



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

FY2014

For each funding request submit **one original and three complete copies of this application and two copies of each attachment.**

For instructions on completing this application, please refer to the department's **Capital Project Information and References website at:**

<http://www.eed.state.ak.us/Facilities/FacilitiesCIP.html>

(Note: The department will only score ten projects from each district during a single rating period)

School District: _____

Community: _____

School Name: _____

Project Name: _____

TYPE OF PROJECT AND FUNDING REQUEST

1. Type of funding requested (*Choose only one funding source.*)
 - Grant Funding
 - Aid for Debt Retirement (Bonding)
- 2a. **Primary purpose of project** (*Choose only one category, per AS 14.11.013 for grant projects, or AS 14.11.100(j)(4) for debt retirement projects). The department will change a project category as necessary to reflect the primary purpose of the project.*¹

School Construction:

Major Maintenance:

<input type="checkbox"/> Health and life-safety (Category A, this category is not available for debt retirement)	<input type="checkbox"/> Protection of structure (Category C, this category is not available for debt retirement)
<input type="checkbox"/> Unhoused students (Category B; Category A for debt retirement)	<input type="checkbox"/> Building code deficiencies (Category D; Category B for debt retirement)
<input type="checkbox"/> Improve instructional program (Category F; Category D for debt retirement)	<input type="checkbox"/> Achieve operating cost savings (Category E; Category C for debt retirement)

- b. Phases of project to be covered by this funding request (*Indicate all applicable phases*)

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

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)

Alaska Department of Education & Early Development

- c. Is the work identified in this project request partially or fully complete? yes no
(If the answer is yes, attach 2 copies of documentation that establishes compliance with 4 AAC 31.080 and please note the attachment in question 31.)

BASIC ELIGIBILITY REQUIREMENTS

3. Has a six-year Capital Improvement Plan (CIP) been approved by the district school board? yes no
(Refer to AS 14.11.011(b), and 4 AAC 31.011(c); attach a copy of the 6-year Plan.)
4. Does the school district have a functional fixed asset inventory system? yes no
(Refer to AS 14.11.011(b)(1).)
5. Is evidence of required insurance attached to this application or has evidence been submitted as required to the department? yes no
(Refer to AS 14.11.011(b)(2).)
- 6a. Is the project a capital improvement project and not part of a preventive maintenance program or custodial care? yes no
(The scope of work as outlined in the project description, question 18, must meet the requirements of AS 14.11.011(b)(3).)
- b. Is adequate documentation provided? yes no
(Reference: AS 14.11.013(c)(3)(A) and 4 AAC 31.022(d)(1)

DISTRICT INFORMATION

- 7a. Districtwide maintenance expenditures for the last 5 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. See instructions for specific accounting codes to be included.)*
- 7b. Districtwide replacement cost insurance values for the last 5 years will be gathered by the department from annual insurance certification and schedule of values.

EXISTING FACILITIES

8. The existing building(s) will be (check all that apply):
 renovated added to demolished surplusd other
- (If the project will result in demolition or surplus of building(s), provide for hazardous material abatement and demolition as part of the project. If the building(s) are state-owned or state-leased facilities, attach a transition plan for protection and disposal of the properties.)*

Alaska Department of Education & Early Development

9. What buildings or building portion (i.e. original building or addition) will be included in the scope of work of the project?

(The department will utilize GSF records to establish project points (up to 30) in the "Weighted Average Age of Facilities" scoring element. Refer to the EED Facilities Database at <http://www.eed.state.ak.us/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm> for facility number, name, year, and size information on record.)

Facility #	Building or Building Portion	Year Built	GSF
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
TOTAL GSF	_____	_____	0

RELATED FUNDING

10. Provide AS 14.11 administered grants that have already been appropriated by the legislature as partial funding in support of this project. This does not include debt retirement projects. (30 points possible for previous funding)

EED grant # _____
 EED grant # _____

11. Is the district applying for a waiver of participating share? yes no
Only municipal districts with a full value per ADM less than \$200,000 are eligible to apply for a waiver of participating share. REAA's are not eligible to request a waiver of participating share. (If the district is applying for a waiver, attach justification. Refer to AS 14.11.008(d) and Appendix E of the application instructions.)

PROJECT INFORMATION

12. What is the rank of this project under the district's six-year Capital Improvement Plan? (30 points possible for CIP priority) Rank: _____
13. Does this project impact multiple facilities? yes no
(If the answer is yes, describe in the project description and provide applicable data as identified in the instructions.)

Alaska Department of Education & Early Development

14. Is this project an emergency? (50 points possible) yes no
(Refer to AS 14.011.013(b)(1) and the instructions. If the answer is yes, describe the nature of the emergency and actions the district has taken to mitigate the emergency conditions.)

15. Will this project require acquisition of additional land or utilization of a new school site? yes no
(If the answer is yes, attach site description or site requirements. If a new site has been identified, attach the site selection analysis used to select the new site. Note the attachment in question 31.)

16. Has a facility condition survey been completed?* (5 points possible) yes no
(If the answer is yes, attach 2 copies and Note the attachment in question 31.)

Has a facility appraisal been completed? (5 points possible) yes no
(If the answer is yes, attach 2 copies and Note the attachment in question 31.)

Has work been completed on planning?* (10 points possible) yes no
(If yes, attach documentation supporting planning as described in Appendix A, and please note the attachment in question 31.)

Has work been completed on schematic design?* (10 points possible) yes no
(If yes, attach documentation supporting schematic design as described in Appendix A, and please note the attachment in question 31.)

Has work been completed on design development?* (10 points possible) yes no
(If yes, attach documentation supporting design development as described in Appendix A, and please note the attachment in question 31.)

* - Identify the Design consultant. If there is no Design consultant for this project, provide a detailed explanation of why a consultant is not required.

Design Consultant - _____

17. Project Description/Scope of Work: The project description should provide a clear description of the project scope to be completed with this project. If prior or subsequent work is included as a part of the description, be sure to clearly identify the components of work to be completed with THIS project. Provide an estimated project timeline that includes an estimated date for receipt of funding, construction start date, and construction completion date. (50 points possible for description of severity of life/ safety and code issues)

(Refer to AS 14.11.011(b)(1) and to the instructions accompanying this form. Appendices A and C accompanying the instructions may be particularly helpful. If attached documentation is intended to address this question, please note the attachment in question 31.)

Alaska Department of Education & Early Development

COST ESTIMATES

18. Complete the following tables using the Department of Education & Early Development's **12th Edition Update Revised** Cost Model or an equivalent cost estimate. Completion of the tables is **mandatory**. (30 points possible)

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

Table 1. TOTAL PROJECT COST ESTIMATE					
Project Budget Category	Maximum % without justification	I Prior AS 14.11 Funding	II Current Project Request	III % of Total Construction Cost	IV Project Total
CM - By Consultant ¹	2 - 4%				
Land ²					
Site Investigation ²					
Seismic Hazard ⁷					
Design Services	6 - 10%				
Construction ³					
Equipment & Technology ^{2,5}	up to 10%				
District Administrative Overhead ⁴	up to 9%				
Art ⁶	0.5% or 1%				
Project Contingency	5%				
Project Total					

1. Percentage is established by AS 14.11.020(c) for consultant contracts (Maximum allowed percentage by total project cost: \$0-\$500,000 – 4%; 500,001- \$5,000,000 – 3%; over \$5,000,000 – 2%).
2. Include only if necessary for completion of this project. Amounts included for Land and Site Investigation costs need to be supported in the Project Description (Question 17), and supporting documentation should be provided in the attachments.
3. Attach detailed construction cost estimate and life cycle cost if new-in-lieu-of-renovation.
4. Includes district/municipal/borough administrative costs necessary for the administration of this project; This budget line will also include any in-house construction management cost.
5. Equipment and technology costs should be calculated based on the number of students to be served by the project. See the department's publication, *Guidelines for School Equipment Purchases for calculation methodology (2005)*. The department will accept a 5% per year inflation rate (from the base year of 2005) added to the amounts provided in the Guideline. Technology is included with Equipment.
6. Only required for renovation and construction projects over \$250,000 that require an Educational Specification (AS 35.27.020(d)).
7. Costs associated with assessment, design, design review, and special construction inspection services associated with seismic hazard mitigation of a school facility. This amount needs to be provided by a design consultant, and should not be estimated based on project percentage.

Alaska Department of Education & Early Development

Table 2. CONSTRUCTION COST ESTIMATE

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

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

ATTENDANCE AREA AND AVERAGE DAILY MEMBERSHIP (ADM)

Please Note: If you have classified this project as Major Maintenance (Category C or D) and you are not including any new space skip to question 25. **All applications requesting new or replacement space must provide the information requested in this section.** For the purposes of this section, gross square footage is calculated in accordance with 4 AAC 31.020(e).

19. Indicate the student grade levels to be housed by in the proposed project facility: _____

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

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

Project Name	GSF	Grades	Capacity

Alaska Department of Education & Early Development

21. Within the attendance area, are there school facilities that house any student grade levels included in the proposed project? yes no
(If the answer is yes, please provide information below about size, student capacity, and grades served in the table below.)

School Name	GSF	Grades	Capacity

In lieu of data in the format above for questions 20 and 21, we are providing detailed attachments.	<input type="checkbox"/> yes	<input type="checkbox"/> no
---	------------------------------	-----------------------------

22. What is the anticipated date of occupancy for the proposed facility?
(Provide a project schedule if available.) _____

23. In the table below provide the attendance area's current and projected ADM: (80 points possible for unhoused students)

Table 3. ATTENDANCE AREA ADM			
School Year	K-6 ADM	7-12 ADM	Total ADM
2011-2012			
2012-2013			
2013-2014			
2014-2015			
2015-2016			
2016-2017			
2017-2018			
2018-2019			
2019-2020			
2020-2021			

24. By what method(s) were ADM projections calculated?
(Attach calculations and justifications.) _____

PROJECT SPACE

25. Completion of this table is mandatory for **all projects that add space or change existing space utilization**. If the project does not alter the configuration of the existing space, it is not necessary to complete this table. Use gross square feet for space entries in this table. (30 points possible available for type of space constructed)

Table 4. PROJECT SPACE EQUATION						
	A	I	II	III	IV	B
Space Utilization	Existing Space	Space to remain "as is"	Space to be Renovated	Space to be Demolished	New Space	Total Space upon Completion
Elem. Instructional/Resource						
Sec. Instructional/Resource						
Support Teaching						
General Support						
Supplementary						
Total School Space						

26. Describe inadequacies of existing space. Specifically address how the inadequacies impact the educational program and facility operations. (40 points possible for inadequacy of space)
(Refer to 4 AAC 31.022 (c)(4). If attached documentation is intended to address this question, please note the attachment in question 31.)

ALTERNATIVE FACILITIES AND OPTIONS

27. List below any alternative regional, community, and school facilities in the area that are capable of housing students. (5 points possible)
(Refer to AS 14.11.013(b)(4). If attached documentation is intended to address this question, please note the attachment in question 31.)

- 28.** Describe at least two and preferably more viable (realistic) options in addition to the proposed project that have been considered in the planning and development of this project. Major maintenance projects should include consideration of project execution options (phasing, in-house vs. contracted construction), and material selection options; New school construction projects need to include a discussion of existing building renovation, acquisition or use of alternative facilities, a life cycle cost analysis and cost benefit analysis, and service area boundary changes where there are adjacent attendance areas; Projects proposing the addition or replacement of space need to consider acquisition or use of alternative facilities, a life cycle cost analysis and cost benefit analysis, and a service area boundary change option where there are adjacent attendance areas. (25 points possible)

(Refer to AS 14.11.013(b)(6). If attached documentation is intended to address this question, please note the attachment in question 31.)

- 29.** Quantify the project's annual operational cost savings, if any, in relation to the project total cost. (30 points possible)
(Refer to 4 ACC 31.022(c)(3). If attached documentation is intended to address this question, please note the attachment in question 31.)

FACILITY MANAGEMENT

- 30.** Provide documents related to the district's maintenance and facility management program. Include management reports, renewal and replacement schedules, work orders, energy reports, training schedules, custodial activities, and any other documentation that will enhance the requirements listed in the instructions. *(Refer to AS 14.11.011(b)(1), AS 14.11.011(b)(4), AS 14.14.090(10), 4 AAC 31.013 and accompanying instructions. Note attached documentation in question 31.)* (55 points possible)

Assessment # 1)	<i>Maintenance Management Narrative (Up to 5 Evaluative Points)</i>
Assessment # 2)	<i>Maintenance Labor Reports (Up to 15 Formula-Driven Points)</i>
Assessment # 3)	<i>PM/corrective maintenance reports (Up to 10 Formula-Driven Points)</i>
Assessment # 4)	<i>5-Year Average Expenditure on maintenance (Up to 5 Formula-Driven Points)</i>
Assessment # 5)	<i>Energy Management Narrative (Up to 5 Evaluative Points)</i>
Assessment # 6)	<i>Custodial Narrative (Up to 5 Evaluative Points)</i>
Assessment # 7)	<i>Maintenance Training Narrative (Up to 5 Evaluative Points)</i>
Assessment # 8)	<i>Capital Planning Narrative (Up to 5 Evaluative Points)</i>

Alaska Department of Education & Early Development

ATTACHMENTS

31. Please check to indicate all items that are attached to this application and note that two copies of each attachment should be included. Attachments designated as **Required** must be included for the application to be considered complete. Some items may not be applicable to specific projects.

- Documentation establishing compliance with 4 AAC 31.080 (*question 2c*)
- Six-year Capital Improvement Plan (CIP) (*question 3*); **Required for eligibility**
- Description of maintenance and facilities management program (*question 30*); **Required for eligibility**
- Transition plan for state-owned or state-leased properties (*question 8*)
- Justification for waiver of participating share (*question 11*)
- Site description, site requirements, and/or site selection analysis (*question 15*)
- Facility condition survey (*question 16*)
- Facility Appraisal (*question 16*)
- Planning documentation (*question 16*)
- Schematic Design documentation (*question 16*)
- Design Development documentation (*question 16*)
- Cost/benefit analysis (*questions 17, 18, 28, 29*)
- Life cycle cost analysis (*questions 17, 18, 28, 29*)
- Value analysis provided (*question 17, 18, 28, 29*)
- Budget variance justification (*question 18*)
- Cost estimate worksheets (*question 18*)
- Capacity calculations of affected schools in the attendance area/areas (*question 20, 21*)
- Enrollment projections and calculations (*question 23*)
- Appropriate compliance reports (*i.e., Fire Marshal, AHERA, ADA, etc.*)

CERTIFICATION

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

Superintendent or Chief School Administrator

Date



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

FY2014

Use these instructions with Alaska Department of Education & Early Development AKEED Form #05-12-038, Rev 4/2012

Application for Funding Capital Improvement Project by Grant or State Aid for Debt Retirement.
Numbered paragraphs below correspond to numbered questions on the application.

Unless otherwise indicated, 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 returned unranked.** 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). Please submit *one original and three complete copies* of each application and *two copies of each attachment*. *One copy of the attachment may be in portable document format (PDF).*

(Note: The department will only score ten projects from each district during a single rating period.)

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 1 deadline.

TYPE OF PROJECT AND FUNDING REQUEST

- 1.** 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. Debt funding 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.

- 2a.** Check one box 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 B of these instructions for descriptions of categories and the limitations associated with category C category D, and category E projects. Application of scoring criteria will be on a weighted

Alaska Department of Education & Early Development

basis for mixed scope projects. The department will change a project category as necessary to reflect the primary purpose of the project.¹

- b. Check the applicable phase(s) covered by this funding request. Refer to Appendix A for descriptions of phases.
- c. Indicate whether the work identified by the project request is partially or fully complete. If the construction work is partially or fully complete, please attach documentation that establishes that the construction was procured in accordance with 4 AAC 31.080 CONSTRUCTION AND ACQUISITION OF PUBLIC SCHOOL FACILITIES. 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. 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. For construction contracts under \$100,000, districts may use any competitive procurement method practicable. 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. For projects that utilized in-house labor, attach the EED 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 will not be scored.

BASIC ELIGIBILITY REQUIREMENTS

3. Attach a current six-year Capital Improvement Plan (CIP) for the district. Use AKEED Form 05-12-~~XXX~~. 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.
4. 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 existence of a Fixed Asset Inventory System during its on-site Preventive Maintenance program review every 5 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 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.
5. 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

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)

Alaska Department of Education & Early Development

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.

- 6a. AS 14.11.011(b)(3) requires a district to provide evidence that the funding request is for a capital project and not part of a preventive maintenance or regular custodial care program. Refer to Appendix D for an explanation of maintenance activities.
- b. 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).

DISTRICT INFORMATION

7. 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, 2000 Edition annual audited district-wide operations expenditure as the sum of Function 600 Operations & Maintenance of Plant expenditures in Funds 100 General Fund and 500 Capital Project 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. *[Note: This information is used in calculating scores for Assessment 4; see Question 31.]*

EXISTING FACILITIES

8. The response to this question should be consistent with the space utilization table in question 25. Projects that will result in demolition or surplus of existing state-owned or state-leased facilities should include a detailed plan for transition from existing facilities to replacement facilities. If a facility is to be surplus or demolished, the project must provide for the abatement of all hazardous materials as part of the project. The transition plan should describe how surplus state-owned or state-leased facilities will be secured and maintained during transition.
9. 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

Alaska Department of Education & Early Development

up to 30 points possible depending on the age of the building. Facility number, name, year built, and size are available online at:

<http://www.eed.state.ak.us/Facilities/SchoolFacilityReport/SearchforSchoolFac.cfm>

RELATED FUNDING

10. 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 1 of the Cost Estimate, Question #18. 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 by the legislature.
11. Waivers of participating share should be in accordance with AS 14.11.008(d). Justification should be documented. See Appendix E 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.

PROJECT INFORMATION

12. 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 (CIP). Please 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 at 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.

13. If this project (1) will result in renovated or additional educational space, and (2) will 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,
 - the current and projected student populations in each facility (school) affected by the project, and
 - the EED gross square footage for each affected facility (school) in the attendance area.

Alaska Department of Education & Early Development

Note: for schools housing a combination of elementary and secondary grades, the space allocated to elementary (K-6) and secondary (7-12) may be necessary.

14. Refer to AS 14.11.013(b)(1). If this project is an emergency, describe:
- 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.

Evaluation of the emergency will consider all of the information submitted and the responses to each of the emergency elements noted in these instructions. Based on the information submitted, the emergency condition can generate up to 50 possible points.

15. *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 A).

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

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 will need to be completed by an architect and/or an engineer. Someone reasonably familiar with the building and its components may complete portions of the condition survey that document the condition of building elements. A facility condition survey is optional; however, a facility condition survey document is useful to the department in evaluating the overall merits of the project request. To receive points for this item, a facility condition survey needs to be less than four years old. The department does not consider submittal of a Spill Prevention,

Alaska Department of Education & Early Development

Control, and Countermeasures (SPCC) Plan as a condition survey for fuel tank or fuel facility projects. There are up to 5 points possible for a complete condition survey.

A *facility appraisal* is an educational adequacy appraisal following the format 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. There are up to 5 points possible for a complete facility appraisal.

Planning work includes the items listed under planning in Appendix A of this document. There are up to 10 points possible for completed planning work.

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

Design development work includes items listed under design development in Appendix A of this document. There are up to 10 points possible for completed design development work.

The application needs to identify the district’s A/E consultant for the Condition Survey, Planning, Schematic Design and Design Development work. If there is no consultant, the district must provide a detailed explanation of why a consultant is not required for the project.

PROJECT DESCRIPTION/SCOPE OF WORK

17. The project description/scope of work should include (1) a detailed description of the project, (2) documentation of the conditions justifying the project, (3) a description of the scope of the project and what the project will accomplish, and (4) information or detail related to the project’s cost. If the 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. The scope should also contain sufficient quantifiable analysis to show the project is in the best interest of both the district and the state. The project description/scope of work is a good place to include responses to questions 6, 8, 13, 15, and 16, where applicable. It is helpful to identify the question number if you are answering one of the previously mentioned questions in the project description. There are up to 50 points possible for descriptions identifying the severity of life safety issues addressed by the project.

In addition to the description of the project, 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.

Question #6: Statute requires the district to provide sufficient evidence that the project is not preventive maintenance, routine maintenance, or custodial care. Refer to Appendix D

Alaska Department of Education & Early Development

of these instructions for information regarding the definitions of maintenance terms related to this question.

Question #8: When a new, renovation, new-in-lieu-of-renewal, or Category E project is proposed, the project description shall include a **detailed cost/benefit analysis and a life cycle cost analysis**. These 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 summarized and rather than reproduced in the project description. 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

Question #13: If the project impacts multiple facilities, the project description shall identify the facilities impacted and describe how each will be impacted. This applies to district wide projects as well as projects adding space. For projects adding space, use question #21 to summarize gross square footage and student capacity of the impacted facilities.

Question #15: 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 #16: If a facility condition survey, facility appraisal, schematic design, or design development documents are attached, they can be summarized and referenced rather than reproduced in the description of project need, justification, and scope.

Cost Estimate Support: The project description shall include sufficient information to support meaningful evaluation of the project cost and the reasonableness of the cost estimate. Though basic cost information is to be incorporated into Tables 1 and 2 of question 18, many cost elements reported in standard estimates will require further explanation or support. This is especially true for lump-sum elements used in the department's cost model in sitework and utilities. The project description and cost estimate should be increasingly detailed as project phase's advance.

The description of project scope should include information that will allow the department to evaluate the criteria specified in AS 14.11.013. Please refer to Appendix C for guidelines covering project cost estimate percentages for factored cost items.

COST ESTIMATES

18. 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

Alaska Department of Education & Early Development

project is projected to cost significantly more than would be predicted by the Department's Program Demand Cost Model (12th Edition Update Revised), provide attachments justifying the higher cost. If there are special requirements, a detailed explanation and justification should be provided in the project description/scope of work.

In Table 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 your project exceeds the recommended percentages, please add a detailed justification for each category that exceeds the specific sub-category guidelines as well as a detailed description of why the project requires more than 30% in additional percentage costs.

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

<http://www.eed.state.ak.us/Facilities/FacilitiesCIP.html>

Table 2, which summarizes construction costs, is structured to be consistent with the EED 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.

Alaska Department of Education & Early Development

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 two must still be filled out as described above.

Include an attachment with any 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 projects costs.

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

ATTENDANCE AREA AND AVERAGE DAILY MEMBERSHIP (ADM)

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.

19. The response to this question should reflect the grade levels that will be served by the facility at the completion of the project.
20. Any additional square footage that is funded for construction or approved by local voters for construction should be described, showing student capacity, additional GSF, and grade levels to be served. Include these projects in any capacity/unhoused calculations provided in the year of anticipated occupancy.
21. 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 Capacity Worksheet to calculate the total student capacity for each school. Please note that the Capacity Worksheet has been revised to reflect the regulatory changes to 4 AAC 31.020. The Capacity Worksheet is a MS Excel file and is available on the department's web site:

<http://www.eed.state.ak.us/facilities/FacilitiesCIP.html>

22. 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.

Alaska Department of Education & Early Development

23. All projects that are adding new space or replacing existing space must complete Table 3. ATTENDANCE AREA ADM. There are 80 possible points available for unhoused students depending on severity.
24. Identify the method(s) that were utilized to determine the student population projections listed in Table 3. 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. The application should include student population projection calculations and sufficient demographic information (i.e. housing construction, economic development, etc.) to justify the project's population projection.

PROJECT SPACE EQUATION

25. This table 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 9 as well as those shown in Table 2 of the cost estimate section. The worksheet at Appendix F lists types of school space that fit in each category. There are up to 30 points possible for the type of space being constructed.
26. Describe the inadequacies of the existing space. Inadequacies can vary from quality of space to amount of space to the configuration of the space. The response should also address how the inadequacies impact the educational program and whether the educational program is a mandatory, existing local or new local program. The maximum number of points available for this question is 40. There are up to 40 points possible for description of mandated educational programs, up to 20 points are available for existing local educational programs, and up to 15 points are available for new local programs.

ALTERNATIVE FACILITIES AND OPTIONS

27. 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 (i.e. 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. 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.
28. In an effort to support the project, as submitted, as the best possible solution to school facility needs, districts needs to consider a full range of options during planning and project development. Options should address the specific scope of the project and the delivery of the project (phasing of the work, in-house labor, etc.). For example, 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. A project that proposes roof replacement

should discuss the merits of different roofing materials, the addition of insulation, or even 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 must consider 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. 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 comprehensive discussion on the options considered by the district that would accomplish the same goals as the proposed project.

29. **Operational Cost vs. Project Cost:** Information (and evaluation points) related to operational costs is not limited to Category E projects. The project cost and its impact on operational costs is an important consideration for any project. The project description should include a discussion of ways in which the completion of the project would reduce current operational costs. Considerations could cover 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. For new facilities, consideration should be given to design choices that will provide periodic and long-term savings in the operation and maintenance of the facility.

Although the addition of square footage is certain to 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. This can include cost benefit analyses that were accomplished on building systems and materials, etc. There are up to 30 points possible for a full and complete description of the costs of the project including life-cycle costs and cost benefit analysis.

FACILITY MANAGEMENT

30. AS 14.11.011(b)(1) and 4 AAC 31.011(b)(2) require each school district to include with this application 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 D for details. The scoring criteria for this area now 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 assessments. 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 assessment 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). A district should provide any or all of the documents they have available. Refer to the

Alaska Department of Education & Early Development

Rater's Guide for additional information on scoring. There are up to 55 points possible for a clear and complete reporting of the district's maintenance program.

Maintenance Management

Assessment #1 – 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 your work order-based maintenance management system? How do you assess 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 your program as it is reflected in the submitted formula-driven reports (i.e diversity in work types, hours available is accurate, there is a high percentage of reported hours).

Assessment #2 – 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.

Assessment #3 – 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.

Assessment #4 – 5-year average expenditure for maintenance (Formula-Driven) [up to 5 points available]:

Alaska Department of Education & Early Development

The 5-year average expenditure for maintenance divided by the 5-year average insured replacement value, district wide. [This assessment is calculated based on information identified in application question #7 and from district insurance records submitted separately to the department. No information need be submitted with the application for this Assessment.]

Energy Management

Assessment #5 – Energy Management Narrative (Evaluative) [up to 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, some related to the way the facilities are being used. The results of the energy management program should also be discussed.

Custodial Program

Assessment #6 – Custodial Narrative (Evaluative) [up to 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 (i.e., vacuuming carpet, dusting horizontal surfaces, etc). Describe how your 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

Assessment #7 – Maintenance Training Narrative (Evaluative) [up to 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 name of the person trained, the training received, and the date training was received.

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

Alaska Department of Education & Early Development

provided for the entire staff. Safety and equipment specific videos are also an inexpensive training resource.

Capital Planning (Renewal & Replacement)

Assessment #8 – Capital Planning Narrative (Evaluative) [up to 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).

ATTACHMENTS

31. The attachments checklist is provided for your and the department’s convenience to identify additional materials that are referenced in support of the project. Please check to see that your application is complete and indicate additional attachments the department should reference while evaluating the project.

CERTIFICATION

32. Please be sure the application is signed by the appropriate official. Unsigned applications cannot be accepted for ranking.

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

For further information contact:
Sam Kito III, P.E., School Facilities Engineer
(907) 465-6906

Alaska Department of Education & Early Development
APPENDIX A: CAPITAL IMPROVEMENT PROJECT PHASES
Adopted by the Bond Reimbursement & Grant Review Committee
April 16, 2007

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 type dictates) in order for projects to receive planning, schematic design and/or design development points. Required documents must be or must have been submitted and received by the department by September 1st.

PHASE I-PLANNING (10 points possible)

1. Select architectural or engineering consultants (if needed)(4 AAC 31.065) - (as required)
2. Prepare a school facility appraisal (as required) (see application question 16)
3. Prepare a facility condition survey (as required) (see application question 16)
4. Identify need category of project - **(Required)**
5. Verify student populations and trends - **(Required)**
6. Complete education specifications (design the educational program - 4AAC 31.010) - **(Required)**
7. Identify site requirements and potential sites - **(Required)**
8. Complete concept design studies and planning cost estimate - **(Required)**

PHASE IIA - SCHEMATIC DESIGN (10 points possible)

1. Perform site evaluation and site selection analysis (4AAC 31.025) - **(Required)**
2. Prepare plan for transition from old site to new site, if applicable - **(Required)**
3. Accomplish site survey and perform preliminary site investigation (topography, geotechnical)
4. Obtain letter of commitment from the landowner allowing for purchase or lease of site - **(Required)**
5. Complete schematic design documents including dimensioned site plans, floor plans, elevations and engineering narratives for all necessary disciplines - **(Required)**
6. Complete preliminary cost estimate appropriate to the phase - **(Required)**

PHASE IIB-DESIGN DEVELOPMENT (10 points possible)

1. Complete suggested elements of planning/design not finished in the previous phases - **(Required)**
2. Review and confirm planning (4AAC 31.030)
3. Accomplish a condition survey relevant to scope - **(Required if project includes renovation)**
4. Obtain option to purchase or lease site at an agreed upon price and terms - **(Required)**
5. Complete design development documents - **(Required)**
6. Prepare proposed schedule and method of construction
7. Prepare revised cost estimate appropriate to the phase - **(Required)**

PHASE III-CONSTRUCTION

1. Complete suggested elements of planning and design not previously completed - **(Required)**
2. Prepare final cost estimate
3. Complete final contract documents and legal review of construction documents (4AAC 31.040)
4. Advertising, bidding and contract award (4AAC 31.080)
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

Alaska Department of Education & Early Development
APPENDIX B: CATEGORIES OF GRANTS
Adopted by the Bond Reimbursement & Grant Review Committee
April 16, 2007

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:^{2, 3}

- 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 seismic design of structure is inadequate; that 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) This category corresponds to category A under AS 14.11.100(j) used for review of debt reimbursement projects.
- C. "Protection of the structure of existing school facilities." This category is intended to include projects that will protect the structure, enclosure, foundations and systems of a facility from deterioration and ensure continued use as an educational facility. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$25,000. 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

² 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)].

³ 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.

Alaska Department of Education & Early Development
APPENDIX B: CATEGORIES OF GRANTS
Adopted by the Bond Reimbursement & Grant Review Committee
April 16, 2007

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 systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$25,000. 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. This category corresponds to category B under AS 14.11.100(j) used for review of debt reimbursement projects.

- 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. This category corresponds to category C under AS 14.11.100(j) used for review of debt reimbursement projects.
- 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. This category corresponds to category D under AS 14.11.100(j) used for review of debt reimbursement projects.
- G. "Meet an educational need not specified in (A)-(F) of this paragraph, identified by the department." Any situation not covered by (A)-(F), and mandated by the Department of Education. (Currently, there are no such mandates.)

Alaska Department of Education & Early Development
APPENDIX C: PROJECT COST ESTIMATE
Adopted by the Bond Reimbursement & Grant Review Committee
April 20, 2012

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, 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 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 EED's *Guideline for School Equipment Purchases*. If special technology plans call for higher levels of funding, itemized costs should be presented in the project budget separate from standard equipment.

Recommended: 0-10% of construction cost or between \$1700 - \$3050 per student depending on school size and type.

District Administrative Overhead includes an allocable share of district overhead costs, such as payroll, accounts payable, procurement services, and preparation of the six year capital improvement plan and specific project applications. In-house construction management should be

Alaska Department of Education & Early Development
APPENDIX C: PROJECT COST ESTIMATE
Adopted by the Bond Reimbursement & Grant Review Committee
April 20, 2012

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 3000 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 $\pm 10\%$. 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, and 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%

Alaska Department of Education & Early Development
APPENDIX D: DEFINITIONS OF MAINTENANCE
Adopted by the Bond Reimbursement & Grant Review Committee
April 18, 2001

Component

A part of a system in the school facility.

Component Repair or Replacement

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

Custodial Care

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

Deferred Maintenance

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

Major Maintenance

Facility renewal that requires major repair or rehabilitation to protect the structure and correct building code deficiencies, and shall exceed \$25,000 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.

Alaska Department of Education & Early Development
APPENDIX E: WAIVER OF PARTICIPATING SHARE/IN-KIND CONTRIBUTIONS
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.

Alaska Department of Education & Early Development
APPENDIX F: Type of Space Added or Improved
Adopted by the Bond Reimbursement & Grant Review Committee
April 18, 1997

Category A - Instructional or Resource

Kindergarten
Elementary
General Use Classrooms
Secondary
Library/Media Center
Special Education
Bi-Cultural/Bilingual
Art
Science
Music/Drama
Journalism
Computer Lab/Technology Resource
Business Education
Home Economics
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



Guidelines for Raters of the CIP Applications

Introduction

The Department of Education & Early Development is charged with the task of compiling a prioritized list of projects to be used in preparing a six-year capital plan for submittal to the governor and the legislature (AS 14.11.013 (a)(3)). The criteria for accomplishing the priorities are established in statute (AS 14.11.013 (B)) and are awarded points based on a scoring system developed by the Bond Reimbursement and Grant Review Committee under their statutorily imposed mandate (AS 14.11.014 (b)(6)).

The guidelines provided here are to assure that raters are using a common set of terms and standards when awarding points for the evaluative scoring criteria.

Base Philosophy

The following positions will define the base philosophy for rating applications.

Since districts are required to submit a request for a capital project no later than September 1 of the year preceding the fiscal year for which they are applying, no rater shall review, rank or give feedback regarding scoring a project prior to this deadline.

Applications will be ranked based on the information submitted with the application, or applicants may use information submitted to the department in support of a project, provided the submission occurs on or before September 1. Each rater shall arrive at the initial ranking of each project independently. Raters will be expected to go through each application question by question. They will also review all attachments for content, completeness and bearing on each scoring element. Consistency in scores from year-to-year shall be considered. It is expected that projects will demonstrate different levels of completeness in descriptions and detail depending on the stage of project development.

Projects are prioritized in two lists: the School Construction List and the Major Maintenance List and reflect the two statutory funds established for education capital projects. Under the definitions provided in statute and regulation, projects which add space to a facility are classed as School Construction projects and must fall in categories A, B, F, or G. Major maintenance projects (categories C, D, and E) may not include additional space for unhoused students. Only projects in which the primary purpose is Protection of Structure, Code Compliance, or Achieve an Operating Cost Savings, where the work includes renewal, replacement, or consolidation of existing building systems or components should be considered as maintenance projects.

Each rater should have an eligibility checklist available during rating. Eligibility items A, F, G, I, J, L and N will be evaluated by each rater. Other eligibility items will be the responsibility of support team members doing data input and capacity/allowable calculations. Discussion regarding project eligibility should be brought to the attention of the rating team as soon as it becomes an issue in one rater's mind.



Evaluative Rating Guidelines

For each of the evaluative rating categories, raters will consider the factors listed when evaluating and scoring applications. The list is not exclusive, nor exhaustive. As raters read and evaluate projects, review of the listed elements is to be done for referential purposes. Raters should also refer to the Application Instructions for each question.

Effectiveness of Maintenance & Facilities Management Program (Application Question 30; Points possible: 25)

<p>Maintenance Management Narrative (Points possible: 5)</p> <ul style="list-style-type: none"> • Does the described program address preventive maintenance as well as routine? • How well does the program work for each individual school? • Does the program address all building components? Mechanical, electrical, structural, architectural, exterior/civil? • Is there evidence supplied which demonstrates that the program is effective? • Who participates in the program and how does it function?
<p>Energy Management Narrative (Points possible: 5)</p> <ul style="list-style-type: none"> • Is the district engaged in reducing energy consumption in its facilities? • Is a comprehensive set of methods being used? • Is the program districtwide in scope? • Is the program achieving results? • Is there a method for reviewing and monitoring energy usage?
<p>Custodial Narrative (points possible: 5)</p> <ul style="list-style-type: none"> • Is the district's custodial program complete? • Is custodial program based on quantities from building inventories and frequency of care based on industry practice? • Has the district customized its program to be specific to each facility? • Is the program districtwide in scope? • Is the program achieving results?
<p>Maintenance Training Narrative (Points possible: 5)</p> <ul style="list-style-type: none"> • Does the program address training and on-going education of the maintenance staff? • Are maintenance personnel being trained in specific building systems? • Are training schedules attached? • How is Training Recorded? • How is effectiveness measured?
<p>Capital Planning Narrative (Points possible: 5)</p> <ul style="list-style-type: none"> • Does the district have a process for identifying capital renewal needs? • Are component/subsystem replacement cycles identified and used? • Does the system involve building occupants and users? • Are renewal schedules comprehensive and vetted for credibility? • Are systems up for renewal grouped into logical capital projects?

Emergency (Application question 14; Points possible: 50)



- If the district doesn't declare the project an emergency: NO points!
- Consider the 'level of threat' to both people and property in assessing the emergency.
- Consider how well points noted in instructions are addressed.
- Consider the 'immediacy' of the emergency (how time critical is it?).
- Consider the "nature" of the emergency.
- Consider information provided in all portions of the application in assessing the emergency.
- Scoring should be weighted in the case of mixed-scope projects (i.e., does the project address emergency and non-emergency conditions?)

Seriousness of Life Safety and Code Conditions (Application Questions 14 and 17; Points possible: 50)

- Consider the documentation provided: how specific?, source/author?, reasonable categories?
- Consider information provided on type and nature of code violations. How specific?
- Mandatory or optional? Especially consider this in light of code condition comparisons between standards for new buildings and the requirements for older buildings.
- Does the project provide relief from life safety & code conditions for facilities affected by the project?
- Seriousness of emergency conditions?
- Seriousness of code conditions?
- Scoring should be weighted in the case of mixed scope projects.
- Life safety description should provide relationship to definitions provided in Appendix B.

Existing Space (Application Question 26; Points possible: 40)

- This score should be adjusted for mixed scope projects (i.e., does the project only involve improvements to inadequate space or does it also incorporate work in adequate spaces?)
- Rating should consider the adequacy of the space in terms of both form and function.
- There should be a balance between consideration of educational adequacy of physical arrangement versus functional factors.
- Points are awarded based on the inability of existing space to adequately serve the educational program. No points for code violations!
- Mandated programs can receive 40 points maximum, existing local programs can receive 20 points maximum, and new local programs can receive 15 points maximum (should be spelled out in the application).



Cost or Cost Estimate (Application Questions 18; Points possible: 30)

- Check to assure that the estimate matches the proposed project scope.
- Check for double entries, especially for factored items.
- Primary evaluation should test both the “reasonableness” and the “completeness” of the cost estimate (i.e., How well can this estimate be used to advocate for this project?)
- Rating considers the full range of estimates: from conceptual to detail design to actual construction costs. It should be noted that because this scoring element covers the full range of estimate possibilities, it is anticipated that conceptual estimates score less than more detailed construction estimates and actual construction cost documentation.
- Review and evaluate backup for cost estimate or actual construction costs.
- Check percentages and justification (**with backup**) when percentages exceed EED guidelines.
- Check cost after adjustment for geographic factor.
- Review cost benefit analysis and life cycle cost analysis. Note if these are not present. Note specific deficiencies.

Relationship of the Project Cost to the Annual Operating Cost (Application question 29; Points possible: 30)

- This should be rated based on information provided which specifically address this issue.
- Evaluation should be based on district provided data and analysis rather than opinion.
- Evaluation may reward efforts to contain or reduce operating costs even if the project doesn't save money or have a payback (i.e. – utilizing LEED or CHPS standards for construction).
- Top scores should be reserved for those projects that can demonstrate a payback within a relatively brief period of time.
- Should be consistent with life cycle cost analysis and cost benefit analysis (if provided).
- This may have either a positive or a negative relationship to justification of a project.



Alternative Facilities (Application question 27; Points possible: 5)

- Consider the effort/results in identifying alternative facilities.
- Where reasonable alternative facilities have been identified, is there **documentation** with the facility owner regarding availability?
- Is a community “inventory” provided?
- Were judgments about the viability of alternate facilities made with “institutional knowledge”, professional assessment, third party objectivity and/or economic analysis?
- Is the rationale behind alternative facility viability provided?
- Are facilities listed in a narrative discussion or are they documented with supplemental data such as photos, maps, facility profile, etc.?

Options (Application Question 28; Points possible: 25)

- Consider how completely this topic is addressed.
- Was the option to phase the project considered?
- Should consider boundary changes where applicable.
- For equipment: was a re-conditioned or re-built option considered in lieu of new.
- For over-crowding, was double shifting considered? If not, why not?
- Were the options considered viable alternatives?
- The rating of this scoring element should consider the range of options considered and the rigor of the comparison to each other.
- Scoring should increase in accordance with the amount of detailed information; graduated into three levels of: 1. unsupported narrative 2. well supported narrative and 3. detailed cost analysis.

Formula-Driven Rating Form (continued)

Max Points		School Construction A, B, F	Major Maintenance C, D, E
30	<p>9. Preventive Maintenance (Question 30)</p> <p>A. Maintenance Management Program</p> <p>1. Detailed summary reports of maintenance labor parameters 15 points</p> <p>2. Detailed summary reports of PM/corrective maintenance parameters 10 points</p> <p>3. The 5-year average expenditure for maintenance divided by the 5-year average insured replacement value, district wide. 5 points</p> <p>If % \leq 4, then (% x 1.25)</p> <p>If % $>$ 4, then 5</p>		
270	Total Points		

**Alaska Department of Education & Early Development
Capital Improvement Project Application
Evaluative Rating Form**

Adopted by the Bond Reimbursement and Grant Review Committee
April 20, 2012

School District _____
 School Name _____
 Project Title _____
 Fund _____ Category _____
 Phase _____ Maximum Points _____
 Rater _____ Date _____

Note: Points for elements two through eight will be weighted to apply to each specific category of a mixed-scope project.

Max Points		School Construction A, B, F	Major Maintenance C, D, E
25	1. Effectiveness of preventive maintenance program (Question 30) A. Maintenance Management Narrative = 5 points maximum B. Energy Management Narrative = 5 points maximum C. Custodial Narrative = 5 points maximum D. Maintenance Training Narrative = 5 points maximum E. Capital Planning Narrative = 5 points maximum		
50	2. Emergency (Question 14)		
50	3. Seriousness of life/safety and code conditions (Questions 14 & 17)		
40	4. Existing space fails to meet or inadequately serves existing or proposed elementary or secondary programs (Question 26) A. Mandated Program = 40 points maximum B. Local existing program = 20 points maximum C. New approved local program = 15 points maximum		
30	5. Reasonableness & completeness of cost or cost estimate (Question 18)		
30	6. Relationship of the project cost to the annual operational cost savings (Question 29)		
5	7. Thoroughness in considering use of alternative facilities to meet the needs of the project (Question 27)		
25	8. Thoroughness in considering a full range of options for the project (Question 28)		
255	Total Points		