

# Bond Reimbursement and Grant Review Committee Meeting Agenda

February 18, 2025  
1:00 pm – 2:30 pm

Video Teleconference available through free online Zoom application.

[Join Online – Meeting Number: 815 9523 1554](#)

Join by Phone – Toll Call-in number (US/Canada): 1 (253) 215-8782; Meeting: 815 9523 1554

**Chair:** Heather Heineken

## Tuesday, February 18, 2025 **Agenda Topics**

---

1:00 – 1:05 PM	Committee Preparation <ul style="list-style-type: none"> <li>• Call-in, Roll Call, Introductions; Chair’s Opening Remarks</li> <li>• Agenda Review/Approval</li> <li>• Past Meeting Minutes Review/Approval</li> </ul>
1:05 – 1:15 PM	Public Comment (additional comments related to agenda topics may be solicited throughout the meeting)
1:15 – 1:25 PM	FY2027 Application Changes – Draft (Larry Morris)
1:25 – 1:50 PM	Retro Commissioning (DEED)
1:50 – 2:00 PM	Publications: <ul style="list-style-type: none"> <li>Swimming Pool Guidelines</li> </ul>
2:00– 2:10 PM	Member Recruitment
2:10– 2:20 PM	Workplan Review
2:20 – 2:30 PM	Committee Member Comments
2:30 PM	Adjourn

**BOND REIMBURSEMENT & GRANT REVIEW COMMITTEE**

Tuesday, December 3, 2024 – 1:00 p.m. – 3:22 p.m.

Videoconference

**MEETING MINUTES - FOR REVIEW & APPROVAL****Committee Members Present**

Dale Smythe  
 Larry Morris, Jr.  
 Kevin Lyon  
 Douglas Hayman  
 Branzon Anania

**Staff**

Heather Heineken  
 Michael Butikofer  
 Sharol Roys  
 Alex Watts

**Additional Participants**

Clay Anderson  
 Dan DeGraw  
 Jahanara Carreon  
 Kristy Germain

**CALL TO ORDER and ROLL CALL**

Heather Heineken gave opening remarks and called the meeting to order. Roll was taken, and a quorum was established to conduct business.

**AGENDA REVIEW / APPROVAL**

Kevin Lyon **MOVED** to approve the agenda as presented, **SECONDED** by Dale Smythe. Hearing no objections, the motion **PASSED**.

**PAST MEETING MINUTES REVIEW / APPROVAL**

Branzon Anania **MOVED**, Kevin Lyon **SECONDED** for approval of the minutes of April 10-11, 2024, the minutes were approved as presented.

**PUBLIC COMMENT**

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

**DEPARTMENT BRIEFING*****FY 2026 CIP Report – Summary Statistics and Initial Priority Lists***

Michael Butikofer reviewed the FY 2026 CIP report with the following highlights:

- 105 applications were received this year.
- There were 32 budget revisions this year.
- There were four ineligible projects.
- An increase in costs was seen for both the construction and maintenance lists.
- There was one request for reconsideration, which will be finalized in the next coming weeks.

***Statewide Six-Year Plan***

Six-year plans were received from districts of potential projects for state aid. Not all districts submit plans, but currently about \$1.85 billion is estimated as needed for projects.

### ***School Capital Project Funding Report***

The FY2025 operating budget fully funded the REAA Fund capitalization at \$26,978,028 and the municipal debt reimbursement at \$57,517,670. Awarded grants to priorities #1 through #26, which included 4 projects receiving supplemental funding and funding 22 new projects. The moratorium on school debt reimbursement is currently set to sunset on July 1, 2025.

### ***Preventive Maintenance Update***

Districts cannot apply for CIP projects if their program is not compliant. Bristol Bay School District is the only district on a provisional program, and only a few are not currently certified. 48 of 52 school districts have certified PM programs.

Special Projects. Capital Needs Forecast Database. Project is set to be complete in early 2025.

Michael introduces new DEED members Don and Alex Bearden.

Michael discusses BRGR position terms that will be coming to an end.

Dale Smythe asks about what made projects ineligible. Michael explains what made various projects ineligible.

Dale Smythe asked about if PM uncompliant districts are applying for grants. Michael reported that no district deemed uncompliant applied for FY26.

Dale Smythe **MOVED** that the Bond Reimbursement and Grant Review Committee recommend the State Board of Education & Early Development adopt the department's FY 2026 list of projects eligible for funding under the School Construction Grant Fund and the Major Maintenance Grant Fund, **SECONDED** by Branzon Anania. A roll call vote was taken with the following result:

YES: Kevin Lyon, Dale Smythe, Larry Morris, Douglas Hayman, Branzon Anania

The motion **PASSED**.

Sharol Roys commented on how she would like to see more districts submit a 6 year plan.

Kevin Lyon urged all people present to testify to legislature on behalf of the districts.

No additional comments on department briefing.

### **BRIEFING PAPERS**

#### ***FY 2025 CIP Issues and Clarifications***

We did drop in the number of projects submitted. There were a lot of recycled projects, but many new unseen projects. Michael would like to discuss gaps seen by the department with the districts at the next CIP workshop. All in all, Michael believes that the CIP system works well and there were not many issues. Michael went through sections of eligibility and emergency

scoring. His take away is that we have a good system in place and will continue to develop and improve it as time goes on.

## **PUBLICATIONS**

### ***Life Cycle Cost Analysis Handbook***

Went out for public comment on August 17, 2024. No comments received on the updates.

Larry Morris said that most changes applied to smaller more simple projects.

Kevin Lyon **MOVED** to accept the changes made to the Life Cycle Cost Analysis Handbook.  
Doug Hayman **SECONDED**.

YES: Kevin Lyon, Dale Smythe, Larry Morris, Douglas Hayman, Branzon Anania

The motion **PASSED**.

DEED has two publications with proposed updates in 2025.

Kevin mentioned that the Swimming Pool Guidelines may be best to get rid of.

Larry mentioned that most school districts would gladly get rid of the pools if given the chance.

DEED tasked with looking into the Swimming Pool Guidelines and its need. DEED also tasked with looking at 2023 minutes to see discussion on the Alaska School Facilities Preventative Maintenance Handbook.

## **SUBCOMMITTEE REPORTS**

### ***School Space***

Dale Smythe explained the goals of the subcommittee as follows:

1. ADM revisions.
2. Utility and storage variance.
3. Gross square foot clarification/modification.
4. Mechanical/electrical space adequacy.

Dale Smythe discusses utility and storage variance. This was mainly focused on food storage need in rural areas. The thought is that it may better serve the districts to have more storage for those districts that have no road access and barge delivery only for bulk items. This was meant for DEED to be able to grant a variance if a district could demonstrate a need.

Heather mentions it may be best to change the proposed language to “alternate delivery” instead of “barge delivery” since not all districts have barge access.

Dale: The intent was to give DEED the ability to grant a variance based on need.

Dale: ASHRAE 90.1 defines all of the parameters and does a lot of the heavy lifting in terms of defining. The change is specifically for continuous insulation (c.i) and design teams are familiar with this already. Not penalize the square footage for better wall insulation. 2 inches on 20,000 SF building is about 100 SF. From a space standpoint a large 60K SF school or larger is approaching a class size room space.

A discussion is had on where we are on getting this forwarded to SBOE in terms of getting this updated in regulation.

DEED action item. Draft the language for regulation change and vote in Spring meeting and look at impacts to DEED construction standards.

Larry Morris MOVED to approve these recommendations Kevin SECONDED the above.

YES: Kevin Lyon, Dale Smythe, Larry Morris, Douglas Hayman, Branzon Anania

The motion **PASSED**.

### ***CIP Application Process Review***

Larry mentioned he was pleased with the amount of public participation in the review process. Larry presented his findings and recommendations and expressed that the committee was successful in achieve what it set out to accomplish.

### **BR&GR WORK PLAN REVIEW AND UPDATE**

3.4.2 and 3.4.3 and design ratios will need to be addressed in 2025. The idea is brought up to solicit design professionals' input for the Alaska Construction Standards update. A discussion on Prototypical design analysis is had. It is discussed that due to Alaska's size and the lack of design cost savings that it may not be useful. DEED will look at 5.4.1 "Space Allocation Issues" to determine its need.

### **SET DATE FOR NEXT MEETING**

A February 18th meeting is proposed and April 9<sup>th</sup> and 10<sup>th</sup>. Larry proposed to have drafts ready for possible application changes in this February meeting and Kevin proposed for DEED to have regulation changes briefed at this meeting as well. A discussion is had on in the future coordinating the BRGR December meeting with the A4LE conference to get more public involvement in the BRGR meetings.

### **COMMITTEE MEMBER COMMENTS**

Branzon thanked DEED members for their work.

Dale thanked DEED members as well and BRGR members for their work.

**ADJOURNMENT**

Dale Smythe **MOVED** to adjourn, **SECONDED** by Doug Hayman. Hearing no objections, Heather Heineken adjourned the meeting at 3:22 p.m.

**CIP Application Rewrite**

---

**SUBCOMMITTEE REPORT**

---

**December 3, 2024**

**Mission Statement**

The Bond Reimbursement and Grants Review (BRGR) committee took it upon itself to review the annual Capital Improvement Project (CIP) application and prepare it for possible on-line hosting of the application process. A sub-committee was formed, and the meetings were publicly noticed, and most meetings included most of all the BRGR members and many of the public.

**Current Members**

Larry Morris, Chair  
 Randy Williams  
 Dale Smythe  
 Kevin Lyon

Douglas Hayman  
 Branzon Anania  
 Michael Butikofer, DEED

The meetings took place on:

- May 17, 2024
- May 31, 2024
- June 21, 2024
- July 12, 2024
- August 9, 2024
- October 25, 2024

The sub-committee meetings were chaired by Larry Morris, except on one occasion when it was chaired by Kevin Lyon.

**Meeting Recap**

May 17 – The meeting was mostly for organizing the committee and future meetings. There was discussion about rearranging the sections due to higher priority and other sections lack of changes anticipated.

Section 1 and 2 are information gathering and was sidelined. Sections 3 and 4 will be discussed on July 12.

It was indicated that the Grant Management System might be useable for on-line application. May 31 – After review of the previous meeting, review of section 5 began. After a full discussion, it was decided to move 5j into section 3 as the department is determined to be the best slot.

June 21 – This meeting was scheduled to review sections 6 and 7. The department started with an update on using GMS and that the vendor will attend a future meeting.

Section 6 was reviewed, and no changes were recommended.

Section 7 was reviewed. There was lively discussion concerning the recommended percentages for design. There was a public recommendation to clarify what is in design and what is not to be included. There was a later agreement to make commissioning a separate line item on 7.1 with appropriate percentages.

July 12 – GMS can handle multiple applications, and that the vendor will attend the August 8<sup>th</sup> meeting.

Due to lack of attendance from previous meeting there was a recap and discussion planned for sections 6 and 7. Section 6 had no discussion or recommendation.

Section 7 had again a lively discussion on budgets. There was discussion on contingency and the problem with contingency needing to be higher in remote areas. The department has not noticed an issue with the percentages. More discussion was had on commissioning. The department had an issue with including a separate line in 7.1 due to accounting issues. Further discussion stated that commissioning should be another account item. It was noted that commissioning can run from .5-1.5%. If included in design, that would increase the percentage for design. The department recommended that commissioning be kept in design and possibly include a check mark for commissioning. Nothing was resolved.

Discussion proceeded to section 3. 3b (age of facility) had discussion of older facilities that had been renovated but still eligible for the same points as ones that had not been renovated. 3b was forwarded for later discussion. It was recommended that 3 d (project description be separated into separate questions. Only other item was 3f to change to “Pre-CIP Number”

August 9 – Kevin chaired the meeting.

The GMS vendor gave a demonstration and answered questions about possible use in future applications.

Section 8 was discussed and had a good debate but no recommendations for changes were made.

Section 9 was discussed, and no recommendations were made. Section 10 and attachments were discussed, and no recommendations were made.

A future meeting was recommended to discuss 3b and further review of GMS. To be scheduled.

October 25 – There was discussion on 3b and the recommendation was to reduce the available points to 15. 3d was again discussed and recommended splitting the items into 2 separate questions.



**Schedule**

No subcommittee meetings are currently scheduled.

# Alaska Department of Education & Early Development



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

**FY2026**

### PREPARING & SUBMITTING THIS APPLICATION

For each funding request, submit **one complete hardcopy**, bound or in a binder, and **one complete electronic copy of this application and each attachment**. PDF files of all documents is required; provide on a compact disc (CD) or USB flash drive. The grant application deadline is September 1<sup>st</sup>.

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

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

For instructions on completing this application, please refer to the department's [Capital Improvement Project Application and Support webpage](http://education.alaska.gov/facilities/FacilitiesCIP.html) ([education.alaska.gov/facilities/FacilitiesCIP.html](http://education.alaska.gov/facilities/FacilitiesCIP.html)).

### PROJECT INFORMATION

School District: \_\_\_\_\_

Community: \_\_\_\_\_

School Name: \_\_\_\_\_

Project Name: \_\_\_\_\_

### CERTIFICATION

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

\_\_\_\_\_  
Superintendent or Chief School Administrator

\_\_\_\_\_  
Date

## Alaska Department of Education & Early Development

### SEC. 1. CATEGORY OF FUNDING AND PROJECT TYPE

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

- Grant Funding  Aid for Debt Retirement (Bonding)

**1b. Primary purpose of project.** Choose only **one** category. The department will change a project category as necessary to reflect the primary purpose of the project.<sup>1</sup>

**School Construction (AS 14.11.135(6)):**

- Health and life-safety (Category A)  
 Unhoused students (Category B)  
 Improve instructional program (Category F)

**Major Maintenance (AS 14.11.135(7)):**

- Protection of structure (Category C)<sup>2</sup>  
 Building code deficiencies (Category D)  
 Achieve operating cost savings (Category E)

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

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

### SEC. 2. ELIGIBILITY REQUIREMENTS TO SUBMIT AN APPLICATION

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

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

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

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

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

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

<sup>1</sup> 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).

<sup>2</sup> AS 14.11.100(j)(4), authorizing debt reimbursement project needs, does not expressly allow a primary purpose of protection of structure.

## Alaska Department of Education & Early Development

---

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

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

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

### SEC. 3. PROJECT INFORMATION

**3a. Priority assigned by the district.** (Up to 30 points)

What is the rank of this project under the district's six-year Capital Improvement Plan?

**Rank:** \_\_\_\_\_

**3b. School facilities within scope** (Up to ~~30~~15 points)

What buildings or building portion (i.e., original building or addition) will be included in the scope of work of the project? (Add additional rows as needed to include all affected buildings or building portions.)

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

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

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

renovated     added to     demolished     surplusd     other

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

## Alaska Department of Education & Early Development

---

**3d. Project description/~~Scope of work.~~** The project description ~~and scope of work narratives~~ is ~~are~~ a required elements of this application (Reference AS 14.11.013(c)(3)(A)). Ensure project aligns with selected funding category.

### **Project description**

In the space below, provide a clear, detailed description of the project. At a minimum, include the following:

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

**3e. Scope of work.** The scope of work narratives is a required element of this application ((Reference AS 14.11.013(c)(3)(A)). Ensure project aligns with selected funding category.

•

### **Scope of work**

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

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

## Alaska Department of Education & Early Development

---

**3e3f. Project schedule.** Provide estimated or actual dates for the following project milestones.

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

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

**3f3g.** Is the work identified in this project request partially or fully complete?  yes  no

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

Provide DEED recovery of funds project number (Pre-CIP Number): # \_\_\_\_\_

**3g3h.** Will this project require acquisition of additional land or utilization of a new school site?  yes  no

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

**3h3i.** If the project is a multiple-school or districtwide project, provide justification for cost-effectiveness and how the district intends to award as a single contract.

## Alaska Department of Education & Early Development

### 3j. Project space utilization (Up to 30 points)

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

<b>Table 5.2 PROJECT SPACE EQUATION</b>						
<b>Space Utilization</b>	<b>A</b> Existing Space	<b>I</b> Space to remain "as is"	<b>II</b> Space to be Renovated	<b>III</b> Space to be Demolished	<b>IV</b> New Space	<b>B</b> Total Space upon Completion
Elem. Instructional/Resource						
Sec. Instructional/Resource						
Support Teaching						
General Support						
Supplementary						
<b>Total School Space</b>						

## Alaska Department of Education & Early Development

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

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

Describe in detail the issue, impact, and severity of code deficiency, protection of structure, and/or life safety conditions; attach supporting documentation. Check the box of the specific scoring conditions corrected by the scope of the project and where the supporting documentation is located in the attachments.

**NOTE:** Code violations documented and cited by the appropriate qualified entity or enforcement authority may receive a 3 pt increase. See Guidelines for Raters.

#### Structural

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

NOTE: Categories for which only the highest scoring supported condition will be assigned points:  
Seismic or Seismic/Gravity, Foundation/Floor, Upper Floor Structure, Vertical Structure, and Roof Structure.

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

#### Roof/Envelope

Siding Failure, age <25yr (2 pts)	<input type="checkbox"/>	ASHRAE 90.1 Insulation (10 pts)	<input type="checkbox"/>
Siding Finish (2 pts)	<input type="checkbox"/>	Siding, age >25yr (12 pts)	<input type="checkbox"/>
Doors, age >20yr (3 pts)	<input type="checkbox"/>	Windows, age >30yrs (12 pts)	<input type="checkbox"/>
Roof, age >Warranty +5yr (3 pts)	<input type="checkbox"/>	Siding Failure, age >25yr (15 pts)	<input type="checkbox"/>
Roof, age >Warranty +10yr (6 pts)	<input type="checkbox"/>	Roof Leaks, WO >3/yr (15 pts)	<input type="checkbox"/>
Roof Leaks, WO <3/yr (8 pts)	<input type="checkbox"/>	Doors w/Egress issues (15 pts)	<input type="checkbox"/>
ASHRAE 90.1 Windows (8 pts)	<input type="checkbox"/>	Roof Leaks affect space, with WOs (25 pts)	<input type="checkbox"/>

NOTE: Categories for which only the highest scoring supported condition will be assigned points:  
Siding, Doors, and Roof. If condition is based on an average number of work orders per year (“WO”), provide work orders. Average is over prior three years. See application instructions. Violations documented and cited by the appropriate qualified entity or enforcement authority may receive a 3 pt increase. If condition is based on ASHRAE 90.1 code deficiency, provide existing R-value or code violation of system.

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



## Alaska Department of Education & Early Development

---

### Architectural/Interior/ADA

ADA - 1 category (1 pts)	<input type="checkbox"/>	Elevator Issues (3 pts)	<input type="checkbox"/>
ADA - 2 categories (2 pts)	<input type="checkbox"/>	ADA - 4 categories (4 pts)	<input type="checkbox"/>
DEC Sanitation (2 pts)	<input type="checkbox"/>	Floor Finishes >15yr (4 pts)	<input type="checkbox"/>
ADA - 3 categories (3 pts)	<input type="checkbox"/>	Elevator Violations (7 pts)	<input type="checkbox"/>
Ceiling Finishes age >25yr (3 pts)	<input type="checkbox"/>	Building Egress (10 pts)	<input type="checkbox"/>
Wall Finishes age >25yr (3 pts)	<input type="checkbox"/>	Rated Assemblies (12 pts)	<input type="checkbox"/>

NOTE: Categories for which only the highest scoring supported condition will be assigned points:  
ADA and Elevator.

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

### Mechanical

Controls, DDC Deficiency (3 pts)	<input type="checkbox"/>	Heating, WO >3/yr (11 pts)	<input type="checkbox"/>
Mech. System, age >30yr (4 pts)	<input type="checkbox"/>	Ventilation, Codes (12 pts)	<input type="checkbox"/>
Ventilation, WO <3/yr (5 pts)	<input type="checkbox"/>	Plumbing, Codes (12 pts)	<input type="checkbox"/>
Plumbing, WO <3/yr (6 pts)	<input type="checkbox"/>	Heating, Codes (13 pts)	<input type="checkbox"/>
Heating, WO <3/yr (7 pts)	<input type="checkbox"/>	Boilers, 1 of 2 Non-op (13 pts)	<input type="checkbox"/>
Controls, Pneumatic (8 pts)	<input type="checkbox"/>	HVAC age >40yr (15 pts)	<input type="checkbox"/>
Ventilation, WO >3/yr (9 pts)	<input type="checkbox"/>	Boilers, 2 of 3 Non-op (18 pts)	<input type="checkbox"/>
Plumbing, WO >3/yr (10 pts)	<input type="checkbox"/>	Mechanical System, WO >5/yr (21 pts)	<input type="checkbox"/>
		Heating Failure (25 pts)	<input type="checkbox"/>

NOTE: Categories for which only the highest scoring supported condition will be assigned points:  
Boilers, Controls, Heating, Plumbing, and Ventilation. "Mechanical System" may be inclusive of Heating, Plumbing, or Ventilation with regard to age or work orders per year. If condition is based on an average number of work orders per year ("WO"), provide work orders. Average is over prior three years. See application instructions.

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

### Electrical

Lighting, age >25yr (2 pts)	<input type="checkbox"/>	Egress/EM lights, WO >3/yr (8 pts)	<input type="checkbox"/>
Electrical, age >30yr (4 pts)	<input type="checkbox"/>	Intercom Issues, WO >3/yr (8 pts)	<input type="checkbox"/>
Power, WO <3/yr (4 pts)	<input type="checkbox"/>	Lighting, Codes (10 pts)	<input type="checkbox"/>
Lighting, WO <3/yr (4 pts)	<input type="checkbox"/>	Power, Codes (10 pts)	<input type="checkbox"/>
Egress/EM lights, WO <3/yr (5 pts)	<input type="checkbox"/>	Intercom Failure (10 pts)	<input type="checkbox"/>
Back-up Generator In-operable (5 pts)	<input type="checkbox"/>	Electrical, age >40yr (15 pts)	<input type="checkbox"/>
Power, WO >3/yr (7 pts)	<input type="checkbox"/>	Lighting, Levels < 50% of code (16 pts)	<input type="checkbox"/>
Lighting, WO >3/yr (7 pts)	<input type="checkbox"/>	Electrical System, WO >5/yr (21 pts)	<input type="checkbox"/>
		Power Failure (25 pts)	<input type="checkbox"/>

## Alaska Department of Education & Early Development

---

NOTE: Categories for which only the highest scoring supported Electrical System condition will be assigned points: Egress/EM Lights, Electrical, Intercom, Lighting, and Power. Max Intercom condition is Failure. If condition is based on an average number of work orders per year (“WO”), provide work orders. Average is over prior three years. See application instructions.

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

### Fire Alarm/Sprinkler

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| Fire Alarm, age >15yr (2 pts)              | <input type="checkbox"/> | Sprinkler Heads Failing, age >40yr (10 pts) | <input type="checkbox"/> |
| Sprinkler, >30yr (2 pts)                   | <input type="checkbox"/> | Fire Alarm/Sprinkler, WO >3/yr (15 pts)     | <input type="checkbox"/> |
| Sprinkler Heads Failing, age >30yr (5 pts) | <input type="checkbox"/> | Fire Alarm Non-op, <3 floors (17 pts)       | <input type="checkbox"/> |
| Sprinkler Coverage Gaps (5 pts)            | <input type="checkbox"/> | Fire Alarm/Sprinkler, WO >5/yr (20 pts)     | <input type="checkbox"/> |
| Fire Alarm, Non-addressable (6 pts)        | <input type="checkbox"/> | Fire Alarm Non-op, >3 floors (25 pts)       | <input type="checkbox"/> |
| Fire Alarm/Sprinkler, WO >1/yr (8 pts)     | <input type="checkbox"/> | Sprinkler Non-op (30 pts)                   | <input type="checkbox"/> |

NOTE: Categories for which only the highest scoring supported condition will be assigned points: Fire Alarm and Sprinkler. If condition is based on an average number of work orders per year (“WO”), provide work orders. Average is over prior three years. See application instructions.

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

### Site

- |                               |                          |                             |                          |
|-------------------------------|--------------------------|-----------------------------|--------------------------|
| Vehicle Surfaces (3 pts)      | <input type="checkbox"/> | Power Issues (15 pts)       | <input type="checkbox"/> |
| Walkways and Surfaces (4 pts) | <input type="checkbox"/> | Wastewater Issues (15 pts)  | <input type="checkbox"/> |
| Drainage Issues (6 pts)       | <input type="checkbox"/> | Water Issues (16 pts)       | <input type="checkbox"/> |
| Playground Code (12 pts)      | <input type="checkbox"/> | Wastewater Failure (24 pts) | <input type="checkbox"/> |
|                               |                          | Water Failure (25 pts)      | <input type="checkbox"/> |

NOTE: Categories for which only the highest scoring supported condition will be assigned points: Water and Wastewater.

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

## Alaska Department of Education & Early Development

---

### UST/AST/HazMat

HazMat (all) Low Exposures (3 pts)	<input type="checkbox"/>	UST/AST Leak (7 pts)	<input type="checkbox"/>
UST age >30yr (2 pts)	<input type="checkbox"/>	UST/AST USCG/40 CFR Cite (10 pts)	<input type="checkbox"/>
AST age >40yr (5 pts)	<input type="checkbox"/>	HazMat (all) Mod Exposures (10 pts)	<input type="checkbox"/>
Sewage Lagoon Failure/Exposure (5 pts)	<input type="checkbox"/>	HazMat (all) High Exposures (22 pts)	<input type="checkbox"/>

NOTE: Categories for which only the highest scoring supported condition will be assigned points:  
AST, HazMat, and UST.

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

## Alaska Department of Education & Early Development

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

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

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

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

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

Project Name	GSF	Grades	Student Capacity

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

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

School Name	GSF	Grades	Student Capacity

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

**5d.** What is the anticipated date of occupancy for the proposed facility? \_\_\_\_\_

**Alaska Department of Education & Early Development**

**5e. Unhoused students** (Up to 80 points)

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

2027-2028			
2028-2029			
2029-2030			
2030-2031			
2031-2032			
2032-2033			
2033-2034			

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

Attach calculations and justifications.

**5g.** Confirm space eligibility:

Total Existing SF \_\_\_\_\_  
 Remaining Existing SF \_\_\_\_\_  
 Total Eligible SF \_\_\_\_\_  
 Qualifies for \_\_\_\_\_ additional SF  
 Applying for \_\_\_\_\_ additional SF

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

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

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

## Alaska Department of Education & Early Development

### ALL PROJECTS CONTINUE FROM THIS POINT

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

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

**Table 5.2 PROJECT SPACE EQUATION**

	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						
<b>Total School Space</b>						

## Alaska Department of Education & Early Development

### SEC. 6: PROJECT PLANNING & DESIGN

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

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

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

Document title: \_\_\_\_\_

Date prepared: \_\_\_\_\_

#### 6b. Use of prior school design (up to 10 points)

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

#### 6c. Use of building system design standard (up to 10 points; 2 points per qualified system)

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

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

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

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

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

## Alaska Department of Education & Early Development

---

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

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

**6g. Planning/Design team**

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

<u>Provider</u>	<u>Expertise</u>



## Alaska Department of Education & Early Development

### SEC. 7: COST ESTIMATE

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

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

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

**Table 7.1. TOTAL PROJECT COST ESTIMATE**

Project Budget Category	Maximum % without justification	I Prior AS 14.11 Funding	II Current Project Request	III % of Total Construction Cost	IV Project Total
CM - By Consultant <sup>1</sup>	2 - 4%				
Land <sup>2</sup>	n/a				
Site Investigation <sup>2</sup>	n/a				
Seismic Hazard <sup>3</sup>	n/a				
Design Services	6 - 10%				
Commissioning Agent Services <sup>8</sup>	0.5%				
Construction <sup>4</sup>	n/a				
Equipment & Technology <sup>2,5</sup>	up to 4%				
District Administrative Overhead <sup>6</sup>	up to 9%				
Art <sup>7</sup>	0.5% or 1%				
Project Contingency	5%				
<b>Project Total</b>	<b>up to 130%</b>				

1. Percentage is established by AS 14.11.020(c) for consultant contracts (Maximum allowed percentage by total project cost: \$0-\$500,000 – 4%; \$500,001- \$5,000,000 – 3%; over \$5,000,000 – 2%).
2. Include only if necessary for completion of this project; address need in the project description (Question 3d). Amounts included for Land and Site Investigation costs need to be supported in the cost estimate discussion (Question 7c) and supporting documentation should be provided in the attachments.
3. Costs associated with assessment, design, design review, and special construction inspection services associated with seismic hazard mitigation of a school facility. This amount needs to be provided by a design consultant and should not be estimated based on project percentage.
4. Attach detailed construction cost estimate and life cycle cost if project is new-in-lieu-of-renovation.

## Alaska Department of Education & Early Development

5. Equipment and technology costs should be calculated based on the number of students to be served by the project. See the department's publication, *Guidelines for School Equipment Purchases* for calculation methodology (2016). Technology is included with Equipment.
6. Includes district/municipal/borough administrative costs necessary for the administration of this project (for maximum indirect percentage based on project cost, see 4 AAC 31.023); this budget line will also include any in-house construction management cost, reduced for CM percentage.
7. Only required for renovation and construction projects over \$250,000 that require an Educational Specification (AS 35.27.020(d)).
8. Include only if necessary for completion of this project as defined by 4 AAC 31.080 (j).

**Table 7.2 CONSTRUCTION COST ESTIMATE**

Construction Category	New Construction			Renovation		
	Cost	GSF	Unit Cost	Cost	GSF	Unit Cost
Base Building Construction <sup>1</sup>						
Special Requirements <sup>2</sup>		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	
<b>Construction Total</b>						

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

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

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

## Alaska Department of Education & Early Development

### SEC. 8: ADDITIONAL PROJECT FACTORS

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

**8a** Is this project an emergency? (Up to 50 points)  yes  no

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

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

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

<u>Category of Conditions</u>	<u>Applicable</u>
<u>1.</u> Building is destroyed or rendered functionally unsafe for occupancy and requires the building to be demolished and rebuilt. (50 points)	<input type="checkbox"/>
<u>2.</u> Building is unsafe and the entire student population is temporarily unhoused. The building requires substantial repairs to be made safe for the student population to occupy the building. (25-45 points)	<input type="checkbox"/>
<u>3.</u> Building is occupied by the student population. A local or state official has issued an order that the building will need to be repaired by a certain date or the district will have to vacate the building. (5-25 points)	<input type="checkbox"/>
<u>4.</u> A portion of the building requires significant repair or replacement of damaged portion of building. The damaged portion of the building cannot be used for educational purposes. (5-45 points)	<input type="checkbox"/>
<u>5.</u> A major building component or system has completely failed and is no longer repairable. The failed system or component has rendered the facility unusable to the student population until replaced. (25-45 points)	<input type="checkbox"/>
<u>6.</u> A major building component or system has a high probability of completely failing in the near future. The component or system has failed but has been repaired and may have limited functionality. If the component fails, the district may be required to restrict use of the building until the component or system is repaired or replaced. (5-25 points)	<input type="checkbox"/>

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

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

## Alaska Department of Education & Early Development

---

### 8c. Other options (Up to 25 points)

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

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

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

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

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

### 8e. ~~Phased-Prior~~ funding (Up to 30 points)

Provide AS 14.11 administered grants that have been appropriated by the legislature or allocated by the department for which additional funds are being requested. ~~as partial funding in support of this project. This category is score-able only in instances where project funding was intentionally phased.~~

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

DEED grant #: \_\_\_\_\_

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

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

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

## Alaska Department of Education & Early Development

### SEC. 9. DISTRICT PREVENTIVE MAINTENANCE & FACILITY MANAGEMENT

#### **District preventive maintenance and facility management (60 points possible)**

Ensure that documents related to the district's maintenance and facility management program have been provided with district CIP submittals. Include management reports, renewal and replacement schedules, work orders, energy reports, training schedules, custodial activities, and any other documentation that will enhance the requirements listed in the instructions; these are district eligibility attachments, only two copies are required regardless of the number of applications submitted by the district. Include the following documents:

- 9a.** Maintenance Management Narrative (Up to 5 Evaluative Points)
- 9b.** Maintenance Labor Reports (Up to 15 Formula-Driven Points)
- 9c.** PM/Corrective Maintenance Reports (Up to 10 Formula-Driven Points)
- 9d.** 5-Year Average Expenditure on Maintenance. Districtwide maintenance expenditures for the last 5 years will be gathered by the department from audited financial statements. (Up to 5 Formula-Driven Points)
- 9e.** Energy Management Narrative (Up to 5 Evaluative Points)
- 9f.** Energy Consumption Reports (Up to 5 Formula-Driven Points)
- 9g.** Custodial Narrative (Up to 5 Evaluative Points)
- 9h.** Maintenance Training Narrative (Up to 5 Evaluative Points)
- 9i.** Capital Planning Narrative (Up to 5 Evaluative Points)

### SEC. 10. DISTRICT CONTACT INFORMATION

The department has the authority to determine a project eligibility, change a project's primary purpose, and modify a project's scope and budget. If a change is made, the department will notify the Superintendent or Chief School Administrator of the district.

The district may request the department include the following additional persons (up to three) in the correspondence regarding changes to this project application:

<u>Name</u>	<u>E-mail</u>
<u>Project Manager</u>	
<u>Business manager</u>	
<u>superintendent/Chief School</u>	

## Alaska Department of Education & Early Development

### ATTACHMENTS CHECKLIST

Note all attachments included with the application. Each attachment must be provided in a single hardcopy and an electronic file in a portable document file (pdf) format.

**Project eligibility attachments:** Eligibility item is required on all projects.

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

**District eligibility attachments:**

- Preventive maintenance and facility management narratives and supplemental documents: sample work orders, custodial plan(s), training schedules and logs, renewal and replacement schedules (questions 9a, 9e, 9g-9i)
- Preventive maintenance reports (questions 9b, 9c, 9f)

**Project description attachments:** List all attachments referred to or noted in the application. Some items may not be applicable to a specific project.

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

# Alaska Department of Education & Early Development



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

**FY2027**

*These instructions support DEED Form #05-24-044  
Application for Funding Capital Improvement Project by Grant or State Aid for Debt Retirement.*

### PREPARING & SUBMITTING THIS APPLICATION

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

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

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

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

**Authorizing signature:** The application must be signed by the appropriate official with an original or certified electronic signature. Unsigned applications cannot be accepted for ranking.

**Application packages should be submitted to:**

Alaska Department of Education & Early Development  
Division of Finance & Support Services, Facilities

Mailing Address  
P.O. Box 110500  
Juneau, AK 99811-0500

Physical Deliveries  
333 Willoughby Avenue, 9th Floor  
Juneau, AK 99811-0500

**For further information contact:**  
School Facilities Manager

## Alaska Department of Education & Early Development

### 1. CATEGORY OF FUNDING AND PROJECT TYPE

#### 1a. Type of funding requested.

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

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

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

#### 1b. Primary purpose.

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

#### 1c. Phases of project.

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

### 2. ELIGIBILITY REQUIREMENTS TO SUBMIT AN APPLICATION

#### 2a. District six-year plan.

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

#### 2b. Fixed asset inventory system.

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

<sup>1</sup> 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

---

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

### 2c. Property insurance.

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

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

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

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

### 2d. Capital improvement project.

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

### 2e. Preventive maintenance program.

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

## 3. PROJECT INFORMATION

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

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

## Alaska Department of Education & Early Development

---

30 points available for a district's #1 priority. Points drop off in increments of 3 for each corresponding drop in district priority ranking. If the application score is requested to be reused in a future year, the reused score will be adjusted based on a change in the project ranking on the associated future year's six-year plan.

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

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

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

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

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

### **3c. Facility status.**

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

### **3d. Project description/Scope of work.**

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

## Alaska Department of Education & Early Development

---

The description of project scope should include information that will allow the department to evaluate the criteria specified in AS 14.11.013, including conformance with the currently adopted ASHRAE 90.1 energy efficiency standard and the *Alaska School Design and Construction Standards* published by DEED and incorporated as Appendix B of these instructions; ensure project aligns with selected category. Project scope should be sufficiently defined to assure bidding a single contract. If proposing a “districtwide” project, applicant should provide justification in question 3h of how it is more cost-effective to combine multi-site (multi-community) projects.

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

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

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

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

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

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

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

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

Question 6a-6d: If a facility condition survey, facility appraisal, schematic design, and/or design development documents are attached, they can be summarized and referenced, rather than reproduced in the description of project need, justification, and scope. If project is

## Alaska Department of Education & Early Development

---

complete, and schematic design or design development documents are not attached, provide a justification for why documents are not needed.

Question 8c: When a new, renovation, new-in-lieu-of-renewal, or Category E project is proposed, the project description should include a brief discussion of the cost/benefit and life cycle cost principles which guided this project solution. The detailed cost/benefit analysis and life cycle cost analysis documents shall provide data documenting conditions that justify the project [AS 14.11.011(b)(1)]. If these documents are attached, they can be referenced and summarized, rather than reproduced in the project description.

### 3e. **Scope of Work.**

Describe the scope of work of the entire project. The project scope of work should include:

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

### 3e3f. **Project Schedule.**

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

### 3f3g. **Complete or partially completed project.**

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

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

For projects with contracted construction services, attach construction and bid documents utilized to bid the work, advertising information, bid tabulation, construction contract, and performance and payment bonds for contracts exceeding \$100,000. Projects shall be advertised three times beginning a minimum of 21 days before bid opening. The bid protest

## Alaska Department of Education & Early Development

---

period shall be at least 10 days. Construction awards must NOT include provisions for local hire. Provide bid documents and bid tabulations as projects attachments.

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

A district can submit for reimbursement of project costs for work completed up to 36 months prior to the initial submission of the application with a substantially identical scope. This can include costs in any phase: planning (e.g. condition survey), design, and construction. A district can submit for reimbursement of costs for site acquisition approved under 4 AAC 31.025 and incurred up to 120 months before the initial submission of the application with a substantially identical scope.

### **3g3h. Acquisition of additional land.**

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

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

### **3h3i. Multiple-school or districtwide project.**

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

### **35j. Project space utilization. (30 points possible)**

Table 5.2 Project Space Equation summarizes space utilization in the proposed project expressed in gross square feet. Space figures represented should tabulate to match the gross building square footages reported in question 3b as well as those shown in Table 7.2 of the cost estimate section. Report of demolition, including support facilities being partially or completely demolished, should be consistent with question 3c.

The worksheet at Appendix E lists types of school space that fit in each category. The sum of columns I (space to remain "as is"), II (space to be renovated), and III (space to be demolished) should equal column A (existing space). The sum of columns I, II, and IV should equal column B (total space upon completion). There are up to 30 points possible on the school construction list for the type of space being constructed.

## Alaska Department of Education & Early Development

---

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

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

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

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

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

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

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

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

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

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

As indicated in the matrix, code deficiency, protection of structure, or life safety conditions scoring incorporates ranges based on the established severity ranges of the conditions and upon the documentation provided to support the reported severity. Supporting

## Alaska Department of Education & Early Development

---

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

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

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

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

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

#### 5a. Project grade levels.

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

#### 5b. District voter-approved projects.

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

#### 5c. Other school facilities.

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

## Alaska Department of Education & Early Development

---

### 5d. Date of anticipated occupancy.

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

### 5e. Unhoused students. (80 points possible)

All projects that are adding new space or replacing existing space must complete Table 5.1 ATTENDANCE AREA ADM and provide copies of the student population projection methods used. The department tool for determining projections and space eligibility is the MS Excel workbook, "Attendance Area ADM & GSF Calculations" found under "Space Guidelines" at <http://education.alaska.gov/facilities/FacilitiesCIP.html>. Include copies of the worksheets "ADM", "Current Capacity", and "Projected Capacity" with the application. The department may adjust the submitted ADMs and allowable space as necessary for corrections.

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

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

Scoring for projected unhoused due to facility loss by external environmental factors (reference question 5g) is scored at half points: If capacity five years post-occupancy is over 100%, then one point for every 10% over 100% capacity will be awarded.

### 5f. ADM projection method.

Identify the method(s) that were utilized to determine the student population projections listed in Table 5.1. The department will compare the projections to historic growth trends for the attendance area. The department will revise population projections that exceed historical growth rates, show disparate growth between elementary and secondary populations, or are unlikely to be sustained as an attendance area's overall population grows.

Inclusion of a charter school population housed in lease space due to terminate within two years may be included; include a copy of the lease as an attachment to the application. The application should include student population projection calculations and sufficient demographic information (e.g., housing construction, economic development, etc.) to justify the project's population projection.

### 5g. Confirm space eligibility.

Existing space is determined as all permanent facility gross square footage (GSF) within an attendance area as reported in the DEED School Facility Database; for attendance areas with



## Alaska Department of Education & Early Development

---

multiple main schools serving a type of school (elementary, secondary, K-12, mixed grade) this will include more facilities than are reported in question 3b “school facilities within scope” or included in question 5j “project space utilization” (Table 5.2).

Utilize data from the ADM projections/GSF calculations workbook to complete this question. For “Total Existing SF”, enter all GSF from permanent facilities serving the same school type within the attendance area. For “Remaining Existing SF”, subtract any square footage that will be demolished or disposed of from the “Total Existing SF” and enter the remainder. For “Total Eligible SF”, enter the total of the square footage calculation based on the school’s average daily membership (ADM). For “Qualifies for additional SF”, enter the amount of additional qualified square footage by subtracting the “Remaining Existing SF” from the “Total Eligible SF”. For “Applying for additional SF”, enter the amount of additional square footage that will be added in this. The amount of square footage that is applied for may be the same or less than the amount of the qualified square footage.

A district may submit a future unhoused projection based on an imminent loss of a facility due to certain external environmental factors like erosion. To support the projection, the district must provide credible evidence and documentation that the facility will be lost or unsafe for occupancy within two years. A district would also need to provide a specific plan for how it will accommodate students without the facility, should the facility become incapable of housing students, and address how the facility will be disposed of in the transition plan (question 3c).

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

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

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

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

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

### **5i. Educational Specifications.**

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

## Alaska Department of Education & Early Development

---

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

~~Table 5.2 Project Space Equation summarizes space utilization in the proposed project expressed in gross square feet. Space figures represented should tabulate to match the gross building square footages reported in question 3b as well as those shown in Table 7.2 of the cost estimate section. Report of demolition, including support facilities being partially or completely demolished, should be consistent with question 3e.~~

~~The worksheet at Appendix E lists types of school space that fit in each category. The sum of columns I (space to remain "as is"), II (space to be renovated), and III (space to be demolished) should equal column A (existing space). The sum of columns I, II, and IV should equal column B (total space upon completion). There are up to 30 points possible on the school construction list for the type of space being constructed.~~

## 6. PROJECT PLANNING & DESIGN

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

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

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

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

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

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

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

## Alaska Department of Education & Early Development

---

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

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

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

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

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

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

Statutes require that the department shall encourage school districts to use previously approved building systems if the use will result in a cost savings for the project. Five building system categories are available for evaluation of prior design use: 1) Building Envelope, 2) Plumbing, 3) HVAC, 4) Lighting, and 5) Power. A project application can receive points for capital renewal of: a complete system, a subsystem, or a component of system, once in each of these categories when evaluated against whether it is part of a published district or municipal facility standard that meets ASHRAE 90.1-2016 requirements; prior use of a system specification in a bid solicitation is not sufficient to meet the criteria.

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

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

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

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

*Planning* work includes the items listed under planning in Appendix C of this document. At the planning phase, existing conditions may be assumed based on standard life expectancies

## Alaska Department of Education & Early Development

---

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

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

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

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

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

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

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

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

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

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

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

## Alaska Department of Education & Early Development

---

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

### 6g. Planning / Design team.

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

Identify any additional consultants hired for pre-construction work, including independent value analysis or commissioning agent, as required.

## 7. COST ESTIMATE

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

#### 7a. Project cost estimate.

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

#### Table 7.1 Total Project Cost Estimate.

In Table 7.1, all prior AS 14.11 funding for this project should be listed by category and totaled in Column I. If a grant has not been issued, but an appropriation has been made, use the appropriated amount plus participating share in lieu of the issued grant or bond amount. Column II should list the amount of funding being requested in this application, by category and in total. Column III should show a percentage breakdown for the total project allocated costs as a percentage of the total construction cost. Column IV should list the total project cost estimate from inception to completion, all phases. Calculate the percent of construction for all cost categories except Land, Site Investigation, and Seismic Hazard. To calculate the percent of construction, divide the category costs by the Construction cost and multiply by 100%. Use Column IV costs to calculate the percent of construction. Other categories

## Alaska Department of Education & Early Development

---

should be within the ranges listed. Construction Management (CM) by consultant must be less than 4% if the total project cost is less than or equal to \$500,000; 3% for project costs between \$500,000 - \$5,000,000; and 2% for projects of \$5,000,000 or greater [AS 14.11.020(c)]. The percent for art, required for all renovation and construction projects with a cost greater than \$250,000, and which requires an Educational Specification, is given a separate line. Project Contingency is fixed at 5%. The total project cost should not exceed 130% of construction cost, excluding land and site investigation. If the project exceeds the recommended percentages, add a detailed justification in question 7c.

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

### **Table 7.2 Construction Cost Estimate.**

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

**Note:** Cost estimates are preferred in the DEED *CostFormat*. Alternative formats will not impact points assigned but could impact the project's eligible amount for cost estimate expenses. Although not required for a project application, cost estimates provided as a submittal for a project awarded a grant allocation will need to conform to the DEED *CostFormat*.

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

### **7b. Cost estimate source.**

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

## Alaska Department of Education & Early Development

---

### 7c. Cost estimate discussion and justifications.

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

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

## 8. ADDITIONAL PROJECT FACTORS

### 8a. Emergency conditions. (50 points possible)

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

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

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

- the nature of the emergency,
- the facility condition related to the emergency,
- the threat to students and staff,
- the consequence of continued utilization of the facility,
- the individuals or groups affected by the condition,
- what action the district has taken to mitigate the emergency conditions, and

## Alaska Department of Education & Early Development

---

- the extent to which any portion of the project is eligible for insurance reimbursement or emergency funding from any state or federal agency.

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

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

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

### Building

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

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

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

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

### Components or Systems

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



## Alaska Department of Education & Early Development

---

building unusable to the student population and susceptible to freezing and further damage.

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

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

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

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

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

### **8c. Other options. (25 points possible)**

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

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

## Alaska Department of Education & Early Development

---

- Scoring in this area will be related to factors such as: the range of options, the rigor of comparison, the viability of options considered, and the quality of data supporting the analysis of the option. Options also need to consider the results of cost benefit analysis, life cycle cost analysis, and value analysis as necessary.

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

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

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

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

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

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

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

### **8e. Prior funding. (30 points possible)**

Prior state funding refers to **grant funds appropriated by the legislature to the department and administered under AS 14.11**. Any amounts noted here should also be included in Table 7.1 of the Cost Estimate, question 7a. No other fund sources apply, including debt retirement. There are up to 30 points available if a project includes previous grant funding under AS 14.11, and the project was intentionally short funded. There are 15 points available if a project includes previous grant funding under AS 14.11, the project has gone out to bid, and the district is seeking supplemental funds due to increases in construction bid, whether the district has awarded the bid or not.

### **8f. Participating share waiver.**

Waivers of participating share should be in accordance with AS 14.11.008(d). Justification should be documented. See Appendix G in the attachments to these instructions for detailed information. Only municipal districts with a full value per ADM less than \$200,000 that are

## Alaska Department of Education & Early Development

---

not REAAs are eligible to request a waiver of participating share. Contact the department for a district's most recent full-value per ADM calculation.

### 9. DISTRICT PREVENTIVE MAINTENANCE & FACILITY MANAGEMENT

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

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

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

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

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

## Alaska Department of Education & Early Development

---

### Maintenance Management

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

Provide a narrative description of the effectiveness of your work order-based maintenance management system along with supporting documents. Full points will be assigned where the following is provided:

- A narrative fully describes the maintenance management (MM) program and all of the following: maintenance structure and staffing, the work order program and process including work order classification, scheduling, tracking, and completion or deferral; how work orders are initiated and by whom; how component work order history and trends are used.
- Provides sample work order types showing PM, routine maintenance, and corrective work; includes cost of labor and materials. Work orders provided as part of application support for question 4a may be used by raters to assess this narrative.
- Provides sample component-based work orders (with component ID) that include component-specific checklist of preventive and/or routine maintenance.
- Provides sample routine or corrective work orders showing progression of scheduling from initial response to completion or deferral.
- Provides a component report for a minimum of 10% of main school facilities showing the date of installation and date of scheduled renewal or replacement; includes components from each building system listed in DEED's R&R schedule.

Scores will be reduced incrementally where information or supporting documents are not provided.

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

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

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

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

These reports will demonstrate a district's ability to manage maintenance activities related to the level and scope of labor requirements. Recommended to review management reports to ensure that the reports make sense – internally consistent and reflective of work performed. Discuss discrepancies in narrative, Question 9a.

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

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

## Alaska Department of Education & Early Development

---

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

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

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

Districtwide maintenance expenditures for the last five years will be gathered by the department from audited financial statements. (Costs for teacher housing, utilities, or expenditures for which reimbursement is being sought will be excluded.) The department will calculate these items based on the Alaska Department of Education & Early Development Uniform Chart of Accounts and Account Code Descriptions for Public School Districts, 2018 Edition annual audited district-wide operations expenditure as the sum of Function 600 Operations & Maintenance of Plant expenditures in Fund 100 General Fund, excluding Object Code 430 Utilities, Object Code 435 Energy, Object Code 445 Insurance, all expenditures for teacher housing, and capital projects funded through AS 14.11. In addition, expenditures included in this calculation will not be eligible for reimbursement under AS 14.11.

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

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

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

### **Energy Management**

#### **9e. Energy management narrative (Evaluative) (up to 5 points available)**

Provide a narrative description of the district's energy management program along with supporting documentation. Full points will be assigned where the following is provided:

- Narrative fully describes the Energy Management program including all of the following energy policy, program structure including roles, and responsibilities, occupant comfort and safety standards, energy consumption monitoring, benchmarking, energy audits and assessments, and implementation/execution of energy efficiency measures (EEMs).
- Provide data showing the program tracks energy by facility and calculates an energy use intensity (EUI) for each main school facility over the prior five years-by energy type.
- Provides an energy management guideline or manual, which is clearly identified as being issued/updated within the past five years, covering the items above.

## **Alaska Department of Education & Early Development**

---

- Provides a report showing a five-year history of implemented EEMs. Provides a complete set of energy consumption records for question 9f.

Scores will be reduced incrementally where information or supporting documents are not provided.

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

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

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

### **Custodial Program**

### **9g. Custodial narrative (Evaluative) (up to 5 points available)**

Provide a narrative description of the district's custodial program along with supporting documentation. Full points will be assigned where the following is provided:

- Narrative fully describes the Custodial program including all of the following: custodial policy and purpose, program structure including staffing, roles and responsibilities, integration with district maintenance processes, worker and occupant safety, adopted custodial standards, and performance verification/quality control.
- Provides custodial program guideline or manual, which is clearly identified as being issued/updated within the past five years, covering the items above.
- Includes information or supplements that are specific to each main school facility and list types and quantities of surfaces and fixtures to be cleaned, and frequency of care for each based on the industry practice. Lists staffing requirements for the facility based on these metrics and industry standards for productivity.
- Provides a report which tabulates the preceding information (types and quantities of information, etc.) for all main schools in the district, including staffing requirements. OR Provides no less than two facility examples each year of submission with no repeats within a five-year period. If the district operates fewer than 10 schools, provided one-third of all facilities each year.
- Provides at least 5 work orders generated by the custodial program in the previous 12 months.
- Provides completed sets of quality control and inspection checklists for no less than two facilities for the previous fiscal year period.

Scores will be reduced incrementally where information or supporting documents are not provided.

### **Maintenance Training**

### **9h. Maintenance training narrative (Evaluative) (up to 5 points available)**

Provide a narrative description of the district's training program along with supporting documentation. Full points will be assigned where the following is provided:

## **Alaska Department of Education & Early Development**

---

- Narrative fully describes the Training program including all of the following: training policy, program structure including roles and responsibilities, identification of training needs for custodians and maintenance personnel, training methods and types, training scheduling and tracking, and measurement of program effectiveness.
- Identifies individual training needs based on job functions, and building systems supported, identifies training methods and types, and assigns training on an individual basis.
- Provides a sample analysis of job functions (e.g., driving, work order management, etc.) and required building system knowledge (e.g., boiler tuning, lock-out/tag-out, etc.) for at least one job classification.
- Provides a training plan, by individual, for training scheduled in the current school year, by training title and method or type.
- Provides a log of completed training (last 3 years), by individual.
- Provides an assessment of the effectiveness of the training program which, at a minimum includes data on scheduled versus completed training.

Scores will be reduced incrementally where information or supporting documents are not provided.

### **Capital Planning (Renewal & Replacement)**

#### **9i. Capital planning narrative (Evaluative) (up to 5 points available)**

Provide a narrative description of the district's capital planning program along with supporting documentation. Full points will be assigned where the following is provided:

- Narrative fully describes the Capital Planning program including all of the following: district capital planning policy, capital planning responsibilities, structure, and staffing, capital needs forecasting based on system renewal and program/population changes, forecast verification (condition assessments, user input and maintenance work order history/trends, etc.), development of CIP projects and 6-yr plans, identification of capital project resources and funding.
- Provides capital planning report issued/updated within the past 12 months and 6-yr CIP plan with at least one project in every year of the plan and includes capital projects programmed from all fund sources, local, state, and federal.
- Provides a Facility Condition Index (FCI) for every main school based on a facility condition assessment not older than five years. Where FCI equals the cost of current and deferred renewal divided by the current replacement value.
- Provides a student population projection for a minimum of five years beyond the current fiscal year for every attendance area in the district.
- Provides a condition assessment for every project requesting state-aid in the first year of the 6-yr CIP plan.
- Provides a districtwide trend for combined FCI for a minimum of five prior years and tracks districtwide capital expenditures for main schools for a minimum of five prior years.

## Alaska Department of Education & Early Development

---

Scores will be reduced incrementally where information or supporting documents are not provided.

### 10. DISTRICT CONTACT INFORMATION

The district may provide names and e-mails for up to three additional persons besides the Superintendent or Chief School Administrator to whom the department will include in correspondence regarding changes made to the project application within the department's authority to determine a project eligibility, change a project's primary purpose, and modify a project's scope and budget. This includes any notification at the time the initial rankings are published and any determination based on district requests for reconsideration.

### 11. ATTACHMENTS CHECKLIST

#### **Eligibility and project description attachments.**

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



---

 Alaska Department of Education & Early Development
 

---

**APPENDIX A: CATEGORIES OF GRANTS**

Adopted by the Bond Reimbursement & Grant Review Committee  
April 20, 2023

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:<sup>1, 2</sup>

- A. "Avert imminent danger or correct life threatening situations." This category is generally referred to as "Health and Life Safety." A project classified under "A" must be documented as having unsafe conditions that threaten the physical welfare of the occupants. Examples might be that the seismic design of structure is inadequate; that the required fire alarm and/or suppressant systems are non-existent or inoperative; or that the structure and materials are deteriorated or damaged seriously to the extent that they pose a health/life-safety risk. The district must document what actions it has taken to temporarily mitigate a life-threatening situation.
- B. "House students who would otherwise be unhoused." This category is referred to as "Unhoused Students." A project to be classified under "B" must have inadequate space to carry out the educational program required for the present and projected student population. Documentation should be based on the current Department of Education & Early Development Space Guidelines. (Refer to 4 AAC 31.020)
- C. "Protection of the structure of existing school facilities." This category is intended to include projects that will protect the structure, enclosure, foundations and systems of a facility from deterioration and ensure continued use as an educational facility. Work on individual facility systems may be combined into one project. However, the work on each system must be able to be independently justified and exceed \$50,000. The category is for major projects, which are not a result of inadequate preventive, routine, and/or custodial maintenance. An example could be a twenty-year-old roof that has been routinely patched and flood coated, but is presently cracking and leaking in numerous locations. A seven-year-old roof that has numerous leaks would normally only require preventive maintenance and would not qualify. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.
- D. "Correct building code deficiencies that require major repair or rehabilitation in order for the facility to continue to be used for the educational program." This category, Building Code Deficiencies, was previously referred to as "Code Upgrade." The key words are "major repair." A "D" project corrects major building, fire, mechanical, electrical, environmental, disability (ADA), and other conditions required by codes. Work on individual facility

---

<sup>1</sup> 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)].

<sup>2</sup> 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 &amp; Early Development

## APPENDIX A: CATEGORIES OF GRANTS

Adopted by the Bond Reimbursement & Grant Review Committee  
April 20, 2023

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

- E. "Achieve an operating cost saving." This category is intended to improve the efficiency of a facility and therefore, save money. Examples that might qualify are increasing insulation, improving doors and windows, modifying boilers and heat exchange units for more energy efficiency. The project application must include an economic analysis comparing the project cost to the operating cost savings generated by the project. In addition, no new space for unhoused students is permitted in this category, limiting its ability to be combined with other project types.
- F. "Modify or rehabilitate facilities for purpose of improving the instructional unit." Category "F", Improve Instructional Program, was previously referred to as "Functional Upgrade." This category is limited to changes or improvements within an existing facility such as, modifications for science programs, computer installation, conversion of space for special education classes, or increase of resource areas. It also covers improvements to outdoor education and site improvements to support the educational program that are not correcting elementary playground equipment or fall protection surfacing code deficiencies.
- 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 &amp; Early Development

---

**APPENDIX B: REGIONALLY BASED MODEL SCHOOL CONSTRUCTION STANDARDS**

Adopted by the Bond Reimbursement &amp; Grant Review Committee

April 20, 2022

AS 14.11.014(b) requires the Bond Reimbursement and Grant Review (BRGR) Committee to “(3) develop criteria for construction of schools in the state; criteria developed under this paragraph must include requirements intended to achieve cost-effective school construction.” These standards and criteria are considered by the department in its development and updating of regionally based model school construction standards that describe acceptable building systems and anticipated costs and establish school design ratios to achieve efficient and cost-effective school construction under AS 14.1.017(d). The department must consider these construction standards when evaluating applications.

The BRGR Committee has developed, reviewed, and approved the construction standards published by the department as the Alaska School Design & Construction Standards, dated April 20, 2022, for use evaluating CIP applications beginning with FY2024, with exceptions for projects completed prior to September 1, 2023, projects eligible for reuse of scores, and projects scoring 20 points or more in planning and design (combined scoring for questions 6d, 6e, 6f) prior to September 1, 2023.

## Alaska Department of Education &amp; Early Development

---

**APPENDIX C: CAPITAL IMPROVEMENT PROJECT PHASES**  
 Adopted by the Bond Reimbursement & Grant Review Committee  
 April 20, 2023

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

**CONDITION/COMPONENT SURVEY (0 to 10 points possible)**
**PHASE I - PLANNING/CONCEPT DESIGN (0 or 10 points possible)**

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

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

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

---

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

Alaska Department of Education & Early Development  
APPENDIX C: CAPITAL IMPROVEMENT PROJECT PHASES  
Adopted by the Bond Reimbursement & Grant Review Committee  
April 20, 2023

---

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

1. Complete required elements of planning/design not finished in the previous phases - **(Required)**
2. Review and confirm planning (4 AAC 31.030)
3. Select commissioning agent (4 AAC 31.065; 4 AAC 31.080) - **(Required for new facilities or additions over 5000GSF, or rehabilitation of facility over 10,000GSF)**
4. Accomplish a condition/component survey relevant to scope - **(Required if project is a major rehabilitation<sup>1</sup> or is necessary to adequately scope and complete the project.)**
5. Obtain option to purchase or lease site at an agreed upon price and terms - **(Required for new facilities)**
6. Complete design development documents, including dimensioned site plans, floor plans, complete exterior elevations, draft technical specifications, and engineering plans - **(Required if necessary to adequately scope and complete the project)**
7. Prepare proposed schedule and method of construction
8. Prepare revised cost estimate appropriate to the phase - **(Required)**
9. Commissioning plan
10. Energy consumption and cost report
11. Value analysis report

**PHASE III - CONSTRUCTION**

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

Alaska Department of Education & Early Development

**APPENDIX D: PROJECT COST ESTIMATE**

Adopted by the Bond Reimbursement & Grant Review Committee

April 14, 2020

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

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

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

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

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

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

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

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

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

Alaska Department of Education & Early Development  
APPENDIX D: PROJECT COST ESTIMATE  
Adopted by the Bond Reimbursement & Grant Review Committee  
April 14, 2020

---

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

Recommended: 2-9%

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

Project Contingency is a safety factor to allow for unforeseen changes. Standard cost estimating by A/E or professional estimators use a built in contingency in the construction cost of  $\pm 10\%$ . 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, 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 E: TYPE OF SPACE ADDED OR IMPROVED**  
 Adopted by the Bond Reimbursement & Grant Review Committee  
 April 20, 2022

Category A - Instructional or Resource

General Use Classrooms  
 Pre-K and Kindergarten  
 Elementary  
 Secondary  
 Special Education  
 Art  
 Science  
 Bi-Cultural/Bilingual  
 Consumer Education  
 Computer/Technology Lab  
 Music/Drama  
 Career and Technical Education  
 Library/Media Center  
 Gymnasium

Category B - Support Teaching

Teacher Workroom/Office  
 Teacher Breakroom  
 Counseling/Testing  
 Educational Resource Storage  
 Quiet Room

Category C - General Support

Administration  
 Conference Room  
 Parent/Community Schools  
 Nurse/Clinic  
 Cafeteria  
 Kitchen/Food Service  
 Student Store  
 Fitness Room  
 Locker Room/Showers  
 Student Commons  
 Multipurpose Room  
 Auditorium (& Stage)  
 Pool

Category D - Supplementary

Corridors/Vestibules/Entries  
 Stairs/Elevators  
 Restrooms/Toilets  
 Custodial  
 Supply/Food Storage  
 Refer/Freezer  
 Maintenance/Receiving  
 Mechanical/Electrical  
 Telecom/Server Room



---

Alaska Department of Education & Early Development

---

**APPENDIX F: DEFINITIONS OF MAINTENANCE**

Adopted by the Bond Reimbursement & Grant Review Committee

April 20, 2022

Building System(s)

An assembly of components created to perform specific functions in a facility (ref. DEED *CostFormat* for descriptions of 11 standard building systems).

Capital Renewal or Replacement

A scheduled and anticipated systematic upgrading or replacement of a building system or component, anticipated based on life-expectancy, to establish its ability to function for a new life cycle—typically at least five years.

Commissioning

A systematic process of testing buildings systems to ensure that a building performs in accordance with the design intent, contract documents, and the owner's operational needs. Retro-commissioning is commissioning of building systems that occurs on a facility that has never been commissioned, or occurs after an initial commissioning, to recalibrate building performance to ensure optimal systems performance.

Component

An item within a building system that provides a function distinct from other elements in that system.

Corrective Maintenance

Unscheduled maintenance or repair in response to system or component failures that are accomplished at an operational level.

Custodial Care

The day to day and periodic cleaning of building surfaces and fixtures needed to maintain a facility in safe, clean, and orderly condition; includes the replacement of disposable supplies and building items.

Deferred Maintenance

Maintenance or capital renewal that is postponed for lack of funds, resources, or other reasons.

Energy Audit and Assessment

An assessment of a building that review current energy consumption and identifies energy efficiency measures that you can conduct to make the building more energy efficient.

Energy Benchmarking

Measuring building energy performance against its own past performance or against other buildings with a similar function/use.

Energy Consumption Monitoring

Measuring, recording, and tracking use of energy utilities by a building. Required to be done on a monthly basis.

Energy Efficiency Measures

Upgrades, retrofits, or repairs of systems or software or a practice that, when implemented, results in reduced energy use while maintaining the same or higher level of service.

## Alaska Department of Education & Early Development

---

### Major Maintenance

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

### Preventive Maintenance

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

### Routine Maintenance

Light maintenance and inspection tasks performed at regular intervals (daily, weekly, monthly, etc.). Differentiated from preventive maintenance by level of complexity, specialized skill, and duration of effort.

---

 Alaska Department of Education & Early Development
 

---

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

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

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

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

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

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

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

3. All waiver requests require sufficient documentation.

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

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

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



## **Guidelines for Raters of the CIP Application**

### **Introduction**

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

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

### **Basis for Rating Applications**

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

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

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

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

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

### **Evaluative Rating Guidelines**

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

### **Code deficiencies / Protection of structure / Life safety**

(Application Question 4a; Points possible: 50)

- Points will be assigned for code deficiency, protection of structure, or life safety conditions when the application documents the deficiency, the need for correction, and how the project corrects the deficiency. A condition may only receive points in one scoring condition area.
- Simply identifying a condition in the application will not necessarily generate points. A well-described and documented condition that provides for full evaluation and point awards will include specificity, with attached documentation to support the narrative.
- Age of building system is considered based on the calendar year in which the project would receive funding.
- A project can address a single condition or multiple conditions. Evaluate the severity of each condition. Incremental point adjustments from those provided in the below matrix may be provided for the age of the system, severity, the nature of the item, and effect on the school facility.
- A 3-point increase should be provided if a code deficiency is documented and cited by an appropriate qualified entity or enforcement authority. The most common conditions are noted with an asterisk (“\*”) in the matrices.
- Does the project scope combine severe and non-severe or critical and non-critical conditions? Inclusion of unrelated non-severe or non-critical conditions in a project will reduce the overall score of the project based on a percentage of project cost.
- Points for mixed-conditions can total more than the possible points. Combined points are weighted using a ratio of construction cost for correcting scored conditions to the total requested construction cost of the project except for any code condition where the percentage of its cost to the average of cost of all conditions is less than half of the percentage of its points to the average of all condition points. In that case, the weighting is shifted to the percentage of the condition cost to the total project cost increased by a percentage of condition points to total condition points. In no case will less than 0.5 point be assigned to a condition.
- Per 4 AAC 31.022(c)(8), scoring of mixed-scope projects will be weighted.

Points will be assigned using the following suggested guidelines.



<b>Structural</b> Condition Issue	Pts
Seismic - no restrictions	3
Foundation/Floor - no PE	4
Seismic - minimal restrictions	6
Upper Floor Structure - no PE	9
Vertical Structure - no PE	9
Roof Structure - no PE	10
Foundation/Floor - PE	15
Seismic - moderate restriction	15
Upper Floor Structure - PE	20
Vertical Structure - PE	20
Roof Structure - PE	24
Seismic/Gravity Partial Closure <sup>1</sup>	28
Seismic/Gravity Full Closure <sup>1</sup>	50

<b>Roof/Envelope</b> Condition Issue	Pts
Siding Failure, age <25yr	2
Siding Finish	2
Doors, age >20yr	3
Roof, age >Warranty +5yr <sup>3</sup>	3
Roof, age >Warranty +10yr <sup>3</sup>	6
Roof Leaks WO <3/yr <sup>2</sup>	8
ASHRAE 90.1 Windows <sup>4</sup>	8*
ASHRAE 90.1 Insulation <sup>4</sup>	10*
Siding Material, age >25yr	12
Windows, age >30yrs	12
Siding Failure, age >25yr	15
Roof Leaks, WO >3/yr <sup>2</sup>	15
Doors w/ Egress issues	15*
Roof Leaks affect space, w/ WO documentation	25

<b>Arch/Interior/ADA</b> Condition Issue	Pts
ADA - 1 category	1
ADA - 2 categories	2
DEC Sanitation	2
ADA - 3 categories	3
Ceiling Finishes age >25yr	3
Wall Finishes age >25yr	3
Elevator Issues	3
ADA – 4+ categories	4
Floor Finishes >15yr	4
Elevator Violations	7
Building Egress	10*
Rated Assemblies	12*

<b>Mechanical</b> Condition Issue	Pts
Controls, DDC Deficiency	3
Mech. System, age >30yr	4
Ventilation, WO <3/yr <sup>2</sup>	5
Plumbing, WO <3/yr <sup>2</sup>	6
Heating, WO <3/yr <sup>2</sup>	7
Controls, Pneumatic	8
Ventilation, WO >3/yr <sup>2</sup>	9
Plumbing, WO >3/yr <sup>2</sup>	10
Heating, WO >3/yr <sup>2</sup>	11
Ventilation, Codes	12*
Plumbing, Codes	12*
Heating, Codes	13*
Boilers, 1 of 2 Non-op	13
HVAC age >40yr	15
Boilers, 2 of 3 Non-op	18
Mechanical System, WO >5/yr <sup>2</sup>	21
Heating Failure	25

<b>Electrical</b> Condition Issue	Pts
Lighting, age >25yr	2
Electrical age >30yr	4
Power, WO <3/yr <sup>2</sup>	4
Lighting, WO <3/yr <sup>2</sup>	4
Back-up Generator Inoperable	5
Egress/EM lights, WO <3/yr <sup>2</sup>	5
Power, WO >3/yr <sup>2</sup>	7
Lighting, WO >3/yr <sup>2</sup>	7
Egress/EM lights, WO >3/yr <sup>2</sup>	8
Intercom Issues, WO >3/yr <sup>2</sup>	8
Lighting, Codes	10*
Power, Codes	10*
Intercom Failure	10
Electrical, age >40yr	15
Lighting Levels, <50% of code	16
Electrical System, WO >5/yr <sup>2</sup>	21
Power Failure	25

<b>Fire Alarm/Sprinkler</b> Condition Issue	Pts
Fire Alarm age >15yr	2
Sprinkler >30yr	2
Sprinkler Heads Failing, age >30yr	5
Sprinkler Coverage Gaps	5*
FA Non-addressable	6*
FA/Sprinkler, WO >1/yr <sup>2</sup>	8
Sprinkler Heads Failing, age >40yr	10
FA/Sprinkler, WO >3/yr <sup>2</sup>	15
Fire Alarm Non-op, <3 floors	17
FA/Sprinkler, WO >5/yr <sup>2</sup>	20
Fire Alarm Non-op, >3 floors	25
Sprinkler Non-op	30

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

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

**Definitions:**

PE = documented by a

Professional Engineer

No PE = not documented by a

Professional Engineer

WO = Work Orders provided w/  
application**Notes:**<sup>1</sup> If district does not qualify for  
space, points limited to 15.<sup>2</sup> Average of prior 3 years,  
provide work orders. See  
application instructions.<sup>3</sup> Provide copy of roof warranty.<sup>4</sup> Provide existing R-value or  
code violation of system.**Regional community facilities**

(Application Question 5h; Points possible: 5)

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

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
A community inventory is provided and reasonable alternative facilities have been identified. The rationale behind the viability of the alternative facilities has been provided and judgments are made using institutional knowledge, third party objectivity, economic analysis, etc. The narrative discussion is documented with photos, maps, facility profiles, etc.	5 points
A community inventory is provided and reasonable alternative facilities have been identified. The rationale behind the viability of the alternative facilities has been provided and judgments are made using institutional knowledge, third party objectivity, economic analysis, etc.	4 points
A community inventory is provided and reasonable alternative facilities have been identified. The rationale behind the viability of the alternative facilities has been provided.	3 points
A community inventory is provided and reasonable alternative facilities have been identified.	2 points
A community inventory is provided.	1 point
Question has not been answered	0 points

### Cost estimate for total project cost

(Application Questions 7a - 7c; Points possible: 0-30)

- Check to assure that the estimate matches the proposed project scope.
- Primary evaluation should test both the “reasonableness” and the “completeness” of the cost estimate (i.e., How well can this estimate be used to advocate for this project?).
- Check for double entries, including factored items, cost after adjustment for geographic factor, and percentages and justification (with backup) when percentages exceed DEED guidelines.
- Review and evaluate backup for cost estimate including lump sum or actual construction costs.
- Rating considers the full range of estimates: from conceptual to detail design to actual construction costs. It should be noted that because this scoring element covers the full range of estimate possibilities, it is anticipated that conceptual estimates score less than more detailed construction estimates and actual construction cost documentation.
- Completed project costs are supported by competitive selection documentation, and DEED-approval of in-house labor or an alternative procurement method, as needed.

Points reflect the reasonableness and completeness evaluation and will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on construction document level cost estimate, bid tabulations, or actual invoices.	27-30 points
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on 65% design development level specifications and drawings.	23-26 points
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on 35% schematic design level documents.	18-22 points
The estimate matches the scope of work, is reasonable and complete with no double entries, adjustments are accurate, justification and backup is provided when estimate exceeds DEED guidelines, and all lump sums amounts are described and supported. The estimate is based on concept design level documents. The DEED demand cost model is acceptable as a planning/ concept level cost estimate.	12-17 points
The cost estimate is not adequately developed to support concept level costs. Components may not be present to confirm scope of work, reasonableness and completeness or other elements. Project may be at an early preliminary stage.	6-11 points
Construction costs are not supported or many cost elements are missing.	1-5 points



**Emergency Conditions / Code Deficiencies**

(Application Question 8a; Points possible: 50)

- If the district doesn't declare the project an emergency, points will not be awarded.
- Consider the ranking of the project on the district six-year plan.
- Consider the "level of threat" to both people and property in assessing the emergency.
- Consider the "nature" of the emergency.
- Consider the "impact" on the use of the facility due to the emergency condition.
- Consider the "immediacy" of the emergency (how time critical is it?).
- Consider the level of description and documentation provided.
- Consider whether the description provided is congruent with other application elements.
- Does the project scope include non-emergency conditions? Scoring of mixed-scope projects, which address both emergency and non-emergency conditions, should be weighted based on the amount of emergency work that is included in the project.
- Nothing in this scoring element should restrict a system with premature failures from being assigned points when the conditions for assigning points in that category are met.

Points will be assigned in increments according to the level of threat using the following suggested guidelines. High threat emergency projects with high emergency points are infrequent.

Scoring Criteria	Point Range
Building is destroyed or rendered functionally unsafe for occupancy and requires the building to be demolished and rebuilt. The emergency narrative is supported by documentation that addresses the immediacy of the emergency, the circumstances of the loss of the building, and that the students are currently unhoused.	50 points
Building is unsafe and the entire student population is temporarily unhoused. The building requires substantial repairs to be made safe for the student population to occupy the building. The emergency narrative is supported by documentation that addresses the immediacy of the emergency and the narrative explains any mitigation the district has taken to address the emergency.	25-45 points
Building is occupied by the student population. A local or state official has issued an order that the building will need to be repaired by a certain date or the district will have to vacate the building. The emergency narrative is supported by documentation from the local or state official providing the date when the repairs need to be completed. The documentation addresses the immediacy of the emergency and the narrative explains any mitigation the district has taken to address the emergency.	5-25 points
A portion of the building requires significant repair or replacement of damaged portion of building. The damaged portion of the building cannot be used for educational purposes. The emergency narrative is supported by documentation that addresses the immediacy for the emergency, the circumstances surrounding the damaged portion of the building, and the portion of the building that is not available for educational purposes.	5-45 points

Scoring Criteria	Point Range
A major building component or system has completely failed and is no longer repairable. The failed system or component has rendered the facility unusable to the student population until replaced. The emergency narrative is supported by documentation that addresses the immediacy of the emergency, the circumstances of the failure, and that the students are currently unhoused.	25-45 points
A major building component or system has a high probability of completely failing in the near future. The component or system has failed, but has been repaired and may have limited functionality. If the component fails the district may be required to restrict use of the building until the component or system is repaired or replaced. The emergency narrative is supported by documentation that addresses the high probability of the failure and documents the requirement to restrict use of the building until corrected.	5-25 points

### Inadequacies of Existing Space

(Application Question 8b; Points possible: 40)

- Scoring is based on the described and documented inability of existing space to adequately serve the instructional program. Points are not awarded for code violations.
- Consider the adequacy of the space in terms of both form and function, crowding, and upgrades to space that support the instructional program.
- Balance consideration of educational adequacy of physical arrangement versus functional factors.
- Scoring should take into consideration whether the inadequate space is for a mandatory instructional program or a new or existing local program.
- Does the project include improvements to functionally adequate space? Scoring of projects with functionally adequate space and inadequate space should weight the amount of work improving inadequate space that is included in the project.

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
The existing space as described and documented is significantly inadequate to meet state mandated instructional programs, facility is severely overcrowded, and the project is to add or upgrade state mandated instructional space. Documentation such as a condition survey, design narrative, or space calculations can be used to support the inadequacies of the existing space.	25-40 points
The existing space as described and documented is not adequate to meet state mandated or proposed new or existing local instructional programs, facility is moderately overcrowded, and the project is to add or upgrade state mandated instructional or proposed new or existing local instructional space. Documentation such as a condition survey, design narrative, or space calculations can be used to support the inadequacies of the existing space.	11-24 points

Scoring Criteria	Point Range
The existing space as described and documented is not adequate to meet state mandated or proposed new or existing local instructional programs, facility has minor or no overcrowding, and the project is to add or upgrade state mandated instructional or proposed new or existing local instructional space.	1-10 points
A major maintenance project that describes and documents the inadequacy of the existing space that is an additional condition being addressed in the project.	0-5 points

### Other options

(Application Question 8c; Points possible: 25)

- Consider how completely this topic is addressed. Does the discussion provide alternatives and details that support a strong vetting of the project options?
- Consider the range of options considered and the rigor of the comparison to each other. Does the comparison of options support the project chosen?
- Scoring should increase in accordance with the amount of detailed information; graduated into three levels of: 1) unsupported narrative, 2) well supported narrative, and 3) detailed cost analysis.
- Consider boundary changes where applicable.
- For installed mechanical equipment, was a re-conditioned or re-built option considered in lieu of new?
- For over-crowding, was double shifting or other alternatives considered?

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
Were the options considered viable alternatives? The options are fully described viable options that are supported by a life-cycle cost analysis and cost benefits analysis that compare the cost of the options; an explanation is provided for the rationale behind the selection of the preferred option. Documentation is submitted that supports the options, analysis, and conclusion. The options contain the proposed project and at least two other viable options.	21-25 points
The options are fully described viable options that include cost comparisons between options. An explanation is provided for the rationale behind the selection of the preferred option; however, no life cycle cost analysis is included. Documentation is submitted that supports the options, analysis, and conclusion. The options contain the proposed project and at least two other viable options.	11-20 points
A description is included for each option; however, the options are not supported with additional documentation or cost analysis. The options contain the proposed project and at least one other viable option.	1-10 points

### Annual operating cost savings

(Application question 8d; Points possible: 30)

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

Points will be assigned in increments using the following suggested guidelines:

Scoring Criteria	Point Range
A detailed breakdown of projected annual operational cost savings compared to the project cost. The analysis should be consistent with a life cycle cost analysis or cost benefit analysis which is submitted with the project. The projected operational cost savings have a documented, detailed payback of 10 years or less.	21-30 points
A detailed breakdown of projected annual operational cost savings compared to the project cost. The analysis should be consistent with a life cycle cost analysis or cost benefit analysis which is submitted with the project. The projected operational cost savings have a documented, detailed payback of between 10 and 20 years.	11-20 points
A summary analysis that includes a projected annual operational cost savings compared to the project cost. The projected operational cost savings documents efforts to contain or reduce operating costs and has a payback that exceeds 20 years.	6-10 points
Stated opinion regarding estimated cost savings that could be achieved with the project.	1-5 points

## District preventive maintenance and facilities management

(Application Questions 9a, 9e-9h; Points possible: 25 evaluative)

### Maintenance Management Narrative

(Application Question 9a; Points possible: 5)

- Does the described program address preventive maintenance as well as routine?
- How well does the program work for each individual school?
- Does the program address all building components? Mechanical, electrical, structural, architectural, exterior/civil? (Note: components as used here and below may also be referred to as ‘equipment’.)
- Is there evidence supplied which demonstrates that the program is effective?
- Who participates in the program and how does it function?

Scoring Criteria	Point Range
<p>Narrative fully describes the maintenance management (MM) program and all of the following: maintenance structure and staffing, the work order program and process including work order classification, scheduling, tracking, and completion or deferral; how work orders are initiated and by whom; how component work order history and trends are used.</p> <p>Provides sample work order types showing PM, routine maintenance, and corrective work; includes cost of labor and materials.</p> <p>Provides sample component-based work orders (with component ID) that include component-specific checklist of preventive and/or routine maintenance.</p> <p>Provides sample corrective work orders showing progression of scheduling from initial response to completion or deferral.</p> <p>Provides a component report for a minimum of 10% of main school facilities showing the date of installation and date of scheduled renewal or replacement; includes components from each building system listed in DEED’s R&amp;R schedule.</p>	5 points
<p>Narrative describes the MM program and all of the following: maintenance structure and staffing, the work order program and process including work order classification, scheduling, tracking, and completion or deferral; how work orders are initiated and by whom. Sample work order types showing PM, routine maintenance, and corrective work; includes cost of labor and materials (where applicable). Sample component-based work orders (with component ID) that include component-specific checklist of preventive and/or routine maintenance.</p>	4 points
<p>Narrative describes the MM program and all of the following: the work order program and process including work order classification, tracking and completion; how work orders are initiated and by whom. Sample work order types showing PM, routine maintenance, and corrective work; includes cost of labor on those work orders, and cost of materials on at least one corrective work order.</p>	3 points

Scoring Criteria	Point Range
Minimal narrative that partially describes the MM program but not all of the following: the work order program and process including work order classification; how work orders are initiated and by whom. Sample work order types showing some, but not all of the types: PM, routine maintenance and corrective work.	2 points
Minimal narrative that partially describes the MM program but not all of the following: the work order program and process including work order classification; how work orders are initiated and by whom. No sample work orders.	1 point
No narrative or an abbreviated narrative that provides no information of how the maintenance management program works. No sample work orders.	0 points

### Energy Management Narrative

(Application Question 9e; Points possible: 5)

- Is the district engaged in reducing energy consumption in its facilities?
- Is a comprehensive set of methods being used?
- Is the program districtwide in scope?
- Is the program achieving results?
- Is there a method for reviewing and monitoring energy usage?
- Is there a method for evaluating existing facilities' need for commissioning?

Scoring Criteria	Point Range
<p>Narrative fully describes the Energy Management program including all of the following: district energy policy, program structure including roles, and responsibilities, occupant comfort and safety standards, energy consumption monitoring, benchmarking, energy audits and assessments, and implementation/execution of energy efficiency measures (EEMs).</p> <p>Provides data showing that the program tracks energy usage by facility and calculates an energy use intensity (EUI) for each main school facility over the prior five years—by energy type.</p> <p>Provides an energy management guideline or manual issued/updated within the past five years covering the items above.</p> <p>Provides a report showing a five-year history of implemented EEMs. Provides a complete set of energy consumption records (Application Q.9f).</p>	5 points

Scoring Criteria	Point Range
<p>Narrative describes the Energy Management program including all of the following: district energy policy, program structure including roles, and responsibilities, occupant comfort and safety standards, energy consumption monitoring, and examples of energy efficiency projects or initiatives.</p> <p>Provides data showing that the program tracks energy usage by facility and calculates an energy use intensity (EUI) for each main school facility requiring an RCx analysis over the prior five years—by energy type.</p> <p>Provides an energy management guideline or manual, issued/updated within the past five years, covering the items.</p> <p>Application includes the complete set of energy records was provided for Q.9f.</p>	4 points
<p>Narrative describes the Energy Management program including all of the following: district energy policy, program structure, occupant comfort and safety standards, energy consumption monitoring. Shows that the program tracks energy usage by facility and calculates an energy use intensity (EUI) for each main school facility requiring an RCx analysis over the prior five years—by energy type.</p> <p>Provides an energy management guideline or manual covering the items above.</p> <p>Provides a complete set of energy consumption records (Application Q.9f).</p>	3 points
<p>Narrative has useful description of the Energy Management program including some of the following: program structure, occupant comfort and safety standards, energy consumption monitoring. Shows that the program tracks energy usage by facility (not by campus) and calculates an energy use intensity (EUI) for each facility requiring an RCx analysis over the prior five years—by energy type.</p> <p>A complete set of energy records is not provided (Application Q.9f).</p>	2 points
<p>Narrative has some useful description of the Energy Management program but is not complete; a complete set of energy records is not provided (Q.9f).</p> <p>OR</p> <p>No narrative, but complete set of energy records was provided (Q9.f).</p>	1 point
<p>No narrative or an abbreviated narrative with no useful description of the Energy Management program. No energy records are provided (Q.9f).</p>	0 points

## Custodial Narrative

(Application Question 9f; Points possible: 5)

- Is the district's custodial program complete?
- Is custodial program based on quantities from building inventories and frequency of care based on industry practice?
- Has the district customized its program to be specific to each facility?
- Is the program districtwide in scope?
- Is the program achieving results?
- Is the written custodial plan(s) attached?

Scoring Criteria	Point Range
<p>Narrative fully describes the Custodial program including all of the following: custodial policy and purpose, program structure including staffing, roles, and responsibilities, integration with district maintenance processes, worker and occupant safety, adopted custodial standards, and performance verification/quality control.</p> <p>Provides custodial program guideline or manual issued/updated within the past five years covering the items above.</p> <p>Includes information or supplements that are specific to each main school facility and list types and quantities of surfaces and fixtures to be cleaned, and frequency of care for each based on industry practice. Lists staffing requirements for the facility based on these metrics and industry standards for productivity.</p> <p>Provides a report which tabulates the preceding information (types and quantities of information, etc.) for all main schools in the district, including staffing requirements. OR Provides no less than two facility examples each year of submission with no repeats within a five-year period. If the district operates fewer than 10 schools, provided one-third of all facilities each year.</p> <p>Provide at least 5 work orders generated by the custodial program in the previous 12 months.</p> <p>Provides completed sets of quality control and inspection checklists for no less than two facilities for the previous fiscal year period.</p>	5 points
<p>Narrative describes the Custodial program including all of the following: custodial policy and purpose, program structure including staffing, roles, and responsibilities, integration with district maintenance processes, worker and occupant safety, adopted custodial standards, performance verification/quality control.</p> <p>Provides custodial program guideline or manual issued/updated within the past five years covering the items above.</p> <p>Includes information or supplements that are specific to each main school facility and that list types and quantities of surfaces and fixtures to be cleaned, and frequency of care for each based on industry practice; provides no less than two facility examples of the facility-specific information.</p> <p>Provides samples of quality control and inspection checklists.</p>	4 points



Scoring Criteria	Point Range
Narrative describes the Custodial program including all of the following: district custodial policy, program structure including staffing, roles, and responsibilities, and adopted custodial standards. Provides custodial program guideline or manual that is general in nature and not site specific.	3 points
Narrative has some useful description of the Custodial program including some of the following: district custodial policy, program structure including staffing, roles, and responsibilities, and adopted custodial standards.	2 points
Narrative has some useful description of the Custodial program but is not complete.	1 point
No narrative or an abbreviated narrative with no useful description of the Custodial program. No written custodial program guideline or manual.	0 points

### Maintenance Training Narrative

(Application Question 9g; Points possible: 5)

- Does the program address training and on-going education of the maintenance staff?
- Are maintenance personnel being trained in specific building systems?
- Are training schedules attached?
- How is Training Recorded?
- How is effectiveness measured?

Scoring Criteria	Point Range
Narrative fully describes the Training program including all of the following: training policy, program structure including roles and responsibilities, identification of training needs for custodians and maintenance personnel, training methods and types, training scheduling and tracking, and measurement of program effectiveness. Identifies individual training needs based on job functions, and building systems supported; identifies training methods and types, and assigns training on an individual basis. Provides a sample analysis of job functions (e.g., driving, work order management, etc.) and required building system knowledge (e.g., boiler tuning, lock-out/tag-out, etc.) for at least one job classification. Provides a training plan, by individual, for training scheduled in the current school year, by training title and method or type. Provides a log of completed training (last 3 years), by individual. Provides an assessment of the effectiveness of the training program which, at a minimum includes data on scheduled versus completed training.	5 points

Scoring Criteria	Point Range
<p>Narrative fully describes the Training program including all of the following: training policy, program structure including roles and responsibilities, identification of training needs for custodians and maintenance personnel, training methods and types, and training scheduling and tracking.</p> <p>Identifies training needs based on job functions, and building systems supported, identifies training methods and types, and assigns training on an individual basis.</p> <p>Provides a training plan, by individual, for training scheduled in the current school year, by training title and method or type.</p> <p>Provides a log of completed training (last 3 years), by individual.</p>	4 points
<p>Narrative describes the Training program including some of the following: training policy, identification of training needs for custodians and maintenance personnel, training methods and types, and training scheduling and tracking.</p> <p>Provides a training plan for training scheduled in the current school year, by training title and/ or type.</p> <p>Provides a log of completed training but not by individual.</p>	3 points
<p>Narrative has some useful description of the Training program but is not complete.</p> <p>Provides training logs that show minimal maintenance or custodial training, primarily HR/OSHA training.</p>	2 points
<p>Narrative has some useful description of the Training program but is not complete.</p> <p>OR</p> <p>Training logs with no actual maintenance or custodial training. Only HR/OSHA training.</p> <p>*Training Logs with only HR/OSHA training can never exceed 1 point.</p>	1 point
<p>No narrative or an abbreviated narrative with no useful description of the Training program. No training logs</p>	0 points

## Capital Planning Narrative

(Application Question 9h; Points possible: 5)

- Does the district have a process for identifying capital renewal needs?
- Are component/subsystem replacement cycles identified and used?
- Does the system involve building occupants and users?
- Are renewal schedules comprehensive and vetted for credibility?
- Are systems up for renewal grouped into logical capital projects?
- Does review of projects on six-year plan show evidence of use of capital planning process, including renewal and replacement scheduled.

Scoring Criteria	Point Range
<p>Narrative fully describes the Capital Planning program including all of the following: district capital planning policy, capital planning responsibilities, structure, and staffing, capital needs forecasting based on system renewal and program/population changes, forecast verification (condition assessments, user input, maintenance work order history/trends, etc.), development of CIP projects and 6-yr plans, and identification of capital project resources and funding.</p> <p>Provides capital planning report issued/updated within the past 12 months and 6-yr CIP plan with at least one project in every year of the plan and includes capital projects programmed from all fund sources, local, state, and federal.</p> <p>Provides a Facility Condition Index (FCI) for every main school based on a facility condition assessment not older than five years where FCI has the following formula.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <math display="block">\text{FCI} = \frac{\text{Cost of Current and Deferred Renewal}}{\text{Current Replacement Value}}</math> </div> <p>Provides a student population projection for a minimum of five years beyond the current fiscal year for every attendance area in the district.</p> <p>Provides a condition assessment for every project requesting state-aid in the first year of the 6-yr CIP plan.</p> <p>Provides a districtwide trend for combined FCI for a minimum of five prior years and tracks districtwide capital expenditures for main schools for a minimum of five prior years.</p>	5 points

Scoring Criteria	Point Range
<p>Narrative describes the Capital Planning program including all of the following: district capital planning policy , capital planning responsibilities, structure, and staffing, capital needs forecasting based on system renewal and program/population changes, forecast verification based on condition assessments, and development of CIP projects and 6-yr plans.</p> <p>Provides capital planning report and 6-yr CIP plan with at least one project in every year of the plan.</p> <p>Provides a Facility Condition Index (FCI) for every main school based on a current DEED Renewal &amp; Replacement Schedule, where FCI has the following formula.</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <math display="block">\text{FCI} = \frac{\text{Cost of Current and Deferred Renewal}}{\text{Current Replacement Value}}</math> </div> <p>Provides a student population projection for a minimum of five years beyond the current fiscal year for every attendance area in the district.</p>	4 points
<p>Narrative describes the Capital Planning program including all of the following: district capital planning policy, capital planning responsibilities, structure, and staffing, capital needs forecasting based on system renewal, development of CIP projects and 6-yr plans.</p> <p>Provides a 6-yr CIP plan with at least one project in every year of the plan.</p>	3 points
<p>Narrative has some useful description of the Capital Planning program but is not complete.</p> <p>Provides R&amp;R documents for all facilities in which state-aid for CIP is listed in the 6-yr plan.</p>	2 points
<p>Narrative has some useful description of the Capital Planning program but is not complete; R&amp;R documents not provided for all required facilities.</p> <p>OR</p> <p>No narrative, but provides R&amp;R documents for all required facilities.</p>	1 point
<p>No narrative or abbreviated narrative with no useful description of the Capital Planning program. Lacks R&amp;R documents for all required facilities.</p>	0 points

## **Formula-Driven Guidelines**

### **Condition/Component survey**

(Application question 6a; Points possible: 0-10 – non-evaluative)

- Condition/component survey age is relative to the earlier of either the application submittal deadline or the project's substantial completion.

Points will be assigned in increments using the following suggested guidelines:

<b>Scoring Criteria</b>	<b>Points</b>
Condition/component survey is a comprehensive product that informs the project. It includes a full description of existing systems, including code deficiencies, and provides recommendations for upgrades related to all deficiencies described. Costs associated with each deficiency and upgrades are provided as applicable. Supplements may be included such as special inspections, engineering calculations, photographs, drawings, etc. Floor plans, with building area designations and room identifications, are encouraged. Portions of the condition survey, such as that information pertaining to building codes and analysis of structural engineered systems, may have been completed by an architect, engineer, or persons with documented expertise in a building system. It is less than 6 years old.	10 points
Condition/component survey contains many of the required elements as listed above, but not all. It is less than 10 years old.	8 points
Condition/component survey informs the project. Supplements such as special inspections, engineering calculations and drawings that would further document conditions justifying the project are not provided or documentation is not substantial. It is less than 10 years old.	5 points
Condition/component survey is more than 10 years old, but may still contain some relevant building information pertaining to the project.	3 points
Condition/component survey has not been submitted or does not inform the project.	0 points

### Use of prior school design

(Application Question 6b; Points possible: 10)

- Are complete documents of the proposed reused school plans provided?
- Is evidence of ownership of proposed reused school plans provided?
- Has an analysis been done of the anticipated deviations and revisions from the proposed reused school plan been accomplished? Is an estimated cost of those deviations (+ or -) been computed?
- Have design and construction costs for the proposed reused school plans been estimated along with an estimated cost of design and construction for a project alternative for a new school design?
- This point category is only applicable to construction projects.

Points will be assigned in increments using the following general guidelines:

Scoring Criteria	Points
1. The district or municipality owns the reused school plans. 2. The reused school plans are less than 5 years old or have been updated within the prior 5 years. 3. A supported estimate of planned deviations from the reused school plans is less than 1% of the estimated cost of construction. 4. A supported estimate of construction cost savings to the project is greater than 10% of construction costs of a new school plan alternative. 5. A supported estimate of design cost savings to the project is greater than 10% of design services costs of a new school plan alternative.	10 points
Any four of the above factors are achieved.	8 points
Any three of the above factors are achieved.	6 points
Any two of the above factors are achieved.	4 points
Any one of the above factors is achieved.	2 points
None of the above factors are achieved.	0 points

### Use of prior building system design

(Application Question 6c; Points possible: 10)

- Up to two points are available for capital renewal of a complete system, a subsystem, or a component renewal in each of the following systems: 1) Building Envelope, 2) Plumbing, 3) HVAC, 4) Lighting, and 5) Power.
- Has evidence been provided that the identified building system is part of a written standard that meets ASHRAE 90.1-2016 prescriptive requirements?
- This point category is not applicable to projects receiving scores for use of a prior school design.

Points will be assigned in increments using the following general guidelines:

Scoring Criteria	Points
The reused building system design is part of a provided written municipal or school district building system standard.	2 points

**Alaska Department of Education & Early Development  
Capital Improvement Project Application  
Project Eligibility Checklist**

Date:

District:

Project:

Is the project eligible based on below checklist?    Yes     No 

The following items are requirements for projects to be eligible for grants or bond reimbursement as required by statute or regulations. Please check YES or NO if project application is in compliance or not.

Item	Primary Application Question(s)	Eligibility Item Description	Yes	No
A	All	The application is complete and all questions are fully answered – AS 14.11.013(c)(3)(A)		
B	2a	The district's CIP-6 year plan has been submitted – AS 14.11.011(b)(1) Project is identified in the current CIP year of the plan.		
C	2b	The district has an auditable fixed asset inventory system – AS 14.11.011(b)(1)		
D	2c	Evidence of replacement cost property insurance – AS 14.11.011(b)(2)		
E	8f	If the district has requested a waiver of participating share, is the request attached? (If not applicable, leave blank) – AS 14.11.008(d)		
F	2d & 3d	Evidence that project should be a capital improvement project and not preventive maintenance or custodial care – AS 14.11.011(b)(3)		
G	3d	Evidence that project meets the criteria of one of the A-F categories – AS 14.11.013 (a)(1)		
H	3d, 4a, & Sec. 7	A detailed scope of work, project budget, and documentation of need – AS 14.11.011 (b)(1)		
I	3d, Sec. 7, & 8c	The scope of work should include all information requested in the application instructions and should include life cycle cost analysis, cost benefit analysis or any other quantifiable analysis, as needed, which demonstrates that the project is in the best interest of the district <b>AND</b> the state – AS 14.11.013(c)(3)(C)		
J	5a, 5b, 5c, 5d, 5e, 5f, & 5g	For projects requesting additional space, evidence of space eligibility based on supported 2-year and 5-year-post-occupancy student population projection data – 4 AAC 31.021(c)(1)&(c)(3)		
K	3d, 4a, 5h, 8b, & 8c	Evidence that the existing facility can not adequately serve or that alternative projects are in the best interest of the state – AS 14.11.013(c)(3)(B)		
L	5h & 8c	Evidence that the situation can not be relieved by adjusting service area boundaries and transportation – 4 AAC 31.021(c)(2) & AS 14.11.013(b)(6)		
M	2e & Sec. 9	DEED certification that the school district has a facility management program that complies with 4 AAC 31.013 and a description of the district's preventive maintenance program – AS 14.11.011(b)(1)		
N	All	Adequate documentation supporting the project request – AS 14.11.013(c)(3)(A) and 4 AAC 31.022(d)(1)		

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

Adopted by the Bond Reimbursement and Grant Review Committee

District: \_\_\_\_\_ Project Title: \_\_\_\_\_  
Fund: \_\_\_\_\_  
Rater: \_\_\_\_\_ CIP ID Number: \_\_\_\_\_ Category: \_\_\_\_\_  
Date: \_\_\_\_\_ Ineligible: \_\_\_\_\_

Formula Driven Scoring Criteria	School Construction A, B, F	Major Maintenance C, D, E
<b>1. Preventive maintenance program</b> (Questions 9b - 9d, 9f)		
A. Detailed summary reports of maintenance labor parameters (9b) 15 points	<u>    /15    </u>	<u>    /15    </u>
B. Detailed summary reports of PM/corrective maintenance parameters (9c) 10 points	<u>    /10    </u>	<u>    /10    </u>
C. The 5-year average expenditure for maintenance divided by the 5-year average insured replacement value, district wide. (9d) 5 points If % < 4, then (% x 1.25); If % > 4, then 5	<u>    /5    </u>	<u>    /5    </u>
D. Energy consumption reports (9f) 5 points	<u>    /5    </u>	<u>    /5    </u>
<b>2. District ranking</b> (Question 3a) Only eligible project requests are used to calculate ranking points Project #1 request = 30 points, #2 = 27 points, #3 = 24 points, Each additional project 3 points less	<u>    /30    </u>	<u>    /30    </u>
<b>3. Weighted average age of facility</b> (Question 3b)	<u>    /30    </u>	<u>    /30    </u>
A. 0-10 years = 0 points		
B. > 10 ≤ 20 years = .5 / year in excess of 10 years		
C. > 20 ≤ 30 years = 5 + .75 per year in excess of 20 years		
D. > 30 ≤ 40 years = 12.5 + 1.75 per year in excess of 30 years		
E. > 40 years = 30 points		
<b>4. Condition/Component Survey</b> (Question 6a) Condition survey = 0, 3, 5, 8, or 10 points	<u>    /10    </u>	<u>    /10    </u>
<b>5. Use of Prior Design Plans or Buildings System Design</b> (Questions 6b-6c)		
A. Prior Design Plan (school construction only) (6b) = 0, 2, 4, 6, 8, or 10 points OR		
B. District standard = Two points each system: Building Envelope, Plumbing, HVAC, Lighting, Power	<u>    /10    </u>	<u>    /10    </u>
<b>6. Planning &amp; design phase has been completed</b> (Question 6d-6g and Appendix B)	<u>    /25    </u>	<u>    /25    </u>
A. All required elements of planning = 10 points		
B. All elements planning + required elements of schematic design = 20 points		
C. All elements of planning and schematics + required elements of design development = 25 points		
<b>7. Prior AS 14.11 funding for this project</b> (Questions 8e & 7a) Phased funding = 30 points, Supplemental funding = 15 points, No previous funding = 0 points	<u>    /30    </u>	<u>    /30    </u>
<b>8. Unhoused students today</b> (Questions 5a-5g)	<u>    /50    </u>	<u>    N/A    </u>
A. 100 % of capacity = 0 points		
B. > 100% of capacity = One point for each 3% of excess capacity		
C. 250 % of capacity = 50 points		
<b>9. Unhoused students in seven years (5 year Post-occupancy)</b> (Questions 5a-5g) Unhoused due to loss of eligible square footage based on external environmental factors is scored at half of the points identified.	<u>    /30    </u>	<u>    N/A    </u>
A. 100 % of capacity = 0 points		
B. > 100% of capacity = One point for each 5% of excess capacity		
C. 250 % of capacity = 30 points		
<b>10. Type of space added or improved</b> (Question 5j)	<u>    /30    </u>	<u>    N/A    </u>
A. Instructional or resource 30 points		
B. Support teaching 25 points		
C. Food service, recreational, and general support 15 points		
D. Supplemental 10 points		
<b>Formula-Driven</b>	<b>Total Points</b>	
	<u>    /280    </u>	<u>    /170    </u>



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

Adopted by the Bond Reimbursement and Grant Review Committee

District: \_\_\_\_\_ Project Title: \_\_\_\_\_  
Fund: \_\_\_\_\_  
Rater: \_\_\_\_\_ CIP ID Number: \_\_\_\_\_ Category: \_\_\_\_\_  
Date: \_\_\_\_\_ Ineligible: \_\_\_\_\_

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

Evaluative Scoring Criteria	School Construction A, B, F	Major Maintenance C, D, E
<b>1. Effectiveness of preventive maintenance program (Question 9)</b>		
A. Maintenance Management Narrative (9a)	_____/5	_____/5
B. Energy Management Narrative (9e)	_____/5	_____/5
C. Custodial Narrative (9g)	_____/5	_____/5
D. Maintenance Training Narrative (9h)	_____/5	_____/5
E. Capital Planning Narrative (9i)	_____/5	_____/5
<b>2. Seriousness of life/safety and code conditions (Question 4a)</b>	_____/50	_____/50
<b>3. Reasonableness &amp; completeness of cost or cost estimate (Questions 7a-7c)</b>	_____/30	_____/30
<b>4. Emergency conditions (Question 8a)</b> Did application check "yes"? <input type="checkbox"/> Did discussion support emergency status? <input type="checkbox"/>	_____/50	_____/50
<b>5. Existing space fails to meet or inadequately serves existing or proposed elementary or secondary programs (Question 8b)</b>	_____/40	_____/5+
<b>6. Thoroughness in considering a full range of options for the project (Question 8c)</b>	_____/25	_____/25
<b>7. Relationship of the project cost to the annual operational cost savings (Question 8d)</b>	_____/30	_____/30
<b>8. Thoroughness in considering use of alternative facilities to meet the needs of the project (Question 5g)</b>	_____/5	N/A
<b>Evaluative</b>	<b>Total Points</b>	
	/255	/215



THE STATE  
of **ALASKA**  
GOVERNOR MICHAEL J. DUNLEAVY

## Department of Education & Early Development

FINANCE & SUPPORT SERVICES  
Facilities Section

333 Willoughby Ave, 9th Floor  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.6906  
Email: [edd.facilities@alaska.gov](mailto:edd.facilities@alaska.gov)

**To:** BRGR Committee

**From:** Michael Butikofer, Facilities Manager

**Date:** February 5, 2025

**Subject:** Retro Commissioning

---

### Background

In 2017, the Bond Reimbursement and Grant Review (BRGR) Committee developed criteria for the construction of schools in Alaska, including standards for energy efficiency. For details, reference the [Report on Criteria for Cost-Effective School Construction, December 2017 \(pdf\)](#).

To further support cost-effective and high-performing school facilities, the Commissioning Subcommittee was established to propose standards for school project commissioning. Their primary goal was to create criteria ensuring that mechanical, electrical, plumbing, fuel, control, and envelope systems in schools operate efficiently, reducing operational costs while maximizing performance. Their recommendations aimed to standardize commissioning processes while balancing cost considerations, resource availability, and long-term benefits.

As a result, the requirement for commissioning in school facilities was codified in regulation on November 29, 2019. Commissioning and the use of a Commissioning Agent (CxA) are required for projects that:

- Construct or add more than 5,000 square feet.
- Rehabilitate an education-related facility over 10,000 square feet.

The CxA must be certified by a program approved by the Department of Education & Early Development (DEED).

### Retro-Commissioning (RCx) and Compliance

In addition to commissioning new school facilities, ongoing assessments through retro-commissioning (RCx) help maintain building performance. RCx is the process of inspecting and adjusting building systems to restore them to their original design performance. It typically applies to facilities that were never commissioned at start-up, ensuring they operate efficiently and as intended. A related term, "re-commissioning," refers to performing commissioning activities on buildings that had previously undergone the process.

To remain eligible for state aid under AS 14.11, Alaska school districts must maintain a preventive maintenance and facility management program that complies with 4 AAC 31.013(a), including:

- **An energy management plan** that incorporates:
  - **(B) Regular evaluation of the effectiveness of and need for commissioning existing buildings.**

To assist districts in meeting these requirements, the department has developed the [Facility Re/Retro-Commissioning Assessment Tool \(excel\)](#), which provides a structured approach for evaluating building performance and identifying the need for RCx. An example report generated using this tool is included in the packet. Other assessment options can be found in the attached RCx guidance document (dated November 13, 2020).

### **Discussion**

While the current policy provides a structured approach to commissioning and retro-commissioning, questions remain about its overall impact, efficiency, and necessity. As we assess whether additional evaluation is warranted, key considerations include:

- Is the current evaluation process effectively identifying buildings in need of RCx, or is it creating an unnecessary burden on school districts?
- Does the current requirement align with the operational realities of school districts?

### **Next Steps**

The department seeks input on whether further evaluation of this policy is necessary and, if so, what aspects should be reconsidered or refined.



THE STATE  
of **ALASKA**  
GOVERNOR MIKE DUNLEAVY


## Department of Education & Early Development

FINANCE & SUPPORT SERVICES  
Facilities

P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.2875  
Fax: 907.465.8910  
Email: Heidi.Teshner@alaska.gov

**To:** All Superintendents

**Date:** November 13, 2020

**From:** Heidi Teshner   
Director of Finance & Support  
Services

**Subject:** Retro-commissioning Compliance

**File:** G:\SF Facilities\Facilities\PM & Facility  
Management\RCx Tools & Data\Retro-Cx  
Guidance & Tools\_Implementation Version 11-  
12-20.docx

---

## P O L I C Y M E M O R A N D U M

---

### Background

#### Commissioning Requirements for Existing Buildings

In order to remain eligible to request state-aid for school capital projects under AS 14.11, Alaska school districts must have a preventive maintenance and facility management program in compliance with 4 AAC 31.013(a), including:

- (2) an energy management plan that includes . . .
  - (B) regular evaluation of the effectiveness of and need for commissioning existing buildings.**

This requirement was codified in regulation on November 29, 2019 and it is the intent of the Department of Education & Early Development to assess district compliance with the regulation during the period November 1, 2020 and June 1, 2021. The department, following review at the Bond Reimbursement & Grant Review Committee, and after a period of public comment running from August 5 to September 21, 2020, is establishing the criteria and options outlined in this memorandum for energy performance measurement. The department is also making tool(s) available for district use to assist them in meeting the established criteria under Option 2.

#### Definitions

**Retro-commissioning (RCx):** RCx is the inspection and adjustment of systems to return the facility to operate as it was designed to operate. Generally, it is assumed to apply to facilities that were never commissioned at start-up. The parallel term “re-commissioning” is sometimes applied to commissioning activity that follow an original (prior) commissioning event.

**Energy Use Intensity (EUI):** Sometimes also referred to as Energy Utilization Index, the EUI provides a snapshot of the quantity of energy actually used by a building on a square foot and time period basis (e.g. month, year). The calculation converts the total energy usage for a determined time period from all sources in the building, (e.g. heating fuel, electrical) into British Thermal Units (BTUs). The total usage is then divided by the number of square feet (sf) of the

building. EUI units are kBtUs/sf for any measured time period. As a stand-alone metric, EUIs are not adjusted for climate variations.

**British Thermal Unit (BTU):** A BTU is the amount of heat required to raise the temperature of one pound of liquid water by one degree Fahrenheit at a constant pressure of one atmosphere.

**Heating Degree Day (HDD):** HDDs are a measure of how much (in degrees), and for how long (in days), the outside air temperature falls below 65 degrees Fahrenheit. It is commonly used in calculations relating to the energy consumption required to heat buildings. Essentially, the colder the outside air temperature, the more energy it takes to heat a building. The idea is that the amount of energy needed to heat a building in any day/week/month/year is directly proportional to the number of heating degree days in that day/week/month/year.

**Site Energy:** The amount of primary (e.g. oil, natural gas) and secondary energy (e.g. heat and electricity) consumed by a building as reflected in utility bills and other on-site measurements. Site energy is calculated by converting each fuel source into BTUs, then adding them altogether. Site energy is useful in monitoring how the energy use for an individual building has changed over time; however, it is not a good metric to compare two different buildings.

## **Discussion**

The regulation language requires three actionable steps of school districts:

- 1) Districts must evaluate the **need** for retro-commissioning of existing buildings;
- 2) Districts must evaluate the **effectiveness** of retro-commissioning existing buildings; and
- 3) The evaluation must be regular.

## **Retro-commissioning Need**

The department requires that districts evaluate the need for retro-commissioning by measuring the EUI for each designated facility (see RCx Target Facilities). The calculated EUI is then used to establish a performance benchmark for each facility. A retro-commissioning need would be triggered when the EUI rises above the benchmark. The process of establishing the benchmark would depend on the compliance option selected (see Options). For example, under Option 2, the EUI would be adjusted for climate variations using Degree Days, and finally, compared against a statewide minimum EUI benchmark established by the department and updated as needed as part of the CIP application process.

## **Retro-commissioning Effectiveness**

The department requires that districts evaluate the effectiveness of implementing RCx on a school facility by calculating an anticipated Return on Investment (ROI) for the RCx effort. This ROI would be a simple payback calculation comparing the anticipated cost of the RCx and its recommendations, to the estimated cost savings resulting from implementing the RCx recommendations. Any ROI showing a simple payback within four years is considered effective. Information from industry sources indicate a cost range for a full RCx—planning, implementation, and verification—of \$0.13/sf to \$2.00/sf with the planning phase requiring \$0.05/sf to \$0.50 of those costs (Lawrence Berkeley National Laboratory). Many areas of Alaska would have to add approximately \$2,000 additional in base costs for travel and per-diem.

Industry indicators suggest energy savings from recommissioning to be between 5 and 20 percent. A published study of 224 buildings in 21 states found the average energy savings to be 15 percent. Absent a more sophisticated analysis, which any district may propose for review, the department establishes evaluation of the effectiveness of RCx on any building by using the following calculation:

Planning cost (PC) = \$0.50/sf + \$2,000

Implementation cost (IC) = \$0.50/sf \* Cost Model geographic cost factor

Anticipated annual savings (AAS) = 7 percent of electricity and fuel costs.

RCx Effectiveness Calculation:  $PC + IC < AAS$

### Regular Evaluation

The department has determined that a regular evaluation would be an annual evaluation. At a consistent date, established in the district's energy plan, each qualifying school facility would be evaluated for RCx on a consumption-based EUI analysis, and RCx effectiveness based on a cost-based ROI analysis. Ideally this data would be gathered into a report and shared with the district school board.

### RCx Target Facilities

RCx is an operating budget cost aimed at creating an operational cost savings. The purpose of RCx is not to identify capital renewal needs related to operational costs—that work falls to the more expansive Energy Audit. A retro-commissioning event, therefore, should only be implemented when a reasonably quick ROI from operating funds can be anticipated.

Regular evaluation of the need for, and effectiveness of RCx, is not required for every building. In determining the target facility for RCx, several factors must be considered as follows: 1) the use type of the facility, 2) the total annual energy consumed (correlated as a building's size), 3) the age of its primary energy-influenced building systems (ref. DEED Renewal & Replacement (R&R) Schedule categories listed below), and 4) the presence of an integrated building automation system. Using these four factors, the department has established a requirement that the following facilities be included as "existing buildings" under the requirements of 4 AAC 31.013(a)(2)(B).

**Each facility designated as a 'main school' in the DEED Facilities Database, along with any other school or support facility greater than 5,000 gsf, which meet each of the following building system criteria:**

a.	Exterior Walls System	Installation or renewal within 25 years
b.	Roof Systems	Installation or renewal within 25 years
c.	HVAC Distribution	Installation or renewal within 40 years
d.	HVAC Equipment	Installation or renewal within 30 years
e.	HVAC Controls	Installation or renewal within 20 years
f.	Electrical Lighting	Installation or renewal within 25 years

If a facility does not meet even one of these criteria, that facility is not a target facility for RCx. It is possible that under these criteria, a district may not have any facilities that must be tracked for RCx. Each district will make this determination subject to department review.

### **Responses and Tools**

Each district will need to update its energy management plan to include details about the effectiveness and the need analyses for RCx. Districts will need to implement the measurements and calculations using tools that they have developed, using commercially available tools, or using tools supplied by DEED. These tools are available for download from the department's website. Districts may also request a copy of the tools be emailed by department Facilities staff. An equally viable tool option would be to use the US Environmental Protection Agency's (EPA) Energy Star Portfolio Manager. This tool takes utility consumption data and calculates an EUI for the facility. One benefit of tracking and evaluating using the EPA tool is the access it provides to comparative data from other K-12 school facilities.

### **Options**

#### **Option 1 – District Tools/District Metrics:**

Under this option, a district would demonstrate compliance with the regulation requirements by asserting its own retro-commissioning needs evaluation (EUI-based), effectiveness assessment, and regularity with an annual minimum. (Note: this could include independent use of the EPA Portfolio Manager identified in Option 3 below.)

#### **Option 2 – Department Tools/Department Metrics:**

Under this option, a district would demonstrate compliance with the regulation by using the DEED-supplied RCx needs evaluation, and effectiveness assessment tools on an annual basis. (See attached template and sample tool.)

#### **Option 3 – Using EPA's Portfolio Manager**

Under this option, districts would adopt the EPA Energy Star platform as the process for demonstrating compliance with the regulation in the area of RCx needs evaluation. For districts using this option, the department approves the use of the EPA Target Finder as the basis of needs evaluation. For the effectiveness assessment, districts would use the department's default calculation or an approved alternative.

## Evaluating the Need & Effectiveness of Retro-Commissioning (RCx): Workbook Instructions

Regulation 4 AAC 31.013 establishes the elements required in a district's preventive maintenance plan in order for a district to be eligible for state aid under AS 14.11. Part of compliant plan is energy management includes the recording of energy utility consumption and an evaluation of the effectiveness of and need for commissioning existing buildings. This workbook is provided by the Department of Education and Early Development as a tool to assist districts with this aspect of facility management, other programs and tools may be used to meet the regulatory requirement.

If you have any questions while using this tool, please contact the Facilities section's contact for the Preventive Maintenance Compliance Program.

### Cover Page Tab

The Cover Page is the tab that contains a summary of information needed to evaluate whether a facility is a potential candidate for commissioning. Most data in the Cover Page is filled in from information on the following tabs. However, the following fields (cell ID) will require updating:

- School Name (cell A2) - official school name;
- Analysis Year (B3) - fiscal year of the analysis/evaluation;
- DEED Facility Number (D3) - reference the DEED School Facility Database;
- District Facility Number (F3) - district internal facility number, if any;
- Gross Square Footage (H3) - reference the DEED School Facility Database, do not include and variance reductions;
- Travel/Per Diem (B13) - enter estimated amount of travel and per diem costs for the commissioning team;
- Geographic Cost Factor (D13) - reference the Instructions publication for the Program Demand Cost Model, Table 3;
- Percent Savings (F13) - enter an amount of estimated savings (default at 7%).

### Degree Days Tab

The Degree Days tab tracks historical data on the number of heating degree days required at the community. The Cover Page uses this data to calculate an "Adjusted EUI" (Energy Use Index). Data can be entered by month or by annual total. Heating degree data is available online at several sites.

### Utility Costs Tab

The Utility Costs tab tracks the annual cost of the energy utilities used by the facility by fiscal year. Data may be available from the district's business/accounting office. Three categories of utility are tracked: fuel oil, electricity, and all other energy utilities.

### BTU Summary Tab

The BTU Summary tab provides a compiles the BTU data from the following energy utility consumption tracking tabs (see below), it provides at at-a-glance of the minimum, average, and maximum total BTU use. The Cover Page uses the annual BTU Total to calculate the adjusted EUI.



### **Energy Utility Consumption Tracking**

The remaining tabs provide for tracking of monthly energy utility consumption by individual utility. These pages track by the associated energy unit of measure (e.g. KWH, GAL, CCF, BTU) and provide a calculation to the approximate heat energy in BTUs. Individual tabs are provided for:

- Electricity
- Heating Fuel
- Natural Gas
- Biomass
- Recovered Heat
- Coal
- Steam

If you require a different heating source, edit an existing unneeded tab - being sure to update the Total BTU conversion formula. Reach out to the department with any questions.

### **Acronyms**

BTU - British Thermal Unit (measurement of heat energy) (unit of measurement - recovered heat, steam)

CCF - Centum Cubic Feet (unit of measurement - natural gas)

CRD - Chord / Chord of Wood (unit of measurement - biomass)

EUI - Energy Use Index

GAL - Gallon (unit of measurement - heating fuel)

GSF - Gross Square Footage

KWH - Kilowatt Hour (unit of measurement - electricity)

[Facilities Preventive Maintenance Program webpage](#)

[Facilities Publication webpage \(PM tab has links to heating degree sites\)](#)

[Instructions to Program Demand Cost Model \(pdf\) \(Geographic Area Cost Factor - Table 1\)](#)

School RCx

**Retro-Commissioning (RCx) Need & Effectiveness Worksheet**

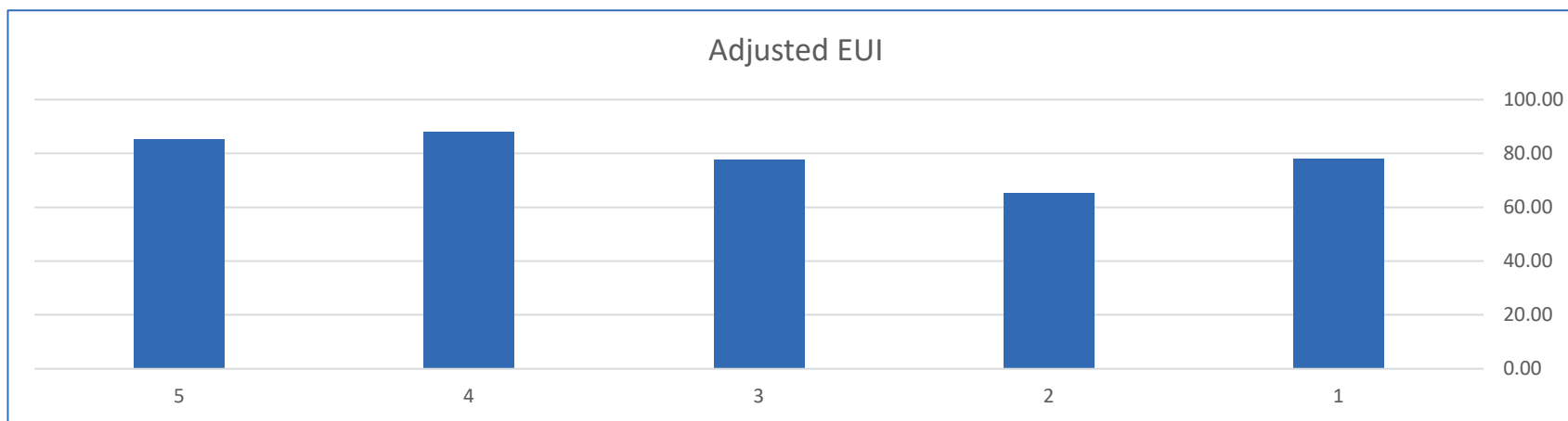
**School**

**Analysis Year:** 2024     
 **DEED Facility Number:** 020010-01     
 **District Facility Number:** 2     
 **Gross Square Footage:** 44,407  
**Degree Days:** Minimum: 11,926     
 Average: 12,785     
 Maximum: 13,276     
 10350

School Year	Total (BTU)	EUI (kBTU/SqFt)	Degree Days	Adjusted EUI	Baseline EUI:	% Over/Under
2024	4250572320	95.71852005	12,721	77.88	150	-48.08%
2023	3710666480	83.56039543	13,276	65.14	150	-56.57%
2022	4410397200	99.31761209	13,229	77.70	150	-48.20%
2021	4884695760	109.9983282	12,941	87.97	150	-41.35%
2020	4689065760	105.5929417	12,832	85.17	150	-43.22%

**RCx Effectiveness Calculation**

Travel/Per-diem	\$2,000	Geographic Cost Factor	125.11	Percent Savings	7%	Estimated Payback:	6.025885278
School Year	Annual Fuel \$	Annual Electrical \$	Annual Other Util :	Total Energy \$	Est Planning \$	Est Implement \$	Est Annual Savings
2024	\$ 88,187.36	44,635		\$ 132,823	24204	27779	\$9,298
2023	\$ 77,270.60	27,716		\$ 104,987	24204	27779	\$7,349
2022	\$ 91,263.67	31,972		\$ 123,236	24204	27779	\$8,626
2021	\$ 57,023.55	38,473		\$ 95,497	24204	27779	\$6,685
2020	\$ 62,241.69	40,196		\$ 102,437	24204	27779	\$7,171



## School RCx

## Total BTU Worksheet

Minimum: 0

Average: 3895550394

Maximum: 4986480480

School Year	Heating Fuel			Recoverd Heat			Total (BTU)
	Electric (KWH)	(GAL)	Natural Gas (CCF)	Biomass (CHD)	(BTU)	Steam (BTU)	
2010-2011		0	0	0	0	0	0
2011-2012	195840	21,898.5	0	0	0	0	3558808080
2012-2013	195600	22,986.7	0	0	0	0	3701631600
2013-2014	180300	23,532.0	0	0	0	0	3721407600
2014-2015	187200	25,063.0	0	0	0	0	3947042400
2015-2016	180740	24,047.0	0	0	0	0	3790888880
2016-2017	209040	32,373.0	0	0	0	0	4986480480
2017-2018	233040	25,228.9	0	0	0	0	4125347280
2018-2019	225840	30,228.3	0	0	0	0	4760701680
2019-2020	199680	30,361.8	0	0	0	0	4689065760
2020-2021	169680	32,619.3	0	0	0	0	4884695760
2021-2022	184800	28635.3	0	0	0	0	4410397200
2022-2023	230540	22152.0	0	0	0	0	3710666480
2023-2024	165360	27927	0	0	0	0	4250572320

## School RCx

## Total Costs

School Year	Minimum: 95496.87578		Average: 114366.476		Maximum: 132822.54		Total
	Electric	Heating Fuel	Natural Gas	Biomass	Recoverd Heat	Steam	
2010-2011							
2011-2012	\$ 41,224.32	\$ 77,739.68					\$ 118,964.00
2012-2013	\$ 41,212.92	\$ 83,211.85					\$ 124,424.77
2013-2014	\$ 34,851.99	\$ 84,715.20					\$ 119,567.19
2014-2015	\$ 35,474.40	\$ 72,933.33					\$ 108,407.73
2015-2016	\$ 57,529.54	\$ 46,651.18					\$ 104,180.72
2016-2017	\$ 43,333.99	\$ 68,307.03					\$ 111,641.02
2017-2018	\$ 49,194.74	\$ 65,342.85					\$ 114,537.60
2018-2019	\$ 48,374.93	\$ 77,686.73					\$ 126,061.66
2019-2020	\$ 40,195.58	\$ 62,241.69					\$ 102,437.27
2020-2021	\$ 38,473.32	\$ 57,023.55					\$ 95,496.88
2021-2022	\$ 31,972.04	\$ 91,263.67					\$ 123,235.71
2022-2023	\$ 27,716.50	\$ 77,270.60					\$ 104,987.10
2023-2024	\$ 44,635.18	\$ 88,187.36					\$ 132,822.54

## School RCx

99744		Heating Degree Days											
School Year	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
2010-2011													0
2011-2012													0
2012-2013													0
2013-2014													0
2014-2015													0
2015-2016	153	346	685	1039	1565	1938	1624	1475	1452	792	390	202	11661
2016-2017	141	153	573	1114	1729	2014	2197	1753	2063	884	431	158	13210
2017-2018	84	267	521	991	1580	1460	2046	1483	1406	996	449	202	11485
2018-2019	106	292	513	916	1496	1946	2083	1460	1086	849	366	135	11248
2019-2020	78	275	494	1004	1458	2050	2482	1964	1600	901	341	185	12832
2020-2021	148	190	534	1108	1707	1898	1912	2024	1723	1071	486	140	12941
2021-2022	82	328	667	1127	1954	1873	2185	1755	1542	1067	511	138	13229
2022-2023	155	250	538	1149	1620	2041	2068	1788	1627	1327	506	207	13276
2023-2024	59	172	641	1,225	1,458	2,146	2,319	1,657	1,565	880	510	89	12721

## School RCx

Lowest Usage School Year	Electrical Usage (KWH)												Total KW	Total cost
	7440 July	9120 Aug	6240 Sep	9840 Oct	15600 Nov	13680 Dec	16080 Jan	16080 Feb	13920 Mar	Apr	1760 May	12000 June		
2010-2011													0	
2011-2012	9840	13680	17520	13680	19440	18240	19680	20400	17040	18000	14880	13440	195840	\$ 41,224.32
2012-2013	13440	9600	13920	12960	21360	19680	18720	22560	14400	18720	17040	13200	195600	\$ 41,212.92
2013-2014	8160	9120	13680	14400	17040	17820	19920	18000	16560	17760	15120	12720	180300	\$ 34,851.99
2014-2015	11520	11040	12720	14640	17280	17280	20400	17040	19680	17280	14880	13440	187200	\$ 35,474.40
2015-2016		18000	16080	18420	16800	19440	19440	18000	21600	18960	1760	12240	180740	\$ 57,529.54
2016-2017	10560	13440	17280	18720	18000	19680	23280	18480	17520	19920	16800	15360	209040	\$ 43,333.99
2017-2018	16320	14160	19440	20160	20880	19440	22800	22320	19440	21360	17520	19200	233040	\$ 49,194.74
2018-2019	14640	15600	21840	22080	18720	13680	21600	19920	17280	17520	18960	24000	225840	\$ 48,374.93
2019-2020	9840	13200	14640	18720	21120	19680	21840	20640	17760	16080	13200	12960	199680	\$ 40,195.58
2020-2021	10800	10800	6240	16560	16080	17040	17040	19440	16080	19200	16800	14400	169680	\$ 38,473.32
2021-2022	15120	18000	16800	9840	17520	19680	16080	17760	15600	18480	16080	18960	184800	\$ 31,972.04
2022-2023	18960	25680	18240	21840	19200	19920	21840	21360	20640	14640	16220	12000	230540	\$ 27,716.50
2023-2024	7440	13920	12480	13200	15600	15360	19680	16080	13920	12480	12960	12240	165360	\$ 44,635.18

## School RCx

## Heating Fuel (GAL)

School Year	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total Gal	Total price
2010-2011	4	302	852	1448	1640	292	2711	1094	1480	970	390	162	0	
2011-2012		302	887		3490	2848	5017	3359	2660	2336		1000	21899	\$ 77,739.68
2012-2013				3505	1640	5003	4020	4429	3420	970			22987	\$ 83,211.85
2013-2014			852	1531	2493	5844	3323	3562	2297	2360	390	880	23532	\$ 84,715.20
2014-2015			2188	1500	3218	2277	6242	4154	1680	2653	744	407	25063	\$ 72,933.33
2015-2016			1151	2688	1694	6207	3413	2228	3235	2400	1031		24047	\$ 46,651.18
2016-2017		1415	916	1448	3609	4806	5717	6483	2078	4680	1221		32373	\$ 68,307.03
2017-2018			2256		4213	292	6387	5328	2326	3388		1040	25229	\$ 65,342.85
2018-2019	1458			2037	4297	5562	6109	3686	1480	3107	1886	607	30228	\$ 77,686.73
2019-2020			2228	1778	3781	3519	5292	5786	4474	2242	1100	162	30362	\$ 62,241.69
2020-2021		510		3963	3661	3106	3054	5281	4285	4464	2148	2148	32619	\$ 57,023.55
2021-2022		1684		3572	3637	5891	2711	1094	5995	2497	1555		28635	\$ 91,263.67
2022-2023	4			1625	3007	2868	3319	5133	2577	3619			22152	\$ 77,270.60
2023-2024			1244	3067	2653	3551	6442	3193	3233	2822	1307	415	27927	\$ 88,187.36



THE STATE  
of **ALASKA**  
GOVERNOR MICHAEL J. DUNLEAVY

## Department of Education & Early Development

FINANCE & SUPPORT SERVICES  
Facilities Section

333 Willoughby Ave, 9th Floor  
P.O. Box 110500  
Juneau, Alaska 99811-0500  
Main: 907.465.6906  
Email: edd.facilities@alaska.gov

**To:** BRGR Committee

**From:** Michael Butikofer, Facilities Manager

**Date:** February 5, 2025

**Subject:** Proposed Actions for Swimming Pool Guidelines for Educational Facilities

---

### Background

Publications maintained by the Facilities Section are typically reviewed and updated on a five-year cycle. The Swimming Pool Guidelines were last updated in 2019, and it is therefore time for an update.

### Discussion

Swimming Pool Guidelines for Educational Facilities is a required guide for educational facilities per [4 AAC 31.016\(a\)](#). This publication is rarely used as there are few swimming pools in the state owned by school districts.

### Recommendation

The department recommends forgoing review and edit of the publication in 2025 and instead reviewing it in 2030 and placing it on 10-year review cycle.





# **Swimming Pool Guidelines for Educational Facilities**

**PRIMARY AUTHOR**           Tim Mearig, AIA  
Architect  
Alaska Department of Education & Early Development  
Juneau, Alaska

**CONTRIBUTORS**           Larry Morris  
Architect Assistant  
Alaska Department of Education & Early Development  
Juneau, Alaska

Facilities Staff  
Department of Education & Early Development

## **ACKNOWLEDGEMENTS**

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

This publication may not be reproduced for sale by individuals or entities other than the:

State of Alaska  
Department of Education & Early Development  
Juneau, Alaska

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

# Table of Contents

---

<b>SECTION .....</b>	<b>Page</b>
<b>Table of Contents .....</b>	<b>i</b>
<b>Introduction.....</b>	<b>1</b>
Eligible Uses and Curriculum.....	1
Joint-use Facilities .....	3
Ineligible Pool Elements.....	3
<b>Authority.....</b>	<b>3</b>
Statutory Requirements.....	3
Department of Education Review.....	3
<b>Factors in Determining Pool Design.....</b>	<b>5</b>
Program to be Offered .....	5
Conceptualizing the Swimming Facility.....	6
Figure 1 - Lane Dimensions and Water Depths.....	8
Figure 2 - Pool Layout .....	9
Figure 3 - Conceptual Layout .....	<b>Error! Bookmark not defined.</b>
Operations, Maintenance and Repair .....	11
<b>Allowable Pool Size.....</b>	<b>13</b>
General Philosophy.....	13
Populations Served.....	12
Space Eligibility Determination.....	12
Program Determination.....	12
Program Determination Worksheet .....	13
Stipulations & Conditions.....	14
Ineligible Pool Elements.....	14
Method for Determining Allowable Size.....	15

# Introduction

---

## **Purpose**

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

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

## **Common Issues**

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

## **Eligible Uses and Curriculum**

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

## Introduction

---

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

### Joint-use Facilities

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

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

### Ineligible Pool Elements

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

# Authority

---

## Statutory Requirements

AS 14.11.013(d) provides that:

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

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

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

## Department of Education & Early Development Review

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

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

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

---

## Authority

---

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

A grant application that includes new construction, addition of space, or replacement of space must include verification that

(1) the enrollment of the attendance area will reach the design capacity of existing school facilities within two years.

(2) the situation cannot be relieved by adjusting the boundaries of service area and transporting the children to nearby schools;

(3) as demonstrated by commonly accepted demographic techniques resulting in population projections accepted as reasonable by the department, the proposed facility will reach and sustain design capacity within five years after the anticipated date of occupancy;

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

4 AAC 31.060(c) provides that:

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

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

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

## Factors in Determining Pool Design

---

### Factors in Determining Pool Design

---

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

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

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

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

#### **Programs to be Offered**

Pool instructional space is determined by the classes, mandatory and elective, to be offered and the student population to be served.

#### **Mandatory Courses**

Instructional program courses for K-12 students that are eligible for inclusion in determining a pool size for state-aid include the following:

- Basic swimming instruction, including stroke development, substantially similar in instructional content to the latest published American Red Cross learn-to-swim program.

#### **Elective Courses**

In addition to the mandatory courses, the following courses are allowable for consideration as part of an elective instructional program when the program is serving students in any grades K-12.

- Competitive swimming and diving, when part of an Alaska School Activities Association (AASA) sanctioned competitive swim-dive team. Club teams are not supported.
- Boat safety/Maritime: Instruction for students in such topics as overloading, personal flotation devices, maneuvering in rough water, high speed turning, capsizing, explosion and/or fire, and falling overboard. While many of these instructional areas will require



## Factors in Determining Pool Design

---

small boats and larger bodies of water, some of these topics can be taught and the necessary skills developed in a pool facility. In some of this coursework, the ability to turn a small boat, canoe or kayak end-for-end is important. Ideally, pool width should be twice that of the boat length.

- Drown-proofing/Survival: Formal drown-proofing is based on a system of self-rescue developed at Georgia Institute of Technology, particularly aimed at those who feel they will never learn to swim a regular stroke, but want to be able to save themselves in the event of an emergency. When combined with survival elements, lessons focus on personal water safety, use of personal flotation devices (PFDs), safe rescues of others, cold water survival techniques, hypothermia, and ice safety.
- Adaptive and Occupational/Physical Therapy: Instructional programs that provide students of all abilities and special needs the lifelong skill of being comfortable and safe in the water, as well as confident and independent in recreational activities.
- Scuba training: Diver courses, including those leading to certifications, in support of underwater activities.
- Water safety courses to develop and train instructors for the American Red Cross. These instructors qualify to teach lifesaving and to conduct water programs for all age groups.
- Water safety aide courses to develop and train young people in pool safety and the fundamentals of teaching swimming.

### Community Use

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

- Synchronized swimming training: For those individuals who are interested in the exacting and artistic demands that this activity has to offer.
- Infant training: This is a specialized offering, given by an experienced swimming instructor. Many infants have been given an excellent start as swimmers. Such training reduces the fear associated with water and reduces the time a student needs to learn to swim.
- Adult swimming courses: These courses prove to be surprisingly popular for their social as well as instructional benefits.
- Swim to stay fit programs for persons who want a relaxing activity that maintains body tone. Individualized activity is stressed in this program.
- Survival training for the general public: A large number of people are concerned with being able to get themselves out of difficult situations.

## **Factors in Determining Pool Design**

---

- Rescue squad training: Most rescue squads feel that they should be prepared to handle all emergencies. There are many areas having potential water hazards which are protected by such squads.
- General recreational swimming for the public: Family nights, mother-daughter, father-son, and other combinations can provide a source of revenue to support pool operation.
- Water ballet training: For persons of all ages who enjoy group training and the artistic results that an exacting physical activity can produce. Water ballet allows for all ranges of talent.
- Fly and bait casting: Training practice can be provided.

### **Conceptualizing the Swimming Facility**

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

## **Factors in Determining Pool Design**

---

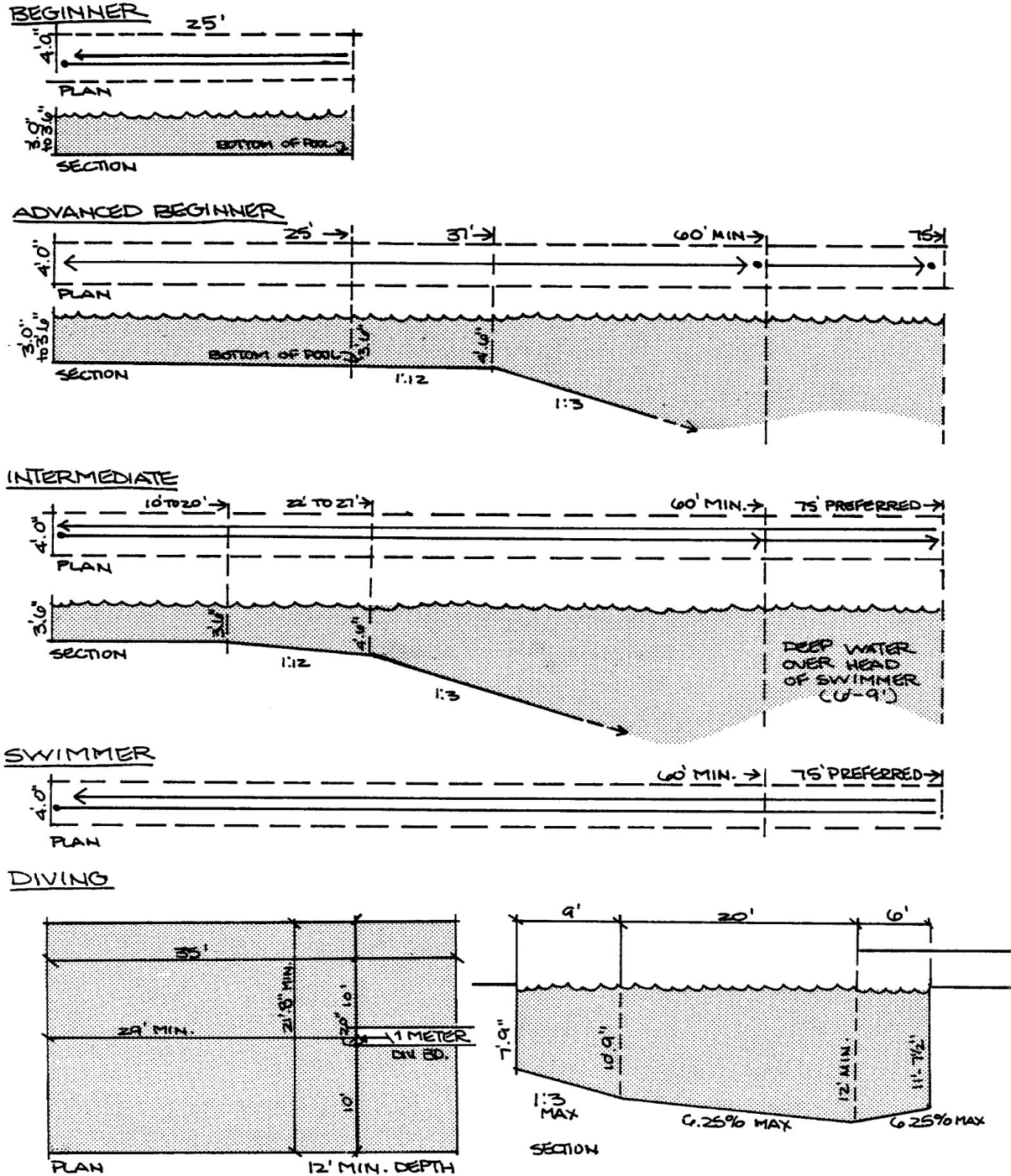
barrier free regulations and Department of Environmental Conservation health and safety regulations, including those covering swimming pools. (18 AAC 30).

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

## Factors in Determining Pool Design

**Figure 1 - Lane Dimensions and Water Depths**

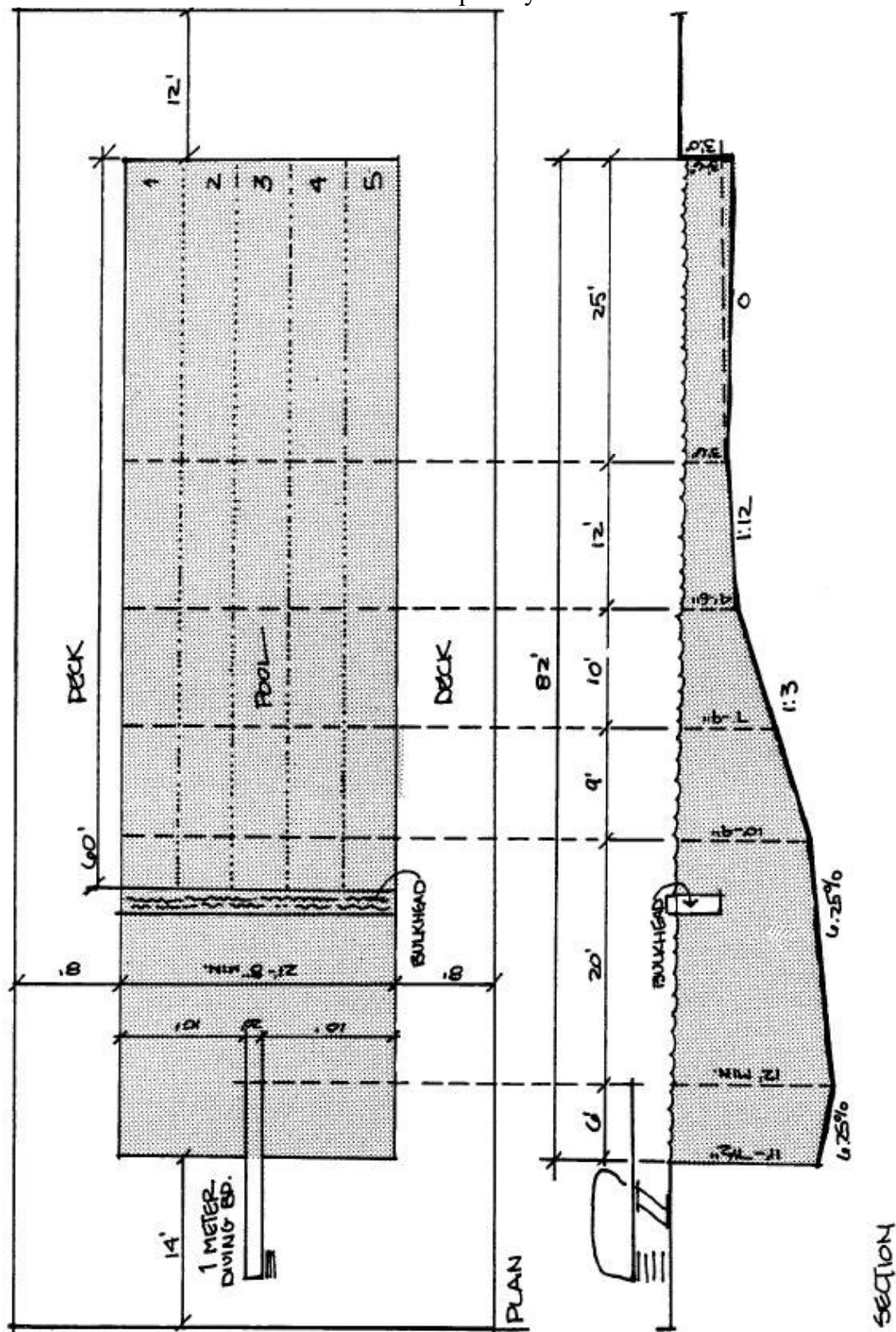
This figure illustrates typical minimum lane dimensions and water depths for learn-to-swim instructional programs. Illustrations are generally progressive from basic to more advanced programming. Requirements for diving instruction are also illustrated.



## Factors in Determining Pool Design

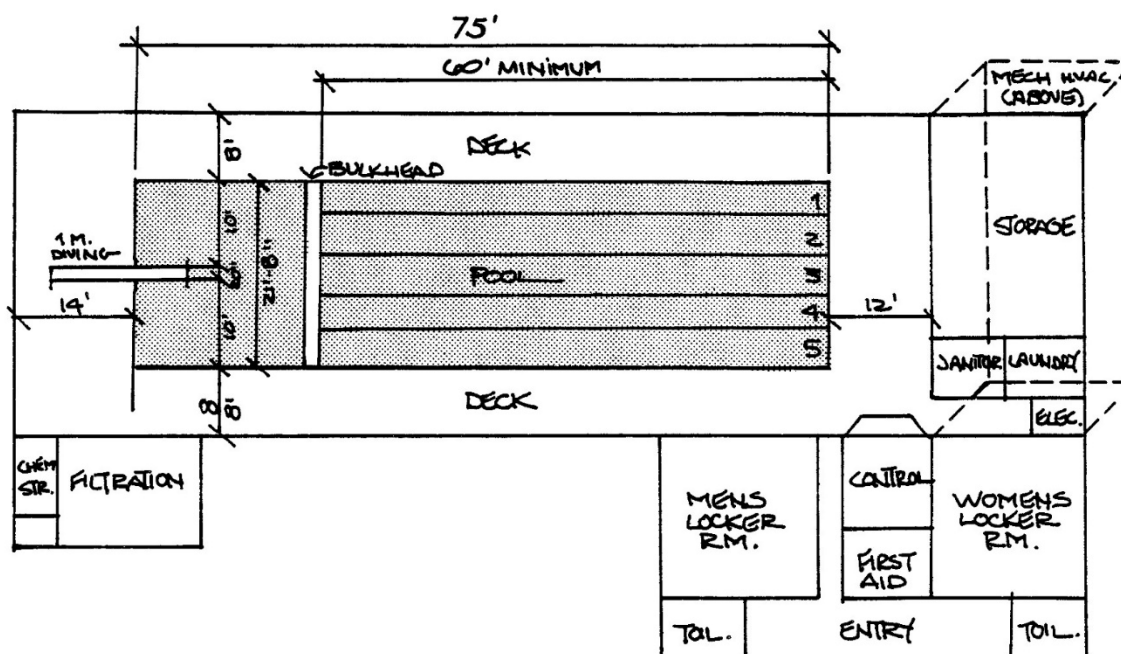
**Figure 2 - Pool Layout**

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



## Factors in Determining Pool Design

Figure 3 - Conceptual Layout



This figure shows a conceptual layout of a swimming pool facility using the eligible pool area shown in the **Pool Size Table** for an instructional program with between 201 -400 students.. For this size of pool, 8,500 square feet (sf) are allowed for the total building area.

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

## **Factors in Determining Pool Design**

---

### **Operations, Maintenance and Repair**

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

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

## Factors in Determining Pool Design

---

### Allowable Pool Size

---

#### General Philosophy

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

*For funding programs where state-aid is available without regard to space eligibility, pool size will be based on an analysis of a district's instructional program and the resulting annual number of students receiving instruction in eligible programs, whether mandatory or elective.*

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

#### Populations Served

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

#### **Space Eligibility Determination**

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

#### **Program Determination**

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

1. Type of aquatics program (e.g., learn-to-swim, drown-proofing/survival, special needs student OT/PT, competition, etc.). For potential programs, see **Programs To Be Offered**, earlier this publication, or refer to the latest published learn-to-swim guidance from the American Red Cross. This publication does not limit district or community aquatics programs; it does designate whether participants in those programs are included in the eligible population used to calculate state-aid for school pool facilities.
2. Whether the instructional programs are classified as Mandatory or Elective under the definitions in this guideline.



## Allowable Pool Size

---

3. The following information for each instructional program:

- a Minimum hours (time) of instruction,
- b Number of students per class period,
- c Length of course, and
- d Number of class periods per day.

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

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

### Program Determination Worksheet

Use the table below to document the instructional program.

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

## **Allowable Pool Size**

---

### **Stipulations & Conditions**

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

### **Ineligible Pool Elements**

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

- Recreation accessories including slides, saunas, spas or hot tubs, whirlpools, and equipment that cannot be demonstrated to be integral to the instructional program;
- Non-swimming activities for the general public use;
- Locker rooms, offices, lobbies, etc. deemed in excess of those required for school district classes.

### **Method for Determining Allowable Size**

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

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

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

Step 4 – Using the **Pool Size Table**, find the corresponding bracket in column one *Students Receiving Programmed Instruction per Year* in which the district's eligible number of students receiving instruction fits. The *Maximum DEED Pool Surface Area* and *Maximum DEED Facility Square Feet* are shown on the right side of the table.

## Allowable Pool Size

### Pool Size Table

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

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

#### Notes:

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

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

## Work Topics for the BR & GR Committee

As Of: December 3, 2024

<b>BR&amp;GR 2025 Work Items</b>	<b>Responsibility</b>	<b>Due Date</b>
<b>1. CIP Grant Priority Review – [(b)(1)]</b>		
1.1. FY26 MM & SC Grant Fund Final Lists (4 AAC 31.022(a)(2)(B))	Committee	Apr 2025
1.2. FY27 MM & SC Grant Fund Initial List	Committee	Dec 2025
<b>2. Grant &amp; Debt Reimbursement Project Recommendations – [(b)(2)]</b>		
2.1. Six-year Capital Plan (14.11.013(a)(1); 4 AAC 31.022(2))	Dept	Annually, Nov
<b>3. Construction Standards for Cost-effective Construction – [(b)(3)]</b>		
3.1. Model School Costs (DEED Cost Model)		
3.1.1. Model School Analysis & Updates (Allowable Elements)		Annually, Jan-May
3.1.1.1. Solicit, Award, And Manage Model School Update	Dept	Annually, Jan
3.2. Model School Standards		
3.2.1. State Building Systems Standards		
3.2.1.1. Implement New Standards [See 6.3 Regulations]	Dept	May 22-May 24 April 2026
3.2.1.2. Biennial Update		
3.2.1.2.1.1. Design & Construction Standards – Validation	Dept	June 2025
3.2.1.2.1.2. Design & Construction Standards – Initial	Dept	Nov 2025
3.2.1.2.1.3. Design & Construction Standards – Public Cmt	Committee	Dec 2025
3.2.1.2.1.4. Design & Construction Standards – Final	Committee	Apr 2026
3.3. Design Ratios		
3.3.1. Development of Design Ratios O:EW, V:GSF, V:ES		
3.3.1.1. Amended/Corrected Final Ratios	Dept	Feb 2021
3.3.1.2. Final All Ratios – 1 <sup>st</sup> Review	Committee	Apr 2021
3.3.1.3. Validation Study	Dept	Dec 2021
3.3.1.4. Validation Study Review/Recommendations	Subcommittee	Jan 2022
3.3.1.5. Recommendations Review, Release for Comment	Committee	Jun 2022
3.3.1.6. Evaluate Public Comment, Make Recommendations	Committee	Sep 2022
3.3.1.7. Manage Regulation Development & Implementation	Dept	Sep22 – Apr 23
3.3.2. Develop Test Method for Ratios	Subcommittee	Oct 2023
3.4. School Space Allocation Issues		
3.4.1. Space Guidelines Accuracy		
3.4.1.1. K-12 Allocation Calculation/Formula Issue	Subcommittee	Feb 2022
3.4.1.2. Variance Allowances Review	Subcommittee	Mar 2022
3.4.1.3. Exclusions and GSF Definition Review	Subcommittee	Apr 2022
3.4.1.4. Recommend Accuracy Adjustments	Subcommittee	Jun 2022
3.4.1.5. Review Subcommittee, Make Recommendations to SBOE	Committee	Jun 2022
3.4.2. Space Guidelines Adequacy		
3.4.2.1. GSF Definition Review (incl ASHRAE)	Subcommittee	Apr 2022
3.4.2.2. Electrical/Mechanical (incl ASHRAE) Space	Subcommittee	Sep 2022
3.4.2.3. Storage in Remote Locations	Subcommittee	Oct 2022
3.4.2.4. Space Related to Security	Subcommittee	Nov 2022
3.4.2.5. Community Use & Education Adequacy	Subcommittee	Dec 2022
3.4.2.6. Recommend Adequacy Adjustments	Subcommittee	Dec 2022
3.4.2.7. Review Subcommittee, Make Recommendations to SBOE	Committee	Dec 2022
3.4.3. Regulation Actions	Dept	TBD
<b>4. Prototypical Design Analysis – [(b)(4)]</b>		
No current items.		
<b>5. CIP Grant Application &amp; Ranking – [(b)(5) &amp; (6)]</b>		
5.1. FYXX CIP Briefing – Issues and Clarifications	Dept	Annually, Dec
5.2. FY26 CIP Draft Application & Instructions	Dept	Apr 2024
5.2.1.		
5.3. FY27 CIP Final Application & Instructions	Committee	Apr 2025

<b>BR&amp;GR 2025 Work Items</b>	<b>Responsibility</b>	<b>Due Date</b>
----------------------------------	-----------------------	-----------------

5.4. Future CIP Application Issues		
5.4.1. Space Allocation Issues	Dept	TBD
5.4.1.1. Analyze and Make Recommendation to Committee	Dept	TBD
5.4.1.2. Manage Regulation Development and Implementation	Dept	TBD
5.4.2. Electronic Documents Only	Dept	TBD
5.4.2.1. Analyze and Make Recommendation to Committee	Dept	TBD
5.4.2.2. Manage Regulation Development and Implementation	Dept	TBD

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

6.1. Publication Updates		
6.1.1. Program Demand Cost Model for Alaskan Schools	Dept	Annually, May
6.1.2. Life Cycle Cost Analysis Handbook		
6.1.2.1. Life Cycle Cost Analysis Handbook – Validation	Dept	Feb 2023
6.1.2.2. Life Cycle Cost Analysis Handbook – Initial	Dept	Mar 2023
6.1.2.3. Life Cycle Cost Analysis Handbook – Public Cmt	Committee	Apr 2023
6.1.2.4. Life Cycle Cost Analysis Handbook – Final	Committee	Dec 2024
6.2. Regulations		
6.2.1. Baseline Design Ratios (see item 3.5.2)	Dept (w/Cmte)	
6.2.1.1. Draft Regulation	Dept (w/Cmte)	TBD
6.2.1.2. SBOE Public Comment on Regulation	Dept	TBD
6.2.1.3. Review Public Comments from SBOE Comment Period	Committee	TBD
6.2.2. Reuse of School Plans and Systems (see item 4.2)	Dept (w/Cmte)	
6.2.2.1. Draft Regulation	Dept (w/Cmte)	TBD
6.2.2.2. SBOE Public Comment on Regulation	Dept	TBD
6.2.2.3. Review Public Comments from SBOE Comment Period	Committee	TBD

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

No current items.

#### Projected Meeting Dates

April (1 ½ Days) April 9-10, 2025 In-Person (Juneau)

- FY27 CIP Application Approval
- Publication Updates

Dec 2025 (½ Day), Teleconference

- FY26 CIP Ranking Lists Approval
- Publication Updates



## Bond Reimbursement and Grant Review Committee

As of: November 22, 2024

Member	Appointed	Re-appointed	Term Expires
Heather Heineken Commissioner or Commissioner's Designee	Chair Commissioner's Designee	--	--
Representative Dan Ortiz House of Representatives Member	Appointed by Speaker	--	--
Senator James Kaufman Senate Member	Appointed by President	--	--
Randy Williams Professional Degrees & Experience in School Construction	03/01/2019	03/01/2023	02/28/2027
Dale Smythe Professional Degrees & Experience in School Construction	03/01/2017	03/01/2021	02/28/2025
Larry Morris Experience in Urban or Rural School Facilities Management	03/01/2023	n/a	02/28/2027
Kevin Lyon Experience in Urban or Rural School Facilities Management	03/01/2021	n/a	02/28/2025
Douglas Hayman Public Representative	03/01/2023	n/a	02/28/2027
Branzon Anania Public Representative	03/01/2021	n/a	02/28/2025

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