



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Skills Centers Capital
Manual: Guidelines for Skills
Center Planning for the
2025–27 State Capital
Budget*

2023

SKILLS CENTER CAPITAL MANUAL

Guidelines for Skills Center Planning for the 2025–27 State Budget

2023

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INTRODUCTION

The skill center capital manual was originally developed by the School Facilities and Organization (SFO) section within the Office of Superintendent of Public Instruction (OSPI) in 2013. The main purpose of the manual is to provide guidance to the skill center for planning, designing, and constructing capital projects. Often these projects are the result of the combined efforts of skill center directors, host district school facility staff, operations staff, local businesses, and such. In order to streamline the process, this guidance document provides some background information regarding types of skill centers and projects. More importantly, it addresses the method to make capital budget requests and to claim reimbursements.

WAC 392-600-040 provides OSPI the authority to prepare a budget package and request funding for skill center capital projects from the Governor's Office of Financial Management (OFM). Alongside the **Washington State budget process**, OFM provides specific instructions to OSPI for submitting budget requests and approving allotment requests. Policies and procedures explaining OFM's processes can be found within **Capital Budget Instructions** and **Allotment Instructions**, both of which are updated every two years. Subsequently, this manual is also updated in preparation for every biennial budget cycle.

The skill center manual describes the types of skill center, types of projects, project submission timelines, prioritization procedures, allotment, and reimbursement requirements. This manual also helps skill centers glean processes and procedures in case funding is provided through other existing programs. The skill center manual may not be extensive but does its best to provide a working fundamental framework of everything related to skill center capital projects. For everything else, feel free to reach out to the OSPI staff whose contact information is listed at the end of this manual.

SKILL CENTER – OVERVIEW

WAC 392-600-010 defines a skill center as a regional career and technical education partnership that provides access to comprehensive programs of study that prepare students for postsecondary education and careers. A skill center is operated by the host school district and governed by an administrative council in accordance with the interdistrict cooperative agreement.

- A skill center core campus is the facility that houses a majority of the enrolled students.
- A skill center branch campus is the facility that is not the core campus and offers three or more programs.
- A skill center satellite program is the facility that is not the core campus and offers less than three programs.
- An emerging skill center is a new core or branch skill center that has an approved application but is still in the development phase and does not offer any programs yet.
- A single district skill center is a school district with an annual headcount enrollment of twelve thousand students or more in grades nine through twelve and offers skill center programs.

WAC 392-600-120 outlines the dissolution of skill centers. A skill center administrative council may not initiate dissolution of skill centers which are within thirty years or the useful life of facilities that were constructed or majorly modernized with state funding. However, substantiation of sufficient cause may elicit OSPI's approval for dissolution of the skill center outside the terms of the interdistrict cooperative agreement. In such case, the said facilities shall revert to the school district in which they are physically located and shall be included as instructional space in the district's inventory. Please refer to **Appendix D** for the requirements surrounding the dissolution of a skill center.

If a skill center is unable to meet enrollment requirements during the probationary period, it may enter into the dissolution process by partnering with an existing skill center to become a branch or satellite program or by ending the skill center status and proceeding with dissolution as outlined in the interdistrict cooperative agreement.

SKILL CENTER – TYPES OF PROJECTS

Skill center projects can range from major works to minor projects. **OFM** classifies the projects as follows:

Major Capital Projects

The major capital projects have one or more of the following features,

- Cost more than \$5 million (regardless of fund sources).
- Take two or three biennia to design, construct and occupy.
- Are privately-owned buildings under development.

Minor Works Projects

The minor works projects may

- Include multiple projects valued between \$25,000 and \$1 million each.
- Projects that will be completed within the biennium.

However, minor works projects do not include the following,

- Work on a phase of a larger project.
- Work that, if combined over a continuous period of time, would exceed \$1 million.
- Supplemental funding for projects with funding shortfalls
- Studies (except for technical or engineering reviews or designs that lead directly to and support a project on the same minor works list)
- Planning activities
- Moving expenses
- Land or facility acquisition
- Design outside the scope of work on a minor works list
- Moveable, temporary and traditionally funded operating equipment not in compliance with the criteria listed in the Financing Guidelines Allowable and Non-Allowable uses of Long-Term Financing.
- Software not dedicated to control of a specialized system.

Preservation projects

The preservation projects maintain, preserve, and extend the life of existing facilities and assets and do not significantly change the program use of a facility. Preservation projects generally have little effect on future operating programs and budgets, except for reductions in the maintenance costs. Examples include renovating building systems and finishes, upgrading utility systems, and repairing streets and parking lots. OSPI will work with skill center staff to make the appropriate identification, for preservation projects between \$1 million and \$5 million.

Satellite program

The satellite program approvals may be requested through the core campus per **WAC 392-600-110**. However, capital project funding for the satellite programs may be requested as a minor works project per **WAC 392-600-040**.

SKILL CENTER - MAJOR WORKS PROJECT TYPES

A skill center may request state capital funding, for any of the following *types of major capital projects*, through the state capital budget process.

New Project

A new skill center project is for the development of a new skill center campus. This may be a core campus for a new skill center or a new branch campus for an existing skill center.

Modernization Project

WAC 392-347-010 defines a modernization project as one that makes major structural changes including changes to the service systems of the facility to bring it up to code or to make is consistent with current educational programs. Generally, the estimated cost of major structural changes should be not less than forty percent of the estimated cost of replacement.

New-in-lieu Project

A new in lieu project is one that replaces an existing facility in lieu of modernizing it since it has been determined that the cost of modernizing the facility would exceed the cost or effort of new construction. However, such projects are considered as modernization projects for the purpose of prioritization.

Growth Project

A growth project creates additional square footage at an existing core or branch campus to meet increased educational, enrollment, and program space needs. The additional square footage may be added in the form of a new building on the campus and/or an addition to existing building/s.

Modernization + Growth Project

More often than not adding square footage to an existing building requires structural changes to be made to the existing building to enable the execution of the growth project. However, such projects have elements of both modernization and growth projects.

Preservation Project

A preservation project is designed to maintain, preserve, and extend the life of existing facilities. Generally, preservation projects are limited to replacement or repair of malfunctioning or outdated building systems such as HVAC systems, roofs, boilers, and other major building systems.

MAJOR WORKS PHASES AND DELIVERABLES

Major work projects are based on a two biennia approach with pre-construction being funded in the first biennium and the construction funds being disbursed in the subsequent biennium. However, the Legislature has the discretion to follow the historical method or to offer funding in a single biennium for a particular project.

Pre-construction phase

- This phase can further be divided into the pre-design phase to include feasibility studies, program specifications, educational specifications, and other early planning efforts.
- Furthermore, schematic design is also included in the pre-construction phase. This includes early design work precluding code compliance, agency approvals and finalizing technical details of the construction phase. The architect/engineer (A/E) team in consultation with the host district's planning team and local code agencies should complete a written description of the project with identified alternatives, conceptual site, and floor plans, incorporating high performance features, preliminary building sections, systems, and materials, approximate dimensions, sketches/models, project schedules and preliminary cost estimates for the construction phase.
- The goal of the pre-construction phase is to define the project concept in a clear manner. A Life Cycle Cost Analysis (LCCA) must be included in the submittal of the pre-construction phase. This analysis must align with the detailed levels of the cost estimates as submitted.

Construction phase

- Design development is the first component of the construction phase. Here, the schematic plans and elevations are reviewed, revised, and expanded to develop details for permitting. The A/E team develops the site plan, building plan, sections, and elevations to establish final project scope. Area analysis is completed and specifications regarding material selection, architectural, structural, mechanical, plumbing, technology, and electrical systems is finalized. Sketches, study models, and material samples are prepared, project schedules are updated, detailed cost estimate of the project is finalized and a detailed LCCA is submitted to OFM prior to receiving the construction allotment.
- The construction documents include details from the design development so as to provide detailed guidelines to a general contractor on the project build. It should include all architectural and engineering drawings showing the configuration, location, relationships, and dimensions of work to be done. Construction documents must comply with applicable federal, state, and local codes. The construction documents must also comprise of a project manual that includes general conditions, bidding requirements, contract forms, and material and equipment specifications.
- Bidding involves sending the construction documents for review by prospective general contractors. This will give them the opportunity to assess if the project is feasible for their company to construct, evaluate the design and its systems, determine subcontractors, and calculate a total bid price. For any project, especially modernizations, it is recommended to have

a pre-bid site meeting so that potential bidders may familiarize themselves with existing conditions. Such meetings may be mandatory or optional.

- A day and time is set for sealed bids to be delivered to the host district; after which, all bids are opened and read aloud in a public setting. The general contractor who submits the lowest qualified total bid price becomes the “apparent low bidder.” A vetting process is done by the host district and/or its representatives to ensure the contractor has the required experience, ability to be bonded, and will stand by their price.
- If a project is utilizing the public works process of General Contractor/Construction Manager (GC/CM), instead of traditional design-bid-build or the design-build procurement method, this phase is primarily focused on negotiating a maximum allowable construction cost (MACC) with the general contractor who is already under contract with the host district. Bidding for subcontractors occurs throughout the design and construction phases. The host district or project manager can assist during the early planning stages to determine if this procurement method is preferred. Permission to use GC/CM must be obtained from the Capital Projects Advisory Review Board (CPARB) at an early juncture in the pre-design phase. The host district must obtain OSPI’s approval in order to sign contracts (or sign a MACC agreement in GC/CM).
- The construction transforms the needs, ideas, and proposals of a skill center into a physical structure. Work begins with a Notice to Proceed from the host district. The project manager and the A/E team continue to update and document all design issues, changes, and specifications as well as verify that the construction documents are being followed.
- During the construction phase, several situations may arise that demand changes or refinements to the drawings or specifications. These create Change Orders. These are modifications of the agreed upon construction contract amount, usually pushing it higher. All such changes must be recorded and documented in a timely manner. Since the appropriated funds allotted to a certain project is a fixed amount, the host district is responsible for any financial overage.

Primary Players

- The architect engineer (A/E) team assumes overall responsibility, as the owner’s agent, for design, bid, and construction functions for most of the skill center construction projects. This includes ensuring that the project is completed within the limits of the established budget. The A/E duo also coordinates the activities of other design professionals working on the project.
- The construction manager (CM) represents the district and adheres to the budget and timeline while managing all parties involved in the project. This person/team should be well versed in facilities planning and construction and have extensive experience with K12 schools in the state. To ensure accountability for spending state funds, a Construction Management Plan may be requested as early as the pre-design phase. The Construction Management Plan must include all parties involved with construction management, their duties, their hierarchy, and a breakdown of the estimated cost involved.

MAJOR WORKS PROJECT REQUIREMENTS

The following project requirements have to be considered before a major works project request can be included in OSPI's capital budget request.

Bond Funding Requirements

Skill Center capital projects are primarily funded by the state with long term financing such as general obligation or reimbursable bonds. The state issues tax-exempt bonds with the understanding that the spaces constructed will be used for governmental purposes only during the term of the bonds. An **OFM Bond/COP form** must be completed with all capital budget requests.

The life expectancy of the project cannot be shorter than the life of the bonds (typically 25 years). Additionally, the facility cannot be sold or leased to a non-governmental agency for the life of the bonds. Non-governmental purposes include use of bond proceeds to pay the costs of facilities expected to be owned or used by, or to make any loan or grant to:

- The federal government (including any federal department or agency)
- Any private nonprofit corporation [including any 501(c) (3) organization]
- Any other private entity such as a business corporation, partnership, limited liability company or association, etc.

School Facility Design Guidance

School districts undertaking construction or modernization projects are required to consider school safety in plans and designs per **RCW 28A.335.010** to better protect students and staff. This is a state requirement even if no state money is involved.

High Performance Schools Requirements and Reporting

High-performance, as it relates to school buildings, refers to features that help provide a healthy and enhanced learning environment while reducing the use of natural resources and reducing operating costs. While up-front design and construction costs may be higher, the goal is to improve indoor air quality, reduce energy and water use, and conserve materials. Over time, this effort should reduce district operating costs and provide a long-lasting, healthier, more economical school building.

All major state-funded capital projects that receive state funding are required to meet a minimum level of high-performance or green building standards (**chapter 39.35D RCW**). The state threshold is the Leadership in Energy and Environmental Design (LEED or LEED for Schools) Silver Standard. K-12 school districts may choose to use the Washington Sustainable School Design Protocol (WSSP), which is overwhelmingly more popular due to its self-reporting nature, lower administrative cost, and immediate recognition of compliance.

In addition to documents required during the design phases, these standards also require schools to monitor, document, and annually report operating benefits and savings for a minimum of five years, beginning with the first year of occupancy. Skill centers are required to use the **Energy Star Portfolio Manager** to track operating benefits and savings. This online program allows the host district, skill center, and OSPI to access and view data. More information on **High-Performance Schools** is available on the OSPI website.

Apprenticeship Utilization

School district public works contracts worth \$1 million or more are required to include language stating that a portion of the labor hours must be performed by registered apprentices in state-approved apprenticeship programs consistent with **RCW 39.04.310** and **RCW 39.04.320**.

Art in Public Places

Facilities that receive state funding for construction generate an art allocation as a percentage of the construction costs. This will be expended by the Washington State Arts Commission (ArtsWA) for the acquisition and installation of art per **RCW 28A.335.210**.

The anticipated cost for the acquisition of art is included as part of the original budget request. The amount determined comes out of the overall project appropriation and is not considered additional funds to the capital appropriation. However, it will be displayed as a separate line item on the construction-phase grant award letter.

ArtsWA is responsible for administering these funds and has established guidelines for expenditures. The host district should contact ArtsWA regarding the commissioning of the type and scale of art that is desired. If the art is to be integrated into building construction, the conversation should occur early on in construction phase. ArtsWA handles the legwork and receives reimbursement directly from OSPI. Funds associated with the art allotment do not go through the host district.

Information and Condition of Schools System

The Information and Condition of Schools (ICOS) system is an OSPI-based application where inventory and condition details about facilities and sites operated by school districts are documented and stored.

ICOS meets the increasing demand for accurate school facility inventory and building condition data that supports statewide programs such as skill centers. This information is also used to support the performance-based Asset Preservation Program. ICOS benefits the districts by providing functionality for inventory tracking, condition rating, record keeping, as well as comparative and report analysis. Host districts or their consultants must enter data related to completed capital projects, including information pertaining but not limited to geographic location, square footage inventory, condition ratings, and room data for the skill centers.

Asset Preservation Program

Skill centers receiving state construction funding for new or new-in-lieu projects are required to participate in the **Asset Preservation Program (APP)** as outlined in **WAC 392.347.023**. Certain modernized projects may have this requirement as well.

Under this program, completed skill center projects, working through the administrative council and host district, must perform a building condition assessment (BCA) annually for 30 years, following final construction acceptance by the host district's school board. Results are reported each year to their administrative council and host district's board no later than April 1 of each year. Every 6 years, this assessment must be performed by a certified evaluator, hopefully as part of a larger effort on part of

the district to complete a capital Study and Survey in order to consolidate efforts. ICOS will automatically generate the score when the assessments are updated. This effort can be done in conjunction with the district's assessment of other APP buildings.

The Building Condition Standard is an assessment tool for determining compliance with asset preservation as well as for helping determine future eligibility for state funding assistance. This standard is being developed and supported by best practices in the building design, engineering, construction, and maintenance industries. This lays out an average scoring system based on the yearly depreciation of a building's systems and infrastructure.

Life Cycle Cost Analysis

The major works project requests must include a Life Cycle Cost Analysis (LCCA) done using OFM's **Life Cycle Cost Tool (LCCT)**. The LCCT generates required analysis for projects expected to cost upwards of \$5 million or that will have an area of 5,000 square feet or more. The LCCT considers the cost to build, own, and operate the building or system. The primary features are.

- Standard format to simplify review of modeled alternatives.
- Standard rates and methodologies based on Washington State guidelines and established LCCA processes.
- Variable levels of detail and study life (detail levels align with Uniformat II cost estimating format).
- Cost comparison model that evaluates project or system options based on standard parameters.
- Automatically produces an executive report for efficient review of project alternatives.

The submittal requirements for LCCA are as follows,

- Predesign submittals must include an analysis using the LCCT at a detail level as established in consultation with the agency and OFM. Typically, the analysis will align with the detail level of the cost estimate as it is submitted in the predesign.
- Design phase will include a more detailed analysis submitted to OFM prior to receiving the construction allotment.
- After construction, a level 4 analysis will be submitted to OFM with the Final Project Close-out report.

Other Requirements per State Statute

The major works projects are subject to standard state laws that pertain to all public works contracts. These include, but are not limited to, the following,

- **Chapter 18.27 RCW** - Registration of Contractors
- **RCW 39.04.320** - Apprenticeship Training Programs
- **Chapter 39.08 RCW** - Contractor's bond
- **Chapter 39.12 RCW** - Prevailing Wages on Public Works
- **Chapter 49.60 RCW** - Human Rights Commission
- **Chapter 49.28 RCW** - Hours of Labor
- **RCW 60.28.011** - Lien for Labor, Materials, Taxes on Public Works
- **WAC 392.344.147** - Retained Percentage Law Related Requirements

- **Chapter 70.92 RCW** - Provisions in Buildings for Aged and Handicapped Persons

Other Approvals

Skill centers have to work with their local county/city planning offices to ensure all of their public works, permitting, land use, zoning, environmental reviews, and other requirements are met.

TYPES OF CAPITAL BUDGET REQUESTS FOR MAJOR WORKS PROJECTS

The capital budget requests for major works projects can be made in the following categories.

Initial Request

WAC 392-600-080 specifies that two or more school districts, through a joint resolution, may request funding to conduct a feasibility study for a skill center core or branch campus. Alternatively, they may also request a waiver to the feasibility study requirement. Participating school districts wanting to proceed with the creation of a skill center core or branch campus must submit the following to OSPI,

- Completed feasibility study.
- Interdistrict cooperative agreement
- New Skill Center Campus form as shown in **Appendix A**

Preliminary approval for the completed feasibility study is provided by OSPI's Career and Technical Education (CTE) department. Thereafter, as the materials requested on **Appendix A** and the interdistrict cooperative agreement is turned in, final approval is provided after scrutiny by the CTE, SFO, Enrollment and Fiscal wings of OSPI. Additional information may be sought before determining to approve or deny a potential new campus.

A satellite program may only be hosted by a skill center core campus. Subsequently, the request for a new satellite campus must be submitted by the core campus director. All the program review and approval requirements detailed on **Appendix A** must also be fulfilled.

Subsequent Requests

Existing skill center core or branch campuses may request major capital project funding as outlined in **WAC 392-600-040**. The two major components of the request are,

- Ten-Year Capital Plan
- Long Range Plan

Both the ten-year capital plan and the long-range plan are complementary to each other. They need to accompany every request for major capital projects. They are required to be submitted every ten years or as per OSPI's request for an updated version. The capital project requests that did not receive a biennial appropriation are free to resubmit their project to be considered for the following biennial cycle. The following details need to be updated,

- A new project C-100 budget form to account for any deviation from the original submission and/or inflation
- Minor Repair and Maintenance Capital Accounts – prioritization criteria
- Enrollment Cohort Projections – prioritization criteria
- High Demand Programs – prioritization criteria
- Enrollment Expectations – prioritization criteria

A *ten-year capital plan* is a table that details a skill center's projects by the type of campus, type of project, the stage of the project, the cost of the project phase and the biennium in which it will be

requested. The ten-year capital plan provides a snapshot of all the projects that will be undertaken by the skill center over the next five biennia as well as their timelines and cost estimates. Please see **Appendix B** for an example.

A *long-range plan* is a descriptive version of the ten-year capital plan. The skill center director usually works with the host district's capital facilities, business manager, operations staff as well as their administrative council to come up with a long-range plan for the skill center. Since the long-range plan always accompanies a major capital project request, the following details should be included on the long-range plan,

Description of Major Capital Projects

The long-range plan should briefly describe each major capital project that was identified in the ten-year capital plan. Preservation, modernization, and new-in-lieu projects should reference the existing building inventory and condition while growth projects should reference the enrollment projections, new program offerings as well as the potential project location. Major capital projects requesting state funding in the upcoming biennium must include brief explanation of the project scope, timeline for completing milestones like predesign, design, bidding, construction, and occupancy, and a draft cost estimate, including predesign, design, construction phases as well as furniture, furnishings, and equipment (FF&E). As for modernization and new-in-lieu projects, the building must be thirty years or older to receive construction phase funding. New-in-lieu projects would do good to include a cost-benefit analysis. New-in-lieu is the recommended path for buildings with a BCA score of lower than 62. If the BCA is 62 or higher, modernizing the facility is advised. For growth projects, it is useful to include if the growing enrollment is being currently served at temporary locations. Also, an explanation as to how rearrangement of existing spaces will not be adequate to serve the growing enrollment must be included. In the case of preservation projects, it is helpful to include a brief statement of the overall facility condition, its deficiencies, and the financial limitations of the skill center minor repair and maintenance capital account. Details of the building systems that require repair and/or replacement, the age of the building systems in use, its BCA score and the life of the new building system must also be included. The overall impact of the preservation project on the maintenance backlog should be cited as well.

Existing Building Inventory and Condition

A building inventory report from OSPI's Information and Condition of Schools (ICOS) should be included in the long-range plan. The report would include current building level inventory data, including square feet and year built. A site and area floor plan may also be included in the long-range plan. The most recent (not more than six years old) Building Condition Assessment (BCA) should be submitted as part of the long-range plan. A building summary report from ICOS may be attached. However, if the major works project is for modernization, a current certified BCA is required as part of the long-range plan.

Description of skill center programs

A brief description of the current programs offered at the skill center must be included in the long-range plan. The adequacy of the program facilities and facility improvements and/or expansions, if needed, must be described concisely. The program description of the new offerings at the skill center as a result of the major works project must be included. The facility needs, potential locations for the same as well as the community and stakeholder support for the new programs must be detailed out.

Financial Statements and Funding

The end of year balances for the last three years and the current balance of the skill center's operational and capital funds must be included in the long-range plan. All revenue sources, including contributions and per pupil allocation methodologies, limitations and fund balance of the skill center minor repair and maintenance capital account must also be included. The sources and amounts of local contributions for each of the major works project requests must be described briefly.

Enrollment History and Projections

The enrollment history of 11th and 12th grades for the past ten years for the skill center must be included in the long-range plan. Students in grades 10 and lower should also be included but shown separately. In addition to the enrollment history, the projections for the next five years should be included in the long-range plan. In case of a request for a new core campus, the projections must be able to meet the 150 FTE threshold within a three year period as per **WAC 392.600.050**.

Agreement and approvals

Since the host district was involved in the development of the long-range plan, the superintendent of the host district must provide approval for the long-range plan and the major works project request. The resolution of the skill center's administrative council approving the long-range plan and the major works project request must be included. If the inter-district cooperative agreement has been updated and/or modified in the last couple of years, the most recent copy of the same should be included, as well. Please see **Appendix C** for an example of a long-range plan.

The skill center must provide documentation to support the information provided as responses to the applicable scoring criteria depending on the type of project. The following is the list of scoring criteria, with the maximum score for any applicable criteria, already filled in.

A brief description of the various criteria is as follows,

Minor Repair and Maintenance Capital Accounts

RCW 28A.245.100 requires each host district of a cooperative skill center to maintain a separate minor repair and maintenance capital account for facilities constructed or renovated with state funding. Participating school districts must make annual deposits into the account to pay for future minor repair and maintenance costs of those facilities. Score is based on the 2022-23 school year per student FTE expenditure from the required minor repair and maintenance capital account compared to the statewide school district per FTE expenditure for the same time period.

Activity Code	Activity	Statewide Expenditure
62	Grounds Maintenance	\$ 83,096,587.00
64	Maintenance	\$ 269,455,579.54
67	Building and Property Security	\$ 24,442,994.00
2020–21 School Year Total Expenditures		\$ 376,995,160.54
2020–21 Statewide Student FTE		\$1,075,246.73
Expenditure Per Student FTE		\$350.61

***The information in the above table is not current. Updated information to be used for the calculations will be available by end of January 2024.**

Percentage of Statewide Average	Points
31% - 100%	15 Points
21% - 30%	10 Points
11% - 20%	5 Points
0% - 10%	0 Points

Building Age

The host district updates the building information in ICOS. The score is based on the current age of the building or time lapsed since the last major modernization, whichever is later. If more than one building is involved, the score will be weighted.

$$\text{(Number of years since first built/last modernized - 28) x 2 = Points awarded}$$

The building to be modernized or replaced should be at least 30 years old at the time of receipt of construction phase funding. The skill center is maxed out at 25 points.

Building Condition

The score is based on the latest certified Building Condition Assessment (BCA) conducted by an independent certified contractor. Ideally, this would have been already completed as part of a Study & Survey. Aside from a cost-benefit analysis of a new-in-lieu construction being addressed as part of the long-range plan, the following should be used to determine the points for these criteria,

BCA Score	Points
91-100	0 Points
31-90	$(90 - \text{BCA Score}) \times .50 = \text{Points awarded}$
30 or less	30 Points

Significant Health, Safety, and Energy Issues

The score is based on existing health, safety, and energy issues that are significant and would need to be resolved to bring the building up to date. The health and safety checklist as shown in **Appendix F** must be completed with appropriate back up documentation.

Checklist Score	Points
30-41	30 Points
20-29	20 Points
10-19	10 Points
0-10	5 Points

Enrollment Cohort Projections

OSPI makes the cohort projections based on data reported by the districts. OSPI will compare the enrollment of the skill center to the enrollment of grades 11 and 12 for the member districts. This will be used to determine the percentage of students that attend the skill center from each member district. Thereafter, OSPI will project the grade 11 and 12 enrollment for the member districts for 3 to 5 years into the future. The percentage determined in the previous step will be applied to the cohort projection to come up the skill center enrollment projection. The percentage of change in enrollment from the current school year to the projection will drive the scoring for this criteria based on the below range,

Cohort Projection Percentage	Points
-6 to -10 (cohort decline projected)	3 Points
0 to -5 (cohort decline projected)	6 Points
>0 (cohort growth projected)	$(\text{Percent growth} \times 3) + 4 = \text{Points awarded}$

For new campus requests with no enrollment history, the same process will be followed. However, the enrollment data will be pulled from the feasibility study or other similar information. The score for this criteria is 30 points at the maximum.

Temporary Locations

The score is based on the number of temporary locations used currently that would be addressed by the proposed project. A temporary location could include an off-campus site, a portable building, or an on-campus area that was not constructed or acquired for instructional purposes like garages or storage rooms.

No. of programs offered at temporary locations X 6 = Points Awarded

The temporary location can be counted only once towards any project. If the temporary location continues to be used for a new program; it cannot be counted in the calculation again for a prospective project for the new program. Scoring maxes out at 30 for this criteria.

Current Space Utilization

The points are awarded based on the current space utilization calculated using the morning and afternoon FTE for the facility based on the October headcounts.

(Morning Enrollment + Afternoon Enrollment) / 2 = Projected Average Enrollment
Projected Average Enrollment/Instructional Space Capacity = Facility Utilization

Facility Utilization Percentage	Points
≥ 100%	25 Points
90% - 99%	20 Points
80% - 89%	15 Points
60% - 79%	10 Points
50% - 59%	5 Points
< 50%	0 Points

High Demand Programs

The score is based on programs being identified as a local area high demand program or a statewide high demand program. The programs must have a reasonable connection with the high demand occupation it is associated with.

The high demand programs are identified by the skill center's advisory council or the Washington State Employment Security Department. The statewide list of high demand occupations can be accessed here. The points for this criteria can be availed if the skill center is the only training facility filling the local need of high demand programs.

(Number of local area high demand programs + Number of statewide high demand programs) x 2 = Points Awarded

There is a maximum limit of 10 points with satellites being limited to 4 points.

Identified Partnerships

The score is based on verified partnerships from the community like local governments, clubs, non-profits, and community leaders, post-secondary organizations like colleges and trade schools, and labor and business partnerships like specific businesses, unions, service clubs, and trade associations. The partners should provide a letter of support for the skill center to be able to claim 1 point per partnership. The partners may pledge in-kind services, equipment donations, or other investments.

While satellites are maxed out at a total of 6 points, the point maximum by the type of partnership is as follows,

Partners	Points
Community	Up to 5 Points
Post-secondary	Up to 3 Points
Labor and business	Up to 7 Points

Flexible Space

The score is based on the flexibility of the space to accommodate evolving future use. Due consideration will be given to spaces that can be transformed easily at a low-cost overhead such as non-load bearing walls, stub-outs for future plumbing and lab needs, additional capacity for potential future electrical needs, and adaptable furniture, fixtures, and equipment. The following scoring guidance may be used with appropriate documentation to gain points for these criteria.

Qualifications	Points
Raised floor system in most classrooms	10 Points
Flexible plumbing layout, numerous access points for valves, etc.	10 Points
Flexible HVAC zones	10 Points
Demountable or non-load bearing interior partitions in most areas	5 Points
Wireless broadband service instead of hard-wired internet in most areas	5 Points
Other, explain	Up to 5 Points

The scoring for this criterion is maxed out at 15 points.

Building/Land Ownership and Lease Agreements

The score is based on the ownership of the facility or the length of the lease agreement. Automatic renewals are seen as being part of the term of the lease agreement. A copy of the ownership documentation or the lease agreement may be submitted to help determine the term.

Term	Points
Ownership	10 Points
60+ year lease	8 Points
51-59 year lease	7 Points
41-50 year lease	6 Points
31-40 year lease	5 Points
30 year lease	4 Points

Type of Space

The score is based on the classification of the square footage of space usage in the proposed project. The direct instructional/community use spaces include classrooms, laboratories, library spaces, learning resources, preparation and serving areas for culinary programs, and community use spaces. The instructional support spaces include square footage used for assembly, service, and support of student instruction. It also includes library supply room, student services, and office spaces. The program support spaces include areas like the cafeteria, food service, general support services, maintenance areas, and equipment storage.

The total assignable square feet (TASF) is calculated as a sum of the direct instructional use spaces, instructional support spaces, and the program support spaces.

$$\begin{aligned} &(\text{Direct Instructional/Community Use sq.ft.} / \text{TASF}) \times 25 = \text{Points awarded} \\ &(\text{Instructional Support sq.ft.} / \text{TASF}) \times 18 = \text{Points awarded} \\ &(\text{Program Supports sq.ft.} / \text{TASF}) \times 10 = \text{Points awarded} \end{aligned}$$

The skill centers are maxed out at 25 points for the scoring of this criterion.

Building/Area Name				
Direct Instructional/Community Use	Area 1	Area 2	Area 3	Total
Classrooms				
Laboratories				
Library				
Learning Resources				
Physical Education				
Share of Multipurpose Use Spaces				
Community Use Spaces				
Total				DI/CU sq.ft.
Instructional Support	Area 1	Area 2	Area 3	Total
Classrooms				
Laboratories				
Library				
Learning Resources				
Physical Education				
Share of Multipurpose Use Spaces				
Total				IS sq. ft.
Program Support	Area 1	Area 2	Area 3	Total
Classrooms				

Laboratories				
Library				
Learning Resources				
Physical Education				
Share of Multipurpose Use Spaces				
Total				PS sq. ft.
Grand Total				TASF

Facility Utilization by Program

Similar to the current space utilization, the score for this criterion is based on the planned space utilization of the proposed project. The points are awarded based on the space utilization calculated using the projected morning and afternoon FTE for the facility. An overall floor plan and a description of the projected FTE must accompany the documentation for this particular criterion.

$$\text{(Projected Morning Enrollment + Projected Afternoon Enrollment) / 2 = Projected Average Enrollment}$$

$$\text{Projected Average Enrollment / Projected Instructional Space Capacity = Projected Facility Utilization}$$

Projected Facility Utilization Percentage	Points
≥ 100%	25 Points
90% - 99%	20 Points
80% - 89%	15 Points
60% - 79%	10 Points
50% - 59%	5 Points
<50%	0 Points

Enrollment Expectations

This criterion is only for satellites. The score is based on the ability of the skill center to demonstrate that the new satellite program will meet the enrollment expectations to sustain the program. A narrative and other relevant documentation to this effect must be submitted, in accordance with the scoring guidance below,

Program/s is/are being offered at an alternate or temporary location and currently has/have enrollment to sustain the program = 5 Points

Program/s is/are being offered at an alternate or temporary location and currently restrict/s enrollment = 3 Points

Feasibility study of the satellite program/s show/s demand for enrollment enough to sustain the program/s = 2 Points

Reasonableness of Cost

The scoring for this criterion borrows heavily from the **OFM's Capital Projects Evaluation System: Four-Year Higher Education Institutions**. This criterion applies to projects requesting construction phase funding. The expected costs are based on historic data from total project costs of skill centers. The expected costs are then escalated to the construction mid-point based on the latest construction cost index provided by OFM. Chapter 7.5 provides a great example of estimating the total project cost per gross square foot.

Total Project Cost / Total Square Feet = Total Project Cost Per Square Foot

This cost per square foot is then compared to the expected cost per square foot for scoring purposes. The scoring for this criterion is also based on the type of project requested for the skill center.

New, Growth and New-in-Lieu Projects

Points

Total Project Cost per sq. ft. ≤ expected cost per sq. ft. for facility type	8-10 Points
Total Project Cost per sq. ft. is between 100% and 111% of expected cost per sq. ft.	5-7 Points
Total Project Cost per sq. ft. is between 111% and 137% of expected cost per sq. ft.	2-4 Points
Total Project Cost per sq. ft. > 137% of expected cost per sq. ft.	1 Point

Modernization Projects

Points

Total Project Cost per sq. ft. is between 60% and 80% of expected cost per sq. ft.	8-10 Points
Total Project Cost per sq. ft. is between 80% and 90% of expected cost per sq. ft.	5-7 Points
Total Project Cost per sq. ft. is between 90% and 109% of expected cost per sq. ft.	2-4 Points
Total Project Cost per sq. ft. > 109% of expected cost per sq. ft.	1 Point

The projects will be classified into categories based on project type and will be scored accordingly based on the applicable project scoring template for a maximum of 100 points. The projects will be scored based on the information submitted with the major works project request. Occasionally SFO will request additional information.

When combined projects are requested, each component will be scored separately and the total score for the combined project will be prorated based on the square footage of each component.

$$\text{Pro-rated modernization score} = \text{Modernization Score} \times (\text{Modernization Sq. Ft.} / \text{Total Project Sq. Ft.})$$

$$\text{Pro-rated growth score} = \text{Growth Score} \times (\text{Growth Sq. Ft.} / \text{Total Project Sq. Ft.})$$

$$\text{Total Project Score} = \text{Pro-rated modernization score} + \text{Pro-rated growth score}$$

Based on the points scored, the major works project requests will be prioritized by OSPI in collaboration with the skill center directors. The prioritized list will then be submitted to the Superintendent to be considered as part of OSPI's capital budget request.

The capital project requests that did not receive a biennial appropriation are free to resubmit their project to be considered for the following biennial cycle. The following details need to be updated;

- A new project C-100 budget form to account for any deviation from the original submission and/or inflation
- Minor Repair and Maintenance Capital Accounts – prioritization criteria
- Enrollment Cohort Projections – prioritization criteria
- High Demand Programs – prioritization criteria
- Enrollment Expectations – prioritization criteria

CAPITAL BUDGET REQUESTS FOR MAJOR WORKS PROJECTS

The major capital projects are prioritized in the spring of every even numbered year. Once the prioritized capital projects become a part of OSPI's formal capital budget request, it is submitted to the Governor and Legislature for their consideration. The documentation requested in this section should be provided to OSPI in a Word or Excel format to be uploaded into OFM's capital budgeting system.

Project Information

- Project title (Skill center and project type must be identified in an abridged manner, e.g., West Sound Addition. "West Sound Technical Skill Center New Building Addition" is beyond the allowable character limit)
- Project phase (Pre-construction/Construction)
- Host district
- Project contact (name, phone, email)
- Location of project (street address, city, county, zip code, and legislative district if available)

Project Summary

The summary should be 100 words or less and should answer the following questions.

- Who is the lead district for the project on behalf of the skill center? Are there any partner organizations on the project that will play a direct role in its development (e.g., community college overseeing construction on its own campus)?
- Briefly explain the scope of the project and identify the type of project (new campus, modernization, new-in lieu, growth, etc.)
- When will the project be underway, including expected construction and completion dates?
- Where is the project being built? Is it at an existing skill center campus? Is it at or immediately adjacent to a high school, community college, etc.?
- Why is the project needed? What need does the project fulfill?

Project Description

Prepare a narrative describing the project. The following questions may be used as a guide,

- What is the proposed project? Provide an explanation of the project scope. Include the square footage of the project that will be new construction and/or square footage that will be modernization of an existing facility. If the project is being modernized, what are the locations and systems in the existing building being modernized? What skill center programs will be added or modernized, or otherwise moved as a result of the project? Where will the project be located, including if it will be attached or adjacent to another facility? Identify if the project is located at a community college or high school. Is this project part of a larger phased construction build out or modernization, if so, what are the other phases, and when are they expected to be completed? Provide other additional information that will be useful in understanding the scope of the project.

- What is the business problem driving this request? This is the 'why' of the project. Why is this project needed and what are the drivers pushing for the project need (e.g., increased student demand, facility conditions, etc.)
- How does this project support the agency and statewide results? OSPI will provide response.
- What are the specific benefits of this project? List each benefit of this project in order of importance.
- What economic impact does this project have? Identify how many jobs will be created through the construction number based on the jobs multiplier to be provided by OSPI. Explain any other long-term benefits to the economy, such as well-trained skill center students entering the job market in key fields.
- How will clients be affected and services change if this project is funded? Speak to clients as potential skill center students.
- Why is it the best option or alternative? Explain why this option or alternative was chosen above others.

Historical Significance

- Does this project alter any structure on the historical register or have any archaeological impacts?

Please note that a letter from the Department of Archaeology and Historic Preservation (DAHP), as shown in **Appendix J** is required for projects seeking construction funding.

Operating Budget Impacts

- Does this project impact the state's operating budget? If yes, how is it impacted?
- Explain any new positions or costs from the capital project that would affect the operating budget (e.g., bringing on staff to oversee construction project that will later perform administrative work at the skill center).
- Identify any increases in student FTEs as a result of the project.
- Identify any cost savings as a result of the project (e.g., a modernization of a building that provides more efficient use of energy resulting in lower electrical bills).

Describe Growth Management Impacts

- Is the proposed capital project identified in the host city or county's comprehensive plan including the capital facility plan and implementation rules adopted under Chapter 36.70A RCW?
- Is the proposed capital project located within an adopted urban growth area?
- If located within an adopted urban growth area, does the project facilitate, accommodate, or attract planned population and employment growth?
- If located outside an urban growth boundary, does the proposed capital project create demands for additional development?
- Was there regional coordination during project development?
- Does the project include leveraging of local or other funds?

- Include any information that was provided in the Local Contribution form submitted during the prioritization process.
- Have environmental outcomes and the reduction of adverse environmental impacts been examined?

Capital Budget Request Documents

The following documents must be submitted to OSPI in the spring of every even numbered year in order for OSPI to include the project in its formal capital budget to OFM.

- Capital Budget Request form (the above section)
- This summarizes the project request, as shown in **Appendix H**, into a quick read for legislative staff.
- Administrative Council resolution
- A copy of the administrative council resolution (**Appendix I**) from the board requesting state capital funding for the project(s).
- Project cost estimates
- The C-100 budget form needs to be completed; template provided by OFM. The latest form can be found [here](#).
- Schematic drawings
- Include relevant schematic-level drawings.
- Expected Use of Bond/COP Proceeds form.
- Since skill center projects are commonly paid with state general obligation bonds, it is important to communicate building use to OSPI for the entire life of the bond when submitting project requests. Specific use of the building will determine what funding the project would be financed with. The Expected Use of Bond/COP Proceeds form which can be found **here** needs to be included in the submittal.
- Cultural resources review letter (Construction phase requests only)
- There must be a review of each project requesting state construction funds for the purposes of determining the impact to cultural resources. The Department of Archaeology and Historic Preservation (DAHP) and the Governor's Office of Indian Affairs (GOIA) must be consulted. Submit a copy of the letter from **DAHP** to OSPI to confirm that the proposed capital project has been reviewed.

MAJOR WORKS PROJECTS – PRESERVATION PROJECTS

A preservation project is designed to maintain, preserve, and extend the life of existing facilities. Generally, preservation projects are limited to replacement or repair of malfunctioning or outdated building systems such as HVAC systems, roofs, boilers, and other major building systems.

Funding for preservation projects is only available to skill centers that have.

- Updated information in ICOS data system
- Completed a building condition assessment (BCA)
- Have a BCA score of 30 or less in ICOS data system
- Are compliant with RCW 28A.245.100 and have a capital maintenance account
-

The Skill Center Directors Committee evaluates applications from eligible districts and submits a prioritized list of grants to OSPI. If the applications exceed funds available, OSPI may prioritize the recipients of preservation project grants in order to help districts with the most serious apparent building deficiencies.

The preservation project grants are prioritized on the basis of the following criteria,

- | | |
|---|-------------------|
| • Minor Repair and Maintenance Capital | 15 points |
| • Building Age | 25 points |
| • Building Condition | 30 points |
| • Significant Health, Safety, and Energy Issues | <u>30 points</u> |
| Total | 100 points |

ALLOTMENT, REIMBURSEMENT AND REPORTING FOR MAJOR WORKS PROJECTS

Allotment for major works projects

Once the Legislature appropriates funding for a skill center major works project, OSPI must receive expenditure authority from OFM prior to awarding the grant letter authorizing the project to receive state funding. The following documents are required before the grant letter may be awarded to the host district,

- A new project C-100 budget form may be required if there is significant deviation from the original submission or if one was not submitted at all
- A detailed project schedule showing the month by month progression of the project phases, including but not limited to reimbursement request timeline.
- A month by month cash flow projection taking into account the state funding and funding from other sources, as applicable.
- Completed Washington Sustainable School Protocol Scorecard – **Appendix G.**

The host school district must develop a Construction Management Plan to achieve goals of the skill center, the state, and the community—on budget and on schedule. Construction Management (CM) is a delivery system that applies project management techniques to planning, design, construction, and project commissioning for the purposes of controlling time, costs, and ensuring quality. OSPI requires that a qualified construction manager, approved by OSPI, is selected, and involved with the project. Capital funds should not be used to subsidize operating budget costs or for program development. Allowable staff costs must be specific to the capital project and directly relate to the execution of the design and construction of the project.

Reporting for major works projects

Once the construction phase of the major works project is underway, the host district must provide project updates to OSPI on January 1 and July 1 of each year. A template of the major works project status report is shared in **Appendix K**. OSPI must be made aware of material updates to the project schedule, reimbursement request timeline or the cash flow projections in the event of planned spending expected to deviate from the plan by 10% or more.

Reimbursements for major works projects

As soon as a grant letter is issued for a particular phase, the host district is eligible to submit reimbursement claims for related expenses incurred. Monthly reporting is encouraged to instill a predictable spending pattern, which helps OFM predict bond sales. It also allows the district to recoup its expenditures faster.

All claimed expenditures are reviewed for content and consistency with the approved budget. Reimbursement is made through the state accounting system by warrant or electronic transfer (EFT) and will be processed in an expedient manner. Copies of voucher registers (referencing warrant numbers) and invoices must accompany all claims.

SKILL CENTER - MINOR WORKS PROJECTS

Minor Works Projects may

- Include multiple projects valued between \$25,000 and \$1 million each.
- Projects that will be completed within the biennium.
- New satellite programs

Prioritization of Minor works projects

Repair and/or Upgrades: With the help of their host district's facility, business, and/or operations staff, each skill center director develops a list of minor works projects for their skill center to be considered for funding as part of OSPI's capital budget request. A consultant hired by the skill center directors group tours each skill center campus making a request, reviews the projects, and prioritizes the list using pre-established criteria. The prioritized list is then submitted to SFO to be included in the Superintendent's budget request to the legislature for funding.

The projects are scored by assigning values to priority and deferability choices for the projects. The intent is to merge the importance and urgency of each project and rank them accordingly. Priority choices include six categories, listed in descending value of order,

- Health, safety, environment
- Facility use
- System use
- Increased repair/replacement cost
- Increased operating cost
- Quality of use

The deferability choices weigh the urgency of completing the project. The longer a project can wait, the lower the deferability value. The priority choice value is multiplied by the deferability choice value equaling the "severity score." The highest possible "severity score" is 60 and the lowest possible is 18.

New Satellite Programs: New satellite program capital funding requests are considered separately from existing skill center minor works projects for repairs and upgrades. These projects are scored and placed on a ranked priority funding list along with the major capital projects. After being scored and prioritized, the minor works budget request forms are required to be submitted.

Capital Budget Documents

Each minor works project request requires the following documents to accompany the request,

Detailed Scope of Work: Every project requires a separate and detailed scope of work. The cost estimates must be detailed out and categorized, based on the size and complexity of the project. This should be reviewed by the host district's facility, business, and/or operations staff before being submitted to OSPI.

Board Resolutions: Host district personnel that are board authorized for signature authority must certify that.

- All state funds appropriated for this project will be utilized by the host district for the purposes specified in the scope of work, project description, and in accordance with public works requirements.
- Funds will not be used for non-governmental purposes, which includes the use of bond

proceeds to pay the costs of facilities expected to be owned or used by, or to make any loan or grant to

- The federal government including any federal department or agency
- Any private, non-profit corporation including any 501(c) (3) organization
- Any other private entity, such as a business corporation, partnership, limited liability company, or association, etc.

Reimbursement Request Schedule: This request is to report the host district's anticipated monthly reimbursement requests. The amounts provided to SFO will be used to communicate bond sale amounts to the Office of the State Treasurer. This will ensure the state has funds available to reimburse projects without selling too many bonds and accruing penalties on excess bond sale proceeds.

Allotment and Reimbursement for minor works projects

Once the Legislature appropriates funding for a skill center minor works project, the capital budget documents are submitted by the skill center and OFM issues the expenditure authority, SFO will go ahead and allot the funding to the minor works project. The grant award letter sent to the host district is the official authorization allowing reimbursements to be claimed out of the available state funding. All claimed expenditures are reviewed for content and consistency with the approved budget. Reimbursement is made through the state accounting system by warrant or electronic transfer (EFT) and will be processed in an expedient manner. Copies of voucher registers (referencing warrant numbers) and invoices must accompany all claims.

Changes to Project Details, Scope of Work, or Budget

As the projects evolve, there may be a need to adjust the scope of work, schedule, or budget due to unforeseen circumstances. Prior approval may be required depending on whether the adjustments of scope are greater than 10%. Changes to the scope of work, which expands the capacity of the project beyond what the Legislature intended when they approved the minor works list, will not be approved. Any such additional costs incurred outside the scope of work will be the responsibility of the skill center's host district.

Budget adjustments of less than 10% of the total minor works project costs for an individual skill center will not require prior approval. The flexibility allowed in this section shall not affect the completion of any of the approved projects. For example, if a skill center has three projects with a total project cost of \$300,000, the skill center may adjust ten percent or \$30,000 of the total project cost between projects. However, all three projects must be completed and may not exceed the \$300,000 total appropriation. Adjustments to the scope of work or budget, in excess of 10% of the total project award, will require prior approval from SFO before any work can occur. Prior approval may be requested by using one of the following processes:

- The host district's superintendent may submit the request to SFO
- The administrative council may directly submit the request through the skill center director to SFO

In the case where a skill center had received funding for multiple minor works projects, OSPI will not resubmit for those funded minor works projects in future budget requests when funding was reallocated

to other projects on the list, and insufficient funds were left to pay for completing the entire list of funded projects.

SKILL CENTER PROJECT TIMELINES

Major Works Submittal Timeline

Until January 2024	Skill center and its host district engage/retain architect and/or project manager to develop potential project ideas and cost estimates
April 30, 2024	Ten-Year Capital Plan and Long-Range Plan outlining potential projects are due to SFO
May 31, 2024	2025-27 project information for prioritization due to SFO. Updated project details for prioritized projects that did not receive biennial appropriation are due.
June 30, 2024	Prioritization completed, and list approved by Skill Center Directors
July 15, 2024	Final budgeting documents due to SFO
August 1, 2024	SFO submits capital budget requests to Superintendent for inclusion in the Superintendent's 2025-27 biennial capital budget request
September 2024	Superintendent submits capital budget proposal to OFM, and the Governor's office works on a state capital budget proposal for the Legislature's consideration
January 2025	Legislature convenes
Spring 2025	Legislature passes a capital budget, and the Governor signs it into law
Summer 2025	Following enactment of capital budget, once the required documentation has been submitted by the skill center staff, the grant award letter will be issued by SFO and reimbursement claims may be submitted by the host districts. Host district may work with ArtsWA regarding art allocation generated in the grant award letter.
Construction Phase	For all major works projects, the project status report needs to be submitted every six months.
Project Closeout	The final project status report must accompany the final reimbursement claim.

Minor Works Submittal Timeline

December 15, 2023	Skill center and the host district retain/engage architect and/or project manager to develop potential project ideas and cost estimates
February 28, 2024	Proposed projects are due to consultant for evaluation and prioritization
March 1, 2024	With the consultant's help, skill center directors identify primary schedule milestones
May 31, 2024	Consultant's prioritized list is due to SFO
June 30, 2024	Prioritized list approved by Skill Center Directors
August 1, 2024	SFO submits capital budget requests to Superintendent for inclusion in the Superintendent's 2025-27 biennial capital budget request

September 2024	Superintendent submits capital budget proposal to OFM and the Governor's office works on a state capital budget proposal for the Legislature's consideration
January 2025	Legislature convenes
Spring 2025	Legislature passes a capital budget, and the Governor signs it into law
Summer 2025	Following enactment of capital budget, once the required documentation has been submitted by the skill center staff, the grant award letter will be issued by SFO and reimbursement claims may be submitted by the host districts.

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