%, as defined in regulation [4 AAC 31.023(c)(7)]. In-house construction management should be included as part of this line item. The total of in-house construction

management costs and construction management by consultant should not exceed 5% of the construction budget.

Recommended: 2-9%

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

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

Recommended: 5% Fixed

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

Recommended: Not to exceed 130%

APPENDIX D: TYPE OF SPACE ADDED OR IMPROVED

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

Category A - Instructional or Resource

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

Category B - Support Teaching

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

Category C - General Support

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

Category D - Supplementary

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

APPENDIX E: DEFINITIONS OF MAINTENANCE

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

Component
A part of a system in the school facility.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. All waiver requests require sufficient documentation.

Requests should be accompanied by strong, compelling evidence as to overall financial condition of the school district and in the case of a city/borough school district, the financial condition of the city/borough as well. The attachments should include, at a minimum, cash account reconciliations, balance sheets, cash investment maturity schedules, revenue projection, cash flow analysis and projected use of all fund balances and documentation in support of attempts to meet the local match. Historical expenditures do not provide sufficient evidence of future resource allocations. Consideration should be given to new and replacement equipment purchases, travel, and other expenditures that support classroom activity, but may be delayed until the local match is funded. Each district has an opportunity to help itself and provide a safe, efficient school facility through shared responsibility.

4. Districts may request consideration of in-kind contributions of labor, materials, or equipment.

Under regulation 4 AAC 31.023(d), in-kind contributions are allowed. This also affords an opportunity for community participation through contributions to the art requirements for new buildings or other means. This option should be fully explored, as well as the documentation mentioned above, prior to requesting a waiver of all or part of the participating share.