Guidelines for School Districts
Skill Centers
Capital Manual 2013

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Office of Superintendent of Public Instruction

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Introduction

Overview

This document was developed by School Facilities and Organization (SFO) at the Office of Superintendent of Public Instruction (OSPI). It is designed to provide guidance to skill center directors and host district facilities/business staff regarding the many facets of capital projects for skill centers. Undertaking capital projects is a joint exercise between skill center directors (who understand program needs) and host district facilities/business staff (who have capital project experience) that will be managing the skill center projects.

A substantial portion of this guidance document addresses capital budget requests and reimbursements. OSPI prepares a budget package for skill center capital projects and submits the information to the Governor’s Office of Financial Management (OFM). See WAC 392.600.040. This manual’s guidance (for capital project requests) applies a coordinated approach with the skill center directors, SFO, and the state’s biennial capital budget. Funding appropriated by the Legislature to skill centers is administered by SFO through reimbursable grants. The host, or assigned district, will be required to pay costs up front then request reimbursement from OSPI.

OSPI receives specific instructions from OFM for submitting budget requests and allotments. Policies and procedures explaining OFM’s processes can be found within OFM’s Capital Budget Instructions and Allotment Instructions which are updated on a biennial basis. An easy to read overview of Washington State’s budget process can be found at http://www.ofm.wa.gov/reports/budgetprocess.pdf.

Since OSPI’s capital budget process for skill centers continues to evolve, and OFM’s instructions are updated biennially, this manual will be updated biennially prior to the fall of odd numbered years. The information will assist skill centers to develop long range plans that serve as a foundation for capital budget requests.

Depending on the capital project, there will be different requirements that need to be met. For instance, there is a prioritization process for minor works repair projects performed by a consultant who is hired by the skill centers. There is another prioritization process for major works performed by SFO. Please note that satellites, as defined in the glossary, are handled as minor works, with the exception that the prioritization process is the same as major works. For this reason, it is important to understand the different categorizations of skill centers contained at the end of this chapter in the Glossary of Skill Center Capital Terms on page seven.

Following the introduction chapter, this manual is organized into three parts: 1) planning, 2) minor works, and 3) major works. See the colored diagram on page five.
Timeline

December 2013:

- **Major Works**
  Skill centers that plan to request capital funding within the next ten years shall submit a proposed Ten-Year Capital Plan and Long Range Plan to SFO for their school facilities by December first. See Chapter Three.

- **Minor Works**
  Skill centers submit information about their projects to a contractor for evaluation. See Chapter Four.

January 2014:

- **Minor Works**
  Skill centers begin to identify primary schedule milestones, usually with assistance from a hired consultant. See Chapter Four.

February 2014:

- **Major Works**
  Submit projects to OSPI for prioritization purposes by February first. See Chapter Seven.

  Scoring groups convene to evaluate major works and satellite projects for prioritization purposes. See Chapter Seven.

March 2014:

- **Major Works**
  Project scores are finalized for major works and satellite projects. See Chapter Seven.

May 2014:

- **Major and Minor Works**
  Draft budgeting documents should be completed by May first. All final budgeting documents are due to School Facilities and Organization, for all types of capital funding, by May 31. OSPI begins to compile skill center capital budget requests. See Chapter Eight.

- **Major Works**
  Requests for feasibility studies are due by May first. See Chapter Two.
• **Minor Works**
  Skill Center directors provide a prioritized list of minor works projects to OSPI. See Chapter Four.

**July 2014:**

• **Major and Minor Works**
  School Facilities and Organization submits a budget to the State Superintendent of Public Instruction at OSPI for approval.

**September 2014:**

• **Major and Minor Works**
  OSPI submits all capital budget requests to OFM. OFM works with the Governor to produce a biennial budget for the Legislature’s consideration.

**January 2015:**

• **Major and Minor Works**
  The Legislature convenes and begins to develop the capital budget.

**April/May 2015:**

• **Major and Minor Works**
  The Legislature passes a capital budget, and the Governor signs it into law.

**July/August 2015:**

• **Major and Minor Works**
  Skill centers, with projects that are identified in the budget as receiving funds, provide SFO the documentation needed to establish allotments. See Chapters Four and Nine.

  School Facilities and Organization requests approval from OFM for project allotments. Once approval is received, SFO allocates monies and sends letters of notification and program guidelines to skill centers with funded projects. See Chapters Four and Ten.
Glossary of Skill Center Capital Terms

Campuses: Core, Branch and Satellites

Three types of skill center campuses defined by law (WAC 392.600.010) are:

- **Skill Center Core Campus.**
  “The facility housing a majority of the skill center students enrolled. It is operated by the skill center.”

- **Skill Center Branch Campus.**
  “A common school or higher education facility which provides three or more programs at a location other than the skill center core campus.”

- **Skill Center Satellite Program.**
  “A facility or site which provides less than three programs at a location other than the skill center core campus.”

Major vs. Minor Capital Projects, including Satellites

The criterion listed below is to be used to help identify if a project is a major or minor works.

**Major Project**

OFM defines a major project as, “having one or more of the following features”:

- Costs more than five million + (regardless of fund sources).

- Lease is more than 20,000 new gross square feet of space.

- Takes two or three biennia to design, construct and occupy.

- Are privately owned buildings under development.

**Minor Project**

OFM defines minor works projects as:

- Single line appropriations that include multiple projects generally valued $25,000 to one million each.

- Similar in nature.
• Projects that will be completed within the biennium.

• DOES NOT INCLUDE:
  a. Work on a phase of a larger project.
  b. Work that, if combined over a continuous period of time, will exceed one million.
  c. Studies (except for technical engineering reviews or designs that lead directly to and support a project on the same minor works list).
  d. Supplement funding for projects with funding shortfalls.
  e. Planning activities.
  f. Moving expenses.
  g. Land or facility acquisition.
  h. Design outside the scope of work on a minor works list.
  i. Moveable, temporary, and traditionally funded operating equipment that is not in compliance with the criteria listed in the Financing Guidelines Allowable and Non-Allowable uses of Long-Term Financing. See attachment D.
  j. Software (not dedicated to control of a specialized system).

• Satellite Projects.
  Capital requests for satellite campuses will only be requested through the minor works process consistent with WAC 392.600.040 (Chapter Four); however, they will be prioritized in the same manner as major projects. See Chapter Seven.

OSPI will work with skill center staff to make the appropriate identification, on a case by case basis, for projects between one million and five million dollars that cannot be easily identified as a major or minor project.

**Types of Major Works Projects:**

• **New.**
  A new project request is for a new skill center core or branch campus.

• **Modernization (inclusive of New-in-Lieu of modernization for prioritization purposes).**
  A modernization project is the “making of major structural changes in such facilities and may include as incidental thereto the replacement of fixtures, fittings, furnishings, and service
systems of a school facility in order to bring it up to a contemporary state consistent with the needs of changing educational programs and applicable codes.” See WAC 392.347.010. Modernization for the purposes of scoring a project for prioritization also includes New-in-Lieu project requests, when the cost of modernizing the facility would exceed the cost of replacing a facility with a new structure.

- **New-in-Lieu.**
  New-in-lieu projects occur where an existing core or branch campus facility is replaced. New-in-Lieu will be treated as a modernization for prioritization scoring purposes only.

- **Modernization + Growth.**
  Modernization + Growth projects are New-in-Lieu or Modernization projects which include the creation of additional square footage at an existing core or branch.

- **Growth.**
  Growth projects are a standalone requests for additional square footage of an existing core or branch campus to meet increased educational, enrollment and program space needs.
Chapter One: New Core, Branch, or Satellite Campuses

Approval Process

Prior to a new skill center campus receiving capital funding, it must first be approved by OSPI. To receive approval from OSPI for a new core or branch campus, a feasibility study must be completed as well as an inter-district cooperative agreement. Please note that new satellite programs have a separate set of requirements. The New Skill Center Campus Form is designed to guide designated lead districts through each phase of obtaining approval for a new skill center core, branch or satellite.

There are two parts to requesting the creation of a new skill center core or branch. They are: 1) Request for funding and 2) Review and approval phases including:

- Feasibility study and preliminary approval.
- Inter-district cooperative agreement and final approval.

Note: New satellite programs must address the review and approval requirements identified in the form.

After completion of each phase of the form, please send it to: Director of Career and Technical Education; P.O. Box 47200; 600 Washington St. SE; Olympia, WA 98504-7200

Each phase will be reviewed by OSPI CTE, fiscal, and capital staff for approval. Where determined appropriate, the CTE, fiscal, and capital staff may request that additional information be provided before making a determination to approve, or deny, a potential new campus.
Chapter Two: Long Range/Ten-Year Plan

Planning

For existing skill centers a long range plan must be completed prior to making a major capital budget request for a specific capital project or satellite project. Developing a long range facility plan for skill center core, branch, and satellite campuses is an important part of the capital planning process and will determine how to proceed.

Skill center directors must work with their host district’s capital facilities planning experts and administrative council to create the long range facility plan. The long range facility plan lays a short and concise road map (ten to fifteen pages) for future capital investments and helps ensure all projects are carried out in a logical and cost-effective manner.

See Appendix A for an example of a long range plan. Long range plans must be submitted to OSPI for each skill center, in electronic format (Word or PDF), by December first of odd numbered years to meet the ten-year capital plan submittal requirements of WAC 392.600.040. This creates a logical foundation for each project. The long range plan must include the criteria listed below.

For building inventory and condition include:

- Current space computations for skill center facilities.
  
  a. Provide a table or matrix outlining the square footage and when each area was constructed. Also attach site and area floor plans depicting all spaces of the facility.

- Current building assessment with the latest Building Condition Evaluation (BCE) performed by an independent contractor (paragraphs one and two).
  
  a. Provide the most recent BCE by attaching a Building Summary Report. If requesting modernization funding for the upcoming biennium, a current BCE is needed.


  Note: Skill Centers that have received state funding must comply with requirements of the Asset Preservation Program (APP). See Chapter Six for more information.

- A description of the repairs and replacements needed for the facility as a whole (e.g. roof, HVAC, etc.). Please use one or two sentences for each repair.
For education programs include:

- Existing Programs.
  a. Program description, two to four sentences each.
  b. Adequacy of program facilities, one to three sentences each.
  c. Facility improvements and expansions needed for program, if any.

- Future Programs.
  a. Program description, two to four sentences each.
  b. Facility needs for the program, one to three sentences each.
  c. Community and stakeholder support for the program, one or two sentences each.
  d. Potential location for the program(s).

For capital improvement projects include:

- Complete a Ten-year Capital Plan for the skill center. See the [Ten-Year Capital Plan Template](#).

- Description of each major capital project identified in the ten-year capital plan. Each project must be based on an identified need described within the long range plan. Modernization projects should reference the building condition section and growth projects should reference enrollment and future program(s) sections as well as the potential project location. Describe in three to four sentences.
  a. Identify the additional FTE gain to the skill center as a direct result of the project by program. Note: modernizations might not have an FTE gain.

- Projects which will be seeking state funding in the upcoming biennium must include the additional following information:
  a. Explanation of the project scope.
  b. Timeline for completing milestones (e.g. pre-design, design, bidding, construction and occupancy).
  c. A draft cost estimate, including design, construction and FTE.
• Project Criteria.

Each major capital project must address and meet the long range plan project criteria listed below.

a. Modernization Projects:
   ▪ Thirty years or older at the time the project would begin to receive construction phase funding.
   ▪ If seeking a new-in-lieu building then provide a financial and building condition justification. Note: it is recommended that buildings with a BCE score higher than 60 are not replaced.

a. Growth Projects:
   ▪ Growing enrollment (in cooperative, skill center campus, etc.), and/or programs to be offered through the expansion project, are currently being offered at temporary locations (see page seven for definition).
   ▪ Explain why additional space is needed instead of rearranging existing space to accommodate for new programs.

Funding:

• Identify the last three end-of-year balances and the current balance for the skill center’s operational and capital funds pursuant to WAC 392.600.030.

• The amount and sources of local contribution that will be provided for each project explained above. Provide one to two sentences. See Chapter Six for more information on local contributions.

Enrollment:

• Enrollment for the past ten years for the entire skill center.

• Projected enrollment for the next six years. New core campus projects must show how they can meet the 150 FTE threshold, within a three year period, per WAC 392.600.050.

Administrative Council Resolution:

• The skill center’s administrative council resolution approving the long range plan and identified major capital project requested must be submitted.
• Most recent inter-district cooperative agreement, if updated or modified within the last two years, consistent with WAC 392.600.020.

OSPI Review

School Facilities and Organization staff at OSPI will review each long range plan for completeness based on the above mentioned criteria. If SFO has determines that a long range plan has not passed a review, a written response will be sent to the skill center administrative council and director that identifies reasons and additional information that is necessary for review approval.
Chapter Three: Minor Works

Minor Works Projects

This chapter only applies to minor works projects. To determine whether or not the project is minor or major works, please see Chapter One for further explanation.

OSPI will submit two funding request lists for skill center minor works funding. They are:

- Repair or program upgrades to existing skill centers.
- New satellite programs.

Requirements that apply to both of these processes are also explained below.

Prioritization of Repair or Program Upgrades to Existing Skill Center Facilities

With the assistance of their district facility experts, each skill center director develops a list of minor works projects for their own individual skill center no later than December first of odd numbered years. A consultant (hired by the skill center director) tours each skill center, reviews the projects, and prioritizes the list using pre-established criteria. The skill center director submits the consultants list to OSPI in April of odd numbered years. The Legislature appropriates funding based on the project list.

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

**Prioritization of New Satellite Programs**

New satellite program capital funding requests will be scored separately from existing skill center minor works projects for repairs and program upgrades. These projects will be scored by evaluators and placed on a ranked priority funding list consistent with the major capital projects. Please see Chapter Seven. After being scored and prioritized, satellite program projects will submit the minor works budget request forms described immediately below.

**Minor Works Budget Request Required Forms**

School Facilities and Organization requests that each skill center, with a project to be considered for minor works, submit their minor works forms to School Facilities and Organization by May first. This includes new satellite programs funding. See Forms and Instructions.

**Project Details**

These forms provide SFO with contact information and details regarding the project(s). Additional guidance for this form can be found on the instruction tab worksheet.

**Detailed Scope of Work**

Each minor works project will require a separate detailed scope of work. This form is a condensed version of the cost estimate used for past skill center capital budget requests. Depending on the size and complexity of the project, there may not be a need to fill in all the categories of expenses. It is important to involve the host district's capital projects experts in this process and to have them review the final version of this form. Additional guidance for this form can be found on the instruction tab of the worksheet.

**Minor Works Project Allotments and Approval**

Following legislative appropriations for minor works projects, OSPI School Facilities and Organization will ask for updated project details, a detailed Scope of Work and a Reimbursement Request Schedule. Skill Centers must submit:

- **Board Resolutions.**
  A board resolution prior to the first reimbursement claim being made certifying:
  
  a. Host district personnel, that are board authorized, for signature authority.
b. 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.

c. 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.**
  The purpose of this form is to report the skill centers anticipated monthly reimbursement requests for Skill Center's minor works projects. The amounts provided to OSPI School Facilities and Organization will be used to communicate state bond sale amounts to the Office of the State Treasurer. This will ensure OSPI School Facilities and Organization has funds available to reimburse projects without selling too many state bonds and accruing penalties on excess bond sale proceeds. See the template [Reimbursement Request Schedule](#).

- **Approval Letters.**
  OSPI School Facilities and Organization will issue a project approval letter to the host district after receiving the updated project details, detailed scope of work, and reimbursement request schedule from the skill center as well as approval of project allotments from OFM. This project approval letter is official authorization that funding is available for reimbursement for the project.

### Changes to Project Details, Scope of Work or Budget

#### Allowed Adjustments to the Scope of Work

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 or not the adjustments of scope are greater than ten percent. 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 by OSPI School Facilities and Organization. Any such additional costs incurred outside of the scope of work will be the responsibility of the skill center’s host district.
Adjustments Less Than Ten Percent of the Total Project Award

Budget adjustments of less than ten percent 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. All three projects must be completed and may not exceed the $300,000 total appropriation.

Adjustments Ten Percent or Greater of the Total Project Award

Adjustments to the scope of work or budget, in excess of ten percent of the total project award, will require prior approval from OSPI School Facilities and Organization before any work can occur. Prior approval can be requested by using one of the following processes:

- The host district superintendent can submit the request, via email or letter, to School Facilities and Organization, or
- The administrative council can directly submit the request through the skill center director, via email or letter, to School Facilities and Organization.

Resubmitting Minor Works Projects

In cases where a skill center has 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.

Reimbursements

All claimed expenditures are reviewed for content and consistency with the approved budget. Reimbursement will be 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.

See the Special Capital Grant Claim Form 1288SK that is used each time you submit related invoicing for reimbursement.
Chapter Four: Major Works Phases and Deliverables

Major Construction Phases and Deliverables

School Facilities and Organization administers funds for major construction based on a modified D-Form process which originates from OSPI’s School Construction Assistance Program (SCAP). Information regarding the modified D-Form process will be included with project approval grant letters. Please see Chapter Nine for additional information and Chapter Six regarding skill center capital project requirements including the Asset Preservation Program (APP) and High-Performance Schools.

For the purposes of making legislative requests for funding, the traditional architecture design phases (schematic design, design development, construction documents) are split between the Pre-Construction Phase and Construction Phase. The approach of having two project phases allows skill centers to complete major works projects within two biennia. The two biennia approach is a best practice recommended by Skill Center Directors and School Facilities and Organization.

Historically the Legislature has funded major works in three funding phases: 1) pre-design, 2) design and 3) construction which spans three biennia. At the discretion of the Legislature, funding may be divided as deemed appropriate.

Pre-Construction Phase

The pre-construction phase includes two major parts: a) pre-design and b) schematic design. The goal of pre-construction is to define the project and provide sufficient information so that a clear concept of the building exists.

Pre-Design

The pre-design provides a clear definition of the project plan. Pre-design work may be required for projects that have significant policy implications or may have technical, logistical, or cost concerns to a program or agency. Educational specifications need to be developed as part of the pre-design process.

Schematic Design

Schematic design should clearly indicate improvements and the anticipated construction, or provide sufficient information and alternatives so that clear direction for subsequent design efforts can be determined. The architect/engineer team, in consultation with your skill center’s planning team and local code agencies completes:
• Written description of the project, including how the design responds to educational specifications.

• Zoning and building codes.

• Conceptual site and floor plans.

• Incorporation of high-performance features.

• Preliminary building sections, systems, and materials.

• Approximate dimensions.

• Sketches/models to explain the concept.

• Project schedule.

• Preliminary construction cost estimates.

**Construction Phase**

The construction phase includes four major parts: 1) design development, 2) construction documents, 3) bidding, and 4) construction. The goal of the construction phase is to finalize design and complete the build out of the facility consistent with the design.

**Design Development**

In Design Development the schematic plans and elevations are reviewed, revised, and expanded to incorporate all details and specifications required for construction. The architect/engineer team develops the following design components:

• Site plan, building(s) plan, section, and elevations to establish the final project scope.

• Specifications regarding how the building is to be constructed.

• Specifications regarding final material selection and descriptions of the architectural, structural, mechanical, and electrical systems.

• Area analysis.

• Sketches, study models, product and material literature, as well as other samples to explain the project.

• Updated project schedule.
• Detailed construction cost estimate.

Construction Documents

Construction Documents are compiled from Design Development documents. They include all the architectural drawings and specifications necessary to build the project. They are the basis of the bid documents and the construction contract. After design development is approved by the administrative council and host district’s board, the architect/engineer team develops the construction documents that form the construction contract. These documents include two components:

• A Project Manual that includes bidding requirement, contract forms, and contract conditions and specifications.

• Drawings that show the configuration, location, relationships and dimensions of work to be done. Note: Construction documents must be in compliance with applicable federal, state, and local codes—pertaining but not limited to—building, mechanical, plumbing, and fire codes, environmental health standards, national electric codes, and accessibility standards.

Bidding

Bidding a project involves sending out the Construction/Bid Documents to be reviewed by prospective general contractors. They will have 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. It is recommended to have a pre-bid site meeting so potential bidders can 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 then 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 should take place by the host district, and/or its representatives, to ensure the contractor has the required experience and ability to be bonded as well as 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, this phase is primarily focused on negotiating a maximum allowable construction cost (MACC) with the general contractor already on board. Bidding for subcontractors occurs throughout the design and construction phases. Your host district and/or project manager can assist in the earliest planning stages to determine if this public works method is preferred.
The host district must obtain OSPI approval in order to sign contracts (or sign a MACC agreement in GC/CM). This is achieved with a letter accepting the D-9 submittal as complete, and a grant letter is issued. The modified D-Form process is described in Chapter Ten.

Construction

Construction transforms the needs, ideas, and proposals of the skill center (as defined by the plans and specifications) into a physical structure. The construction begins with a Notice to Proceed with the construction project by the contractor hired through the bidding process. The project's architecture/engineering firm, or other professional service contractor, continues to prepare and document all design issues, changes, and specifications as well as verify that the construction documents are being followed.

Throughout the construction phase, situations arise that require changes or refinements to the drawing or specifications. All changes need to be recorded and documented.

Architect/Engineer (A/E)

For most construction projects, the A/E assumes overall responsibility (as the owner's agent) for the design, bid, and construction observation functions. This includes ensuring that the project is completed within the limits of an established budget. The A/E also coordinates the activities of other design professionals working on the project.

Project/Construction Manager (PM)

The PM is the person responsible for representing the district’s voice, controlling the budget and timeline, and managing all parties in the project. This person should be well qualified in facilities planning and construction, and have extensive experience with K–12 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 should include all people involved with management, their duties, their hierarchy, and a breakdown of the estimated cost involved.
Chapter Five: Major Works Requirements

Prior to submitting information for a project to be prioritized and included in the OSPI Capital Budget Request, it is important to ensure the following considerations have been made. Many of these requirements will apply throughout and following construction.

**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.

**Life expectancy**

The life expectancy of the project cannot be shorter than the life of the bonds (typically 30 years).

**Allowable Uses**

OFM has prepared a table illustrating the acceptable uses of long term financing for capital projects which is available in Appendix B. An OFM Bond/COP form must be completed with capital budget requests, see OFM’s websites at: [http://www.ofm.wa.gov/budget/capitalforms/expecteduse.doc](http://www.ofm.wa.gov/budget/capitalforms/expecteduse.doc).

**Governmental Purpose**

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.

If the project is financed with a reimbursable bond, such as those provided through the *School Construction and Skill Center Building Account*, you may need to provide supplementary documentation, such as quarterly updates to cash flow needs of the project. After OSPI receives this information, it will be forwarded to the Office of the State Treasurer who administers the sale of state bonds.
High-Performance Schools Requirements and Reporting

K–12 school construction projects, that receive state funding, are required to meet a minimum level of high-performance or green building standards (chapter 39.35D RCW). High-performance, as it relates to school buildings, refers to features that help provide a healthy, comfortable, 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, and reduce energy and water use. Over time, this will reduce district operating costs and provide long-lasting, healthier, more economical school buildings.

All major facility projects, of school districts that receive state capital budget funding, must be designed and constructed to the Leadership in Energy and Environmental Design (LEED or LEED for Schools) Silver Standard or the Washington Sustainable School Design Protocol (WSSP).

Reporting

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 encouraged to use the Energy Star Portfolio Manager to track operating benefits and savings. This online program allows the school district, skill center and OSPI to access and view data. Additionally, OSPI developed an Excel spreadsheet that was modeled after the Energy Star Portfolio Manager and can be used in place of the web site. See High-Performance Schools for more information.

Apprenticeship Utilization

School district public works contracts 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.

For all public works contracts, that are advertised for bid on or after January 1, 2010, and are estimated to cost $1 million or more; no less than 15 percent of labor hours can be performed by apprentices enrolled in a state-approved apprenticeship training program. School districts must report apprenticeship utilization to the Department of Enterprise Services (DES) at the completion of the project. See the sample Statement of Apprentice-Journeyman Participation form and more information.

Art in Public Places

School facilities, that receive state funding assistance, must include one-half of one percent (0.5 percent) of the original construction costs to be expended by the Washington State Arts Commission (WSAC) for the acquisition of art. See RCW 28A.335.210 for details on this requirement.
Cost for the acquisition of art should be included with the original budget request. School Facilities and Organization will show a separate line item for art allocation in the project approval letter sent to the host district. Since this amount is a percentage of the total cost of original construction, the actual amount required for public art may differ than the art allocation OSPI has provided in the project approval letter. Please keep in mind the amount determined comes out of the overall project appropriation.

The WSAC is responsible for administering these funds and has established guidelines for expenditures. For more information regarding public art in schools, see http://www.arts.wa.gov/media/dynamic/docs/Public-Art-Schools-Guidelines.pdf

### Asset Preservation Program

Skill centers receiving state construction funding for new, new-in-lieu, or modernization projects may be required to participate in the Asset Preservation Program (APP) as outlined in WAC 392.347.023. Skill centers, working through their administrative council and host district’s school board, must perform a building condition assessment annually for 30 years, following final construction acceptance by the host district. Results are reported each year to their administrative council and host district’s board no later than April first of each year. Every six years, a certified evaluator must perform the assessment, and report to their administrative council, host district’s board, and School Facilities and Organization.

The Building Condition Standard is an assessment tool for determining compliance with asset preservation as well as help 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 a scoring system based on the yearly depreciation of a building’s systems and infrastructure. For more information Please follow this link to the [Asset Preservation Program](http://www.arts.wa.gov/media/dynamic/docs/Public-Art-Schools-Guidelines.pdf) webpage.

### Inventory and Condition of Schools

The Inventory and Condition of Schools (ICOS) is a web-based system where inventory and condition details, about facilities and sites operated by the 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 which gauges how well the facilities, buildings and sites are maintained.

ICOS benefits the districts by providing functionality for inventory tracking, condition rating, record keeping, as well as comparative and report analysis.
**Local Contributions**

A local contribution form must be provided during the prioritization process, as required for budget requests in RCW 28A.245.030 (3). The local contribution may be determined based on the total expected value of the project cost to include all phases of construction as proposed in the Ten-Year Capital Plan or as an individual phase (e.g. pre-construction).

The local contribution must receive OSPI prior approval and may include the list below.

See WAC 392.600.040(1)(c).

- Local project funding from cooperating districts.
- Fair market value of land as determined by a state certified general appraiser.
- In-kind labor for capital planning, design, construction or capital project management.
- Other capital services provided by the cooperating districts.

Waivers for this requirement can be granted by the Superintendent of Public Instruction based on a compelling rationale. Skill center projects that need a waiver for the ten percent match requirement must submit a request during the prioritization process. It will be processed with capital budget requests in the summer of even-numbered years. See the Local Contribution form.

**Other Requirements per State Statute**

Major capital projects are also subject to standard state laws that pertain to all public works jobs. Contact your host district for assistance in preparing your project specifications during the design phase. This includes, but is not limited to:

- **Chapter 18.27 RCW**
  Registration of Contractors

- **RCW 39.04.320**
  Apprenticeship Training Programs — Public Works Contracts — Adjustment of Specific Projects — Report and Collection of agency Data — Apprenticeship Utilization Advisory Committee Created

- **Chapter 39.08 RCW**
  Contractor’s bond

- **Chapter 39.12 RCW**
  Prevailing Wages on Public Works
Other Agency Approvals

Skill centers will need to work with their local county/city planning offices to ensure all public works, permitting, land use, zoning, environmental reviews and other requirements are met.
# Chapter Six: Major Works and Satellites Prioritization Process

## Introduction

Skill centers must submit their capital projects for prioritization by February first of even numbered years. Prioritization of projects is needed prior to submitting the final budget project. See Chapter Eight, which allows a capital project to be considered for inclusion in the OSPI Capital Budget Request.

School Facilities and Organization (SFO) and Career and Technical Education (CTE) at the Office of Superintendent of Public Instruction (OSPI), in cooperation with the Washington State Skill Center Directors Association, created this Skill Center Capital Facility Priority Process to prioritize capital budget requests to the Governor and Legislature. With input and buy in from the Washington State Skill Center Director’s Association, this objective process has been updated and modified to simplify the process, increase objectivity, and better meet objectives of identifying those projects most in need of capital funding.

The goal of the prioritization process is to develop lists of skill center projects that can be provided to the Superintendent of Public Instruction, the Governor and the Legislature so they can make informed decisions about which projects are most in need and positioned for capital funding.

## Projects that will be Scored Using this System

All major works construction projects are prioritized and include modernization, growth, and new core and branch campuses. Satellite projects, which are minor works, are also prioritized through this process. Repairs of existing skill centers, which are all minor works, are addressed through the minor works process (identified in Chapter Four). An explanation of what is a major or minor works project is discussed in Chapter One.

## Submitting a Project

Skill centers requesting a major works or new satellite campus project, for the upcoming biennium, will need to submit written documentation for the evaluators to score the projects. It is important to provide organized and complete information for the evaluators.

The project forms described below should be submitted electronically, using a Word or Excel format, so information can be copied and pasted as needed. Supporting documentation to address Parts B and D may be provided in a PDF format.
Part A: Project Request Form

All projects seeking to be scored must have a Project Request form completed and submitted.

Part B: Minimum Project Requirements

All projects must meet the minimum requirements below to be scored. Documentation explaining how the project meets the minimum project criteria is required.

- Local contribution forms are required for all major works projects. Projects that are not able to identify a ten percent local contribution will be routed for a waiver request by the Superintendent of Public Instruction. See page 25.

- Projects for existing skill center campuses must have been identified in the previous biennia ten year capital plans as well as the latest long range plan.

- If funded, projects for facilities seeking modernization must be 30 years old, or older, at the time the project begins to receive construction phase funding.

- New skill center campuses must have a completed and approved New Skill Center Campus form. See Chapter Two for more information.

Part C and D: Priority Scoring Criteria

Part C is the completed priority scoring template which must contain the information requested in the project scoring template for the applicable criteria. Part D is the back-up documentation to support the information that was provided in the template. Different project types will require different criteria to be scored and is reflected in different project scoring templates. See Prioritization Scoring Templates for each type of project.

The documentation provided should address, and completely answer, questions for each specific criterion that applies to the project. The documentation in Part D must be ordered in the same way the priority criteria is ordered in the project scoring template. The criteria is numbered to assist with organization of your project submittal.

Priority Scoring Criteria by Type of Project

Definitions for each phase and type of project can be found on page seven. Following is a list of the criteria that applies to each type of phase and project.
Pre-Construction Phase

Modernization Projects:

- Local contribution (#1) 10 Points
- Title I Percentage of the Inter-District Cooperative Member Districts (#2) 5 Points
- Age of the Building (#3) 25 Points
- Facility Condition (#4) 30 Points
- Significant Health, Safety and Energy Issues (#5) 30 Points

Growth Projects:

- Local contribution (#1) 10 Points
- Title I Percentage of the Inter-District Cooperative Member Districts (#2) 5 Points
- Cohort Projections for Enrollment (#6) 30 Points
- Programs Offered at Temporary Locations (#7) 30 Points
- Current Space Utilization (this current GSF/current FTE count) (#8) 25 Points

New core/Branch Campus Projects:

- Local contribution (#1) 10 Points
- Title I Percentage of the Inter-District Cooperative Member Districts (#2) 5 Points
- Cohort Projections for Enrollment (#6) 30 Points
- Programs Offered at Temporary Locations (#7) 30 Points
- High Demand Programs (#9) 10 Points
- Partnerships Identified (#10) 15 Points
Construction Phase
(all major works type of projects, does not include satellites)

- Local contribution (#1) 10 Points
- Flexible space (#11) 30 Points
- Building/Land Ownership and Lease Agreements (#12) 10 Points
- Type of Space (Space Inventory) (#13) 25 Points
- Reasonableness of Space (#14) 25 Points

Satellite Projects:

- High Demand Programs (#9) 4 Points
- Partnerships Identified (#10) 6 Points
- Flexible space (#11) 15 Points
- Building/Land Ownership and Lease Agreements (#12) 5 Points
- Type of Space (Space Inventory) (#13) 25 Points
- Reasonableness of Space (#14) 25 Points
- Enrollment expectations (#15) 20 Points

Priority Scoring Criteria Descriptions

Priority Criteria are described below. The criteria will be scored by a group of school facility experts and representatives from School Facilities and Organization. More information regarding the scoring panels and the process can be found under the heading “Scoring Projects” in this document.

The following sections provide a description of each of the criterion, the scoring methodology and the maximum points available.
Criteria One: Local Contribution  
(Applies to all Pre-Construction and Construction)

The project will be scored based on the amount of local contribution that will be provided for the project based on the range identified below. When a waiver is being sought, the project’s inclusion into the OSPI Capital Budget Request is dependent on the Superintendent’s approval of the waiver. A Local Contribution form must be provided.

<table>
<thead>
<tr>
<th>Percent Local Contribution</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 + Percent</td>
<td>10 Points</td>
</tr>
<tr>
<td>10 Percent</td>
<td>8 Points</td>
</tr>
<tr>
<td>9.9 Percent–7.5 Percent</td>
<td>4 Points</td>
</tr>
</tbody>
</table>

Local Contribution = ______ → ______ Points (10 Point Maximum)

Criteria Two: Title I Percentage of the Inter-District Cooperative Member Districts  
(Applies to all Pre-Construction)

The project will be scored based on the Free and Reduced Price Lunch (FRPL) of the skill center cohort. OSPI will calculate FRPL applications to total enrollment percentage for each district of the inter-district cooperative. OSPI will also determine the percentage of students from each district that make up the total skill centers enrollment. Each cooperative member school district’s FRPL percentage will be weighted by their enrollment percentage of the skill center.

<table>
<thead>
<tr>
<th>Title I Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>50–100 Percent</td>
<td>5 Points</td>
</tr>
<tr>
<td>20–49 Percent</td>
<td>4 Points</td>
</tr>
<tr>
<td>10–19 Percent</td>
<td>2 Points</td>
</tr>
<tr>
<td>0–9 Percent</td>
<td>0 Points</td>
</tr>
</tbody>
</table>

Title I Percentage: ______ → ______ Points (5 Point Maximum)
Criteria Three: Building Age
(Applies to Pre-Construction Modernization)

The project will be scored based on the current age of the building or time since the last modernization, whichever is less.

(Current number of years since built or last modernized ______ - 28) X 2 = _____ Points
(25 Point Maximum)

Note: The facility must be a minimum of 30 years since built, or last modernized, at the time pre-construction funding will be received.

Criteria Four: Facility Condition
(Applies to Pre-Construction Modernization)

To award points for this criterion, the project score will be based on the adjusted score from an up to date building condition evaluation. More information regarding the building condition evaluation can be found in the Building Condition Evaluation Manual online at:

This evaluation should be performed by an independent contractor, ideally certified to do OSPI building assessments. The scoring formula for this criterion is located in WAC 392.343.515, but without considering Step Two cost benefit for new-in-lieu construction, which will be addressed through long range planning requirements. A BCE Building Summary Report must be provided.

91–100 0 points
31–90 Points are awarded proportionally using the following equation:
(90–BCE score)*.5=proportional score
30 or less 30 points

BCE Score _____ → Final Score based on above equation _____ Points (30 Point Maximum)

Criteria Five: Significant Health, Safety and Code Issues
(Applies to Pre-Construction Modernization)

The project will be scored based on Significant Health, Safety and Energy Issues in order to bring an existing building up to date. The rubric for Significant Health, Safety and Energy Issues must be completed with appropriate documentation to verify that each issue exists. Significant Health, Safety and Energy Issues include:
• Life safety.
• Seismic.
• Health/Environmental.
• Security.
• ADA Access.
• Energy Code.

See scoring rubric in the scoring templates for additional guidance on the details. An OSPI regional coordinator will verify these issues via a facility walk through.

Score based on rubric _____  →  _____ Points (30 Point Maximum)

Criteria Six: Cohort Projections for Enrollment
(Applies to Pre-Construction Growth and New Branch/Core)

The project will be scored based on the estimated amount of skill center growth or decline. *OSPI will compile current and projected enrollment for the skill center and member school districts.* Using [WAC 392.343.045](https://www.wacstatelegislature.gov/legislative-information/document-library/codewac) to determine how to project enrollment three to five years into the future, OSPI will determine the enrollment of grades 11 and 12 from all member districts in the skill center cooperative. Using a three year average of skill center enrollment information (the October headcount), OSPI will determine the percentage of students attending the skill center from each member school district. This percentage is individually applied to each school district of the cooperative to determine future enrollment.

For New Core or Branch campuses that have no enrollment history, OSPI will follow the same process as existing skill center campuses as described above, but OSPI will either use information from the feasibility study or equivalent information to project enrollment.

The percentage of change in enrollment from the current school year to the three to five year projection will derive the scoring for this section based on a range.

If Negative Projected Cohort Decline:

-6 to -10  3 Points
0 to -5  6 Points

Cohort Projection = _______ Percent Decline  →  _______ Points
If Positive Projected Cohort Growth:

Cohort Projection = _____ Percent Growth X 3 + 4 = _____ Points (30 Point Maximum)

Criteria Seven: Temporary Locations
(Applies to Pre-Construction Growth and New Branch/Core)

The project will be scored based on the number of temporary locations which the project addresses. Seven points are awarded for each current program being offered in a temporary location. A temporary location can include an off campus site (e.g. leased), a portable, and an on-campus area that was not constructed or acquired for instructional purposes (e.g. storage area, garage).

If a program is currently being held in a portable building and counted as a temporary location; the same portable, housing a temporary program, cannot be counted in the future for a point in this category. The intent is to create permanent space to replace temporary accommodations.

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Type of Temporary Location</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Programs offered at temporary locations _____ X 6 Points = _____ Points (30 Point Maximum)

Criteria Eight: Current Space Utilization
(Applies to Pre-Construction Growth)

The project will be scored based on the current gross square feet of the facility (do not count portables) and are divided by the daytime FTE count for the facility based on October reports. This utilization is looking at those skill centers which are the most crowded, not necessarily those skill centers with the best fit of square feet per FTE.

- 170+ sq. ft. 10 Points
- 161–170 sq. ft. 12 Points
- 151–160 sq. ft. 16 Points
- 141–150 sq. ft. 19 Points
Criteria Nine: Local Area and Statewide Demand Program
(Applies to Pre-Construction: New Cores and Branches, and Satellites)

The project will be scored based on each program (associated with the project) receiving a maximum of two points by being identified as either a local area demand program or a statewide demand program—but not both. The programs must have a logical nexus with the demand occupation it is being identified with.

Local Area Demand Program

Local area demand programs are programs that have been identified by the Washington State Employment Security Department as providing for local area demand occupations in a skill center service area. The lists for local area demand occupations can be found at https://fortress.wa.gov/esd/wilma/wdclists/MainMenu.aspx

List each local area demand program followed by the relevant local area demand occupation(s).

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Occupation(s)</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

Statewide Demand Program

Statewide demand programs are programs that prepare students for high demand occupations per RCW 28A.700.020. The list of high demand occupations can be found at http://wtb.wa.gov/HighDemandFields.asp
List each statewide high demand program followed by the relevant high demand occupation(s).

<table>
<thead>
<tr>
<th>Program(s)</th>
<th>Occupation(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Local Area Demand Programs ______ + Statewide Demand Programs ______ = ____ Total Programs

Total Programs X 2 Points= _____ TOTAL Points
(10 Point Maximum, Satellites 4 Point Maximum)

**Criteria Ten: Identified Partnerships**
*(Applies to Pre-Construction New Cores and Branches, and Satellites)*

The project will be scored based on partnerships from: a) the community (e.g. local governments, clubs, non-profits and community leaders, etc.); b) post-secondary organizations (e.g. colleges and trade schools); and c) labor and business partnerships (e.g. specific businesses, unions, rotaries and trade association which providing a contribution such as in-kind services, equipment donations or other investments). Each partnership can only be awarded one point with a maximum point value for this criterion of 15 points. Attach a letter of support for each identified partnership or a signed resolution by the skill center administrative council acknowledging particular partnerships.

*Please see the descriptions above for Community, Post-secondary, and Labor and Business.*

<table>
<thead>
<tr>
<th>Type of Partnership</th>
<th>Number of Partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community</td>
<td>_____ (Maximum of 5 points)</td>
</tr>
<tr>
<td>Post-secondary</td>
<td>_____ (Maximum of 3 points)</td>
</tr>
<tr>
<td>Labor and Business</td>
<td>_____ (Maximum of 7 points)</td>
</tr>
</tbody>
</table>

TOTAL Partnerships = ______ Points (15 Point Maximum, Satellites 6 Point Maximum)
Criteria Eleven: Flexible Space
(Applies to Construction and Satellites)

The project will be scored based on the designed flexibility of the space to accommodate evolving and future high demand use. Design consideration should be made to ensure the space can be easily transformed at low-cost such as non-load bearing walls, stub outs for future plumbing and lab needs, additional capacity for potential future electrical needs, and adaptable FFE (furnishings, fixtures and equipment), etc.

See scoring rubric in the scoring templates for additional guidance on the details. Provide a description for each item identified in the rubric that you are looking to score points for in this category.

Score based on rubric _____ → _____ Points (30 Point Maximum, Satellites 15 Point Maximum).

Criteria Twelve: Building/Land Ownership and Lease Agreement
(Applies to Construction and Satellites)

The project will be scored based on the ownership, or the longevity of the lease agreement, for the skill center location. Automatic renewals will be seen as being part of the term of the lease. A copy of the ownership or lease documents needs to be submitted, with the term of lease identified.

<table>
<thead>
<tr>
<th>Ownership/License Length</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fee simple ownership</td>
<td>10</td>
</tr>
<tr>
<td>60+ year lease</td>
<td>8</td>
</tr>
<tr>
<td>51–59 year lease</td>
<td>7</td>
</tr>
<tr>
<td>41–50 year lease</td>
<td>6</td>
</tr>
<tr>
<td>31–40 year lease</td>
<td>5</td>
</tr>
<tr>
<td>30 year lease</td>
<td>4</td>
</tr>
</tbody>
</table>

Ownership/Lease Length: _____ → _____ Points
(10 Point Maximum, Satellites divide points in half with a 5 Point Maximum)
Criteria Thirteen: Type of Space (Space Inventory)  
(Applies to Construction and Satellites)

The project will be scored based on the type of square footage. Square footage of the skill center spaces, as presented in the design, will be classified as either direct instructional, instructional support, or program support space. Full descriptions of categories can be found in the D-7ASF1 Assignable Square Footage form. Provide a D-7ASF1 Assignable Square Footage form and a floor plan for the project with labeling of the space categories.

Direct Instructional

Square footage includes classrooms, laboratories, library space, and learning resources.  
(Note: Areas used as instructional and serving areas for culinary programs should be classified as laboratories).

Instructional Support

Square footage includes assembly, service and support (e.g. library supply room), student services and office space.

Program Support

Square footage includes cafeteria/food service and general support service (e.g. maintenance area, equipment storage).

\[
\text{Total assignable square feet} = \underline{\text{Total Assignable Square Feet (TASF)}}
\]

\[
\underline{\text{Direct Instructional sq. ft./TASF}} = \underline{\text{Direct Instructional sq. ft.}} \times 25 = \underline{\text{Points}}
\]

\[
\underline{\text{Instructional Support sq. ft./TASF}} = \underline{\text{Instructional Support sq. ft.}} \times 18 = \underline{\text{Points}}
\]

\[
\underline{\text{Program Support sq. ft./TASF}} = \underline{\text{Program Support sq. ft.}} \times 10 = \underline{\text{Points}}
\]

\[
\underline{\text{Total Points (25 Point Maximum)}}
\]

Criteria Fourteen: Reasonableness of Space  
(Applies to Construction and Satellites)

This section is used to determine how efficiently the space will be used as a result of the project. The project score will be based on the current and projected daytime FTE enrollment of the programs within the scope of the project and gross square footage. Provide an overall floor plan and a description of the projected FTE count.

251–300 sq. ft. 10 Points
Criteria Fifteen: Enrollment expectations
(Applies to Satellites)

The project will be scored based on the ability of the skill center to show that the new satellite program will have the FTE capacity to sustain the program. Provide a narrative and any other relevant documentation to respond to the enrollment expectations based on the scoring guidance below.

<table>
<thead>
<tr>
<th>Enrollment Expectations</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The program(s) is/are being offered at an alternate or temporary location and currently has/have enrollment to sustain the program.</td>
<td>20 Points</td>
</tr>
<tr>
<td>The program(s) is/are being offered at an alternate or temporary location that currently restricts the FTE enrollment. A waiting list for prospective FTE exists</td>
<td>14 Points</td>
</tr>
<tr>
<td>The program currently is not being offered at a temporary location. However, a feasibility study of the satellite program(s) shows current FTE demand for the program will sustain the program.</td>
<td>8 Points</td>
</tr>
</tbody>
</table>

Scoring the Projects

The projects will be separated by project category and scored accordingly based on the applicable project scoring template with a total of 100 maximum points.

Criteria which are not automatically calculated using formulas identified herein will be scored by a panel comprised of three school facility experts (as determined by SFO) and one representative from SFO. No facility staff, of a host school district for a skill center campus, will score projects for a phase.
(e.g. pre-construction) in which it competes. Evaluators will score projects based on the required information submitted by the skill center in a completed project scoring template.

Combined projects, that include a modernization and growth component, will have each component scored separately with the two scores combined in a prorated manner, based on the square footage of each given component.

**Example:** Modernization Score X (Modernization sq. ft. /Total project sq. ft.) = *Prorated Mod Score*
Growth Score X (Growth sq. ft. /Total project sq. ft.) = *Prorated Growth Score*
Prorated Mod Score + Prorated Growth Score = *Total Project Score*

**Prioritized Lists of Projects and Their Use**

Based on the total points a project received through the scoring process, a prioritized list will be developed by OSPI and will be shared with the Skill Center Directors Association for endorsement. The prioritized lists will be used to help inform decision makers on the capital budget. Skill center directors, emerging skill center representatives, and OSPI will collectively develop three prioritized lists of all the capital projects submitted for the biennial budget, based solely on the project’s prioritization score. The following prioritized lists will be developed:

- Major Projects at the Pre-Construction Phase.
- Major Projects at the Construction Phase.
- New Satellite Campuses.

These prioritized lists will be provided to the Superintendent of Public Instruction as they develop the OSPI Capital Budget Request. All projects submitted in this scoring process to OSPI, that provide the necessary capital budget documentation described in Chapter Eight, will be included in OSPI’s biennial budget regardless of the project’s location on the list. The Skill Center Ten-Year Plan and the prioritized lists of skill center capital projects will be included within the OSPI Capital Budget Request that will be shared with the Governor and the Legislature.

**Unfunded Projects**

Projects included on the singular prioritized list, that did not receive a biennial appropriation, are free to resubmit their project the following biennium for scoring purposes.
Chapter Seven: Final Budget Project Submittal

Capital Budget Request Questions

After major works projects are prioritized, a final budget project submittal must be provided to School Facilities and Organization by May 31. OSPI requires that the final submittals include all information requested in this chapter. Using OFM’s online budget request program, OSPI takes this information and develops its formal capital budget request for submission to the Governor and Legislature. The guidance provided in this chapter is also designed to help address common questions from the Legislature and other key decision makers regarding skill center capital projects.

All documentation must be provided in a Word and/or Excel format so that it can be easily copied and pasted.

Submit budget requests to School Facilities and Organization in a digital format. Budget requests must contain responses to the following questions:

Project Information

- Project Title.
- Project Phase (Pre-design/Design/Construction).
- Host District.
- Project Contact (name, phone, email).
- Location of Project (street address, city, county, zip code, and legislative district if available).

Project Summary

In one paragraph describe the project. Address the questions Who, What, When, Where and Why?

- Who is the lead district for the project on behalf of the skill center? Are there are 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)?
- Quickly explain what the scope of the project is and identify the type of project (new campus, modernization, new-in lieu).

Note: A full explanation of the project scope needs to be included with the project description.
• When will the project take place, including expected construction and completion dates?

• Where is the project taking place? Is it at an existing skill center campus? Please note if it is at or immediately adjacent to high school, community college, etc.

• Why is the project needed? Explain the drivers for why the project is needed.

**Project Description**

Prepare a narrative describing the project, and use the following questions 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 is required for projects seeking construction funding, see cultural resources below.*

**Operating Budget Impacts**

• Does this project impact the state’s operating budget? If yes, how is it impacted?

  a. *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).*

  b. *Identify any increases in student FTEs as a result of the project.*

  c. *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**

Prepare a narrative incorporating answers to:

• 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 36.70 A 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 pressures 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. See page 25 for more information.*

• Have environmental outcomes and the reduction of adverse environmental impacts been examined?

**Capital Budget Request Documents**

The following documents and requirements must be completed:

• Schematic Documents.
  Include any relevant existing schematic documents related to the project request.

• Cost Estimates.
  Complete a skill cost estimate template to be provided by OSPI.

• Administrative Council Resolution.
  A copy of the administrative council resolution from the board requesting state capital funding for the project(s).

• OFM’s Capital Budget Questionnaire.
  A completed copy of OFM’s Capital Budget Questionnaire for major capital construction projects greater than five million. This questionnaire ensures coordination with the appropriate local government entities. The questionnaire can be found at: [http://www.ofm.wa.gov/budget/capitalforms/appquestionnaire.doc](http://www.ofm.wa.gov/budget/capitalforms/appquestionnaire.doc)

• 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 should be financed with. Complete the Expected Use of Bond/COP Proceeds Form which can be found at: [http://www.ofm.wa.gov/budget/capitalforms/expecteduse.doc](http://www.ofm.wa.gov/budget/capitalforms/expecteduse.doc). See page 22 for more information regarding bond requirements.

• Cultural Resources (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 confirm that the proposed capital project has been reviewed. For more information please go to [http://www.dahp.wa.gov/governors-executive-order-05-05](http://www.dahp.wa.gov/governors-executive-order-05-05)

**NOTE: Ten Percent Local Contribution**

A local contribution form must have been provided during the prioritization process, see Chapter Six for more information on local contribution requirements. The local contribution form and any attached waiver will be processed with the capital budget request documents.
Chapter Eight: Allotment and Reimbursement Documents

Where the Legislature has appropriated funding for a skill center project, OSPI must receive allotment approval for the project from the Office of Financial Management (OFM) prior to awarding the host district a grant letter authorizing the project to receive state funding. After being awarded a grant letter the host district will follow the best practices of a modified D-Form Process, as discussed in Chapter Ten. But first, in order to obtain allotment approval and provide a grant letter, OSPI must receive:

- A completed reimbursement request schedule (attached).

Provide a schedule for reimbursements for the project for the purpose of understanding when the district plans to request reimbursements from OSPI. OFM requires that OSPI now award grants in phases that align with their allotment processes (pre-design, design and construction).

The reimbursement request schedule form describes the allotment process in more detail. OFM now requires that OSPI perform quarterly allotment adjustments for every skill center capital project where the reimbursement schedule varies from the actual reimbursements by more than ten percent or $100,000, whichever is greater. Additional justification and a new project cost estimate may be required if there is significant deviation from the cost estimate originally submitted.

Therefore, when developing a reimbursement request schedule the goal is to be as accurate as possible. See the template Reimbursement Request Schedule. The following provides OFM guidelines to assist in developing estimates for spending, which should not substitute for analysis and planning:

a. Most all projects that are re-appropriated should be spent during the first year of the biennium.

b. Projects should approximate the project schedule as provided in the agency’s capital budget request until an updated plan is available.

c. In the absence of more specific project information, construction spending can be approximated as 25 percent spent over the first one-third of the construction period; 50 percent spent during the second one-third of the construction period; and 25 percent spent during the last one-third of the construction period.
• Project Management Costs/Administration.
The host school district must develop a Project 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 during the planning phase. 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.

• Quarterly updates.
The host district must provide OSPI quarterly updates regarding the current status of the project, no later than the following dates: April first, July first, October first and December 31. See Quarterly Update Template.

• Schedule of construction.
Provide a schedule for construction with major milestones identified.

• Additional information.
Depending on the type of development work being performed additional documentation will be needed in order to make an allotment.

d. Design.
Prior to receiving a design allotment the following must be completed.

- An explanation of any scope or cost changes.
- A revised cost estimate.
- An approved pre-design, see also page 18.

e. Construction.
Prior to receiving a construction allotment the following must be completed.

- An explanation of any scope or cost changes.
- A revised cost estimate.
Reimbursements

The host district overseeing the capital project is required to cover the upfront costs and then request reimbursement from OSPI. All claimed expenditures for reimbursement will be reviewed for content and consistency with the purpose of the appropriation funding the project. Reimbursement will be 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 any invoices must accompany all claims.

The See the Special Capital Grant Claim Form 1288SK which is used each time you submit related invoicing for reimbursement.
Chapter Nine: Modified D-Form Process

After receiving a grant letter, as discussed in Chapter Nine, the skill center receiving funding will begin following a modified D-Form process used to administer funds. The modified version of the D-Form process originated in the K–12 School Construction Assistance Program (SCAP). This provides oversight for the state’s investment to ensure best construction practices are being followed. Each project will differ in its administration needs depending on the scope. Therefore, “modified D-Forms” for skill center major projects are not available. It is recommended that the standard D-Forms available on the SFO website be used: http://www.k12.wa.us/SchFacilities/FormsApplications/D-Forms.aspx

Below is a summary table comparing the standard D-Form process with the modified process for skill center major projects.

<table>
<thead>
<tr>
<th>K-12 School Construction Assistance Program</th>
<th>Skill Center Majors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D-1 Study &amp; Survey Grant Application</strong></td>
<td>Not applicable. Skill Centers provide Long Range and 10-Year Plans early on, see Chapter Three.</td>
</tr>
<tr>
<td><strong>D-2 Grant Approval</strong></td>
<td>Not Applicable.</td>
</tr>
<tr>
<td><strong>D-3 Project Application</strong></td>
<td>Not applicable. Skill Center majors provide Pre-Design documentation early on for legislative consideration.</td>
</tr>
<tr>
<td><strong>D-4 Project Approval</strong></td>
<td>Not Applicable. Skill Center majors receive direct legislative appropriation. OSPI will issue a grant letter acknowledging design-phase allotment approval.</td>
</tr>
<tr>
<td><strong>D-5 Application for Preliminary Funding Status</strong></td>
<td>Use same D-5 Form, but consider it a submittal of Preliminary Project Information, with supplemental instructions.</td>
</tr>
<tr>
<td><strong>D-6 Authorization Issued</strong></td>
<td>OSPI will issue a letter acknowledging D-5 submittal is complete.</td>
</tr>
<tr>
<td><strong>D-7 Application to Proceed with Bid Opening/Negotiate MACC</strong></td>
<td>Use same D-7 Form, with supplemental instructions.</td>
</tr>
</tbody>
</table>
### D-8 Authorization Issued
OSPI will issue letter acknowledging D-7 submittal is complete. Bids cannot be opened until this letter is used. For GC/CM projects, the MACC cannot be negotiated until this letter is issued.

### D-9 Application for Authorization to Sign Contracts/Sign MACC Agreement
Use same D-9 Form (or D-9 Form for GC/CM), with supplemental instructions.

### D-10 Authorization Issued
OSPI will issue a grant letter acknowledging D-9 submittal and construction-phase allotment approval. Construction contract (or MACC agreement) cannot be signed until this letter is issued.

### D-11 Application to Release Retainage
Use same D-11 Form.

### D-12 Authorization Issued. Five percent of the construction contract that is retained by the host district cannot be paid out until this D-12 is issued.

See Appendix C for suggested timing and specific requirements for each stage. This is noted in the table above as “supplemental instructions”.

Skill center major projects are typically subject to the same OSPI programs as other K–12 projects that receive state assistance funds. See Major Works Requirements Chapter Six for more details.
<table>
<thead>
<tr>
<th>Contact Information</th>
<th>600 Washington Street SE (P.O. Box 47200)</th>
<th>Olympia, WA 98504-7200</th>
<th>Phone (360) 725-6265  Fax (360) 586-3946</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda Hetland, Financial Consultant</td>
<td>Nancy Johns, Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:brenda.hetland@k12.wa.us">brenda.hetland@k12.wa.us</a></td>
<td><a href="mailto:nancy.johns@k12.wa.us">nancy.johns@k12.wa.us</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(360) 725-6263</td>
<td>(360) 725-4973</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cindy Orr, Administrative Assistant</td>
<td>Randy Newman, Business Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:cindy.orr@k12.wa.us">cindy.orr@k12.wa.us</a></td>
<td><a href="mailto:Randy.newman@k12.wa.us">Randy.newman@k12.wa.us</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(360) 725-4953</td>
<td>(360) 725-6267</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gordon Beck, Director</td>
<td>Robert Dengel, Program Development Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:gordon.beck@k12.wa.us">gordon.beck@k12.wa.us</a></td>
<td><a href="mailto:robert.dengel@k12.wa.us">robert.dengel@k12.wa.us</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(360) 725-6261, (360) 481-1967 (cell)</td>
<td>(360) 725-0414</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lois Epperson, Disbursement Officer</td>
<td>Scott Black, Program Development Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:lois.epperson@k12.wa.us">lois.epperson@k12.wa.us</a></td>
<td><a href="mailto:scott.black@k12.wa.us">scott.black@k12.wa.us</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(360) 725-6187</td>
<td>(360) 725-6268</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Regional Coordinators**

- **Tom Carver, Northwest WA Regional Coordinator**
  - Tom.Carver@k12.wa.us
  - (360) 725-6269, (360) 480-2343 (cell)

- **Bill Coon, Southwest WA Regional Coordinator**
  - Bill.Coon@k12.wa.us
  - (360) 725-6262

- **Gary Miller, Eastern WA Regional Coordinator**
  - gary.miller@k12.wa.us
  - (509) 456-2866, (509) 994-3771 (cell)
Example

ACME Skill Center Long Range Plan
November 13, 2013
Facility Condition

Current Space Computations of Skill Center Facilities

<table>
<thead>
<tr>
<th>Main Building</th>
<th>Square Feet</th>
<th>Year Built</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commons (hallways, restrooms)</td>
<td>5,000</td>
<td>1981</td>
</tr>
<tr>
<td>Administrative</td>
<td>1,500</td>
<td>1981</td>
</tr>
<tr>
<td>Custodial</td>
<td>300</td>
<td>1981</td>
</tr>
<tr>
<td>Culinary Program</td>
<td>15,000</td>
<td>1981</td>
</tr>
<tr>
<td>DigiPen</td>
<td>5,000</td>
<td>1981</td>
</tr>
<tr>
<td>Welding</td>
<td>20,000</td>
<td>1981</td>
</tr>
<tr>
<td><strong>Total Space</strong></td>
<td><strong>46,800</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: Attach schematic floor plans depicting all spaces of the facility.

Current Building Assessment

Current Building Condition Evaluation (BCE) Score: **62**

Note: Attach the most recent building condition evaluation. If requesting modernization funds for the upcoming biennium, a current BCE is needed.

Building Narrative

ACME Skill Center (originally formed as a skill center in 1981) is a tilt-up, concrete, rectangular building with 70,000 square feet. The host district has maintained the building in working condition with state minor capital funds. The building shows signs of aging. For example; exhaust fans throughout the building are in need of replacement, all of the exterior doors are 30 years old, and the hardware is wearing out. The roof is at the end of its expected useful life and is in need of being replaced. Carpets and paint are also in need of replacement. Most of the restrooms do not comply with the current ADA requirements. In addition, the current facility lacks necessary electrical wiring that many of our programs need to keep up with new demands of industry and changing technology e.g. internet, large servers, robotic equipment.
A recent energy audit, performed by Random Audit Company, found the building to be energy inefficient compared to an average school facility in the state. They recommended replacement of our boiler, upgrading all exterior doors, installing motion sensors to turn lights on and off, insulation of concrete exterior walls, and greater insulation in the ceilings. A lack of windows throughout the facility also creates higher lighting costs and provides a less than ideal learning environment.

**Repairs and Replacements**

**Repair One**

Replace the HVAC and exhausts which are no longer reliable and are in constant need of immediate repair. These systems have greatly increased the annual maintenance costs.

**Repair Two**

A full replacement of the roof is needed since it is over 30 years old and beyond its expected useful life. There are three major reoccurring leaks throughout the core campus.
Education and Facilities

Existing Education Programs

**Culinary Arts:**

- **Program Description.**
  The Culinary Arts program combines a comprehensive culinary curriculum with on the job training making the Culinary Arts program unique and exciting for young people. Students exit the program job ready and prepared for further culinary education.

- **Adequacy of Program Facilities**
  Much of the kitchen equipment, that remains operational, is well beyond its useful life. The program, which is usually full, would greatly benefit from a demonstration kitchen to allow more students to take the program.

- **Facility Improvements and Expansions Needed for Program.**
  Kitchen equipment needs to be replaced, and demonstration kitchen needs to be built by expanding the culinary footprint of the building.

**DigiPen:**

- **Program Description**
  The DigiPen Animation Academy provides students an opportunity to develop skill necessary to pursue post-secondary education in the field of fine art and animation. The course focuses on traditional skill including basic drawing, composition, line and value, as well as perspective drawing. Students are introduced to essential animation skill including character concept and design, basic key frame animation, motion studies, as well as 2D and 3D computer animation.

- **Adequacy of Program Facilities**
  The classroom lacks access to any daylight and adequate infrastructure needs, including power for the computers and other equipment.

- **Facility Improvements and Expansions Needed for Program**
  Skylights need to be constructed to allow daylight into the classroom. Update electrical infrastructure to allow more power to be sent into the classroom.

**Welding:**

- **Program Description**
The welding programs help students gain the professional skill necessary to succeed in this high demand career area. This program prepares students for entry into apprenticeship opportunities by allowing them to master required pre-apprenticeship competencies. Students can attain the WABO (Washington Association of Building Officials) Plate Certification.

- **Adequacy of Program Facilities**
  The equipment and infrastructure is in good working order and fully functional.

- **Facility Improvements and Expansions Needed for Program**
  None.

### Future Education Programs

#### Aerospace:

- **Program Description**
  The Aerospace Manufacturing program would immerse students in various aspects of designing, building, testing, selling, and maintaining aircraft, aircraft parts, missiles, rockets, and/or spacecraft. This education, and real world experience, will occur in adequate lab space and area businesses through existing partnerships.

- **Facility Needs for the Program**
  The Aerospace Manufacturing program will require large work areas for technical lab equipment.

- **Community and Stakeholder Support**
  Multiple local aerospace companies have been requesting that ACME Skill Center develop an Aerospace Program. They have stated that they are willing to donate lab equipment and provide apprenticeships. The Aerospace Program will include: 1) Blue Skies Aero Inc., 2) Happy Landing Airlines, and 3) The Smallsberg International Airport.

- **Potential Location**
  The program will be included at the core campus by expanding the existing building’s footprint at the Northwest side.

### Capital Improvement Projects

#### Ten-year Capital Plan for Skill Center

The ten-year capital plan has been completed. See attachment B to this long range plan.
Description of Each Major Capital Project
(Identified in the Ten-year Capital Plan)

ACME Core Campus Modernization and Expansion (Design in 2015–17 and Construction in 2017–19)

Modernization and expansion is needed for the existing skill center building at the core campus. Modernization includes updating the entire existing 70,000 square feet of the facility’s infrastructure (roof, floors, doors, HVAC). Most of this is beyond its useful life, so modernization will provide increased electrical power for programs, as well as creating a more conducive environment for learning. See pages one through three.

Expansion of the skill center core will provide an additional 20,000 square feet to the existing northwest side of the core campus building. The expansion will provide space for a new aerospace program and demonstration kitchen for the existing culinary program. This expansion is needed to provide FTE capabilities to address increased student demand. Over the last ten years enrollment has grown 18 percent and is projected to grow by another nine percent in six years. See pages two through four as well as seven and eight.

It is estimated that the new project will provide an additional capacity of thirty FTE in aerospace and ten FTE in the culinary program for a total of forty additional FTE.

Projects seeking state funding in the upcoming biennium

Project scope:

- **Modernize Building A**
  Since the existing building is over 40 years old, upgrade the entire 70,000 square foot structure to all current codes including new fire sprinkler layout and connections. Integrate energy-saving fixtures, windows, and systems. Reconfigure administration and commons areas for secure access and to accommodate a larger gathering space and better flow. Install skylights in the DigiPen classroom. Enlarge restrooms to ADA requirements. Standard classrooms will be remodeled but will remain. The welding program will get new lockers, booths, and equipment installed. The commercial kitchen will be updated.

- **New Building B**
  Construct 20,000 square feet for aerospace and culinary arts programs. Aerospace will include a standard classroom and small manufacturing area including outdoor plaza and loading area. Culinary arts will include a demonstration kitchen classroom. A covered
walkway will provide a direct connection between this room and the existing commercial kitchen in Building A. Primary storage for all programs will be located here. The goal is LEED Gold, but it will minimally meet WSSP requirements.

- **Entire Campus**
  Install security components on doors at existing building to restrict access at both buildings to single entry. The new building will have only one unlocked entry. Security cameras will be installed throughout. DDC for security, HVAC, and some electrical systems for both buildings. New high-efficiency boilers will be housed in the existing building.

- **Site improvements**
  Expanded parking area for 30 more vehicles. Add bus stop on North Road. Add rain garden with new landscaping in lieu of a retainage pond. Off-site street improvements as required by the city.

**Project Timeline**

<table>
<thead>
<tr>
<th></th>
<th>Start</th>
<th>Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Design</td>
<td>July 15</td>
<td>November 15</td>
</tr>
<tr>
<td>Schematic Design</td>
<td>November 15</td>
<td>September 16</td>
</tr>
<tr>
<td>Design Development</td>
<td>July 17</td>
<td>November 17</td>
</tr>
<tr>
<td>Bidding Phase</td>
<td>November 17</td>
<td>February 18</td>
</tr>
<tr>
<td>Construction</td>
<td>February 18</td>
<td>March 19</td>
</tr>
<tr>
<td>Close Out</td>
<td>March 19</td>
<td>May 19</td>
</tr>
</tbody>
</table>

**Draft Cost Estimate**

Please see draft cost estimate which has been attached to this plan. Total project cost estimated to be $27,500,000.
**Project Criteria**

**Modernization projects**

As discussed above, the facility is currently 32 years old which is beyond the 30 year requirement.

**Growth projects**

As identified in the enrollment section, ACME skill center is expected to have growth over the coming years. Currently the skill center facility is actively being used by programs with healthy enrollment which maximize all of the existing space, thus making it impossible to offer a new program without removing an existing program or reducing program class FTE.
Funding

Balance of Skill Center Operational and Capital Funds

<table>
<thead>
<tr>
<th>School Year</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009–10</td>
<td>$50,000</td>
</tr>
<tr>
<td>2010–11</td>
<td>$100,000</td>
</tr>
<tr>
<td>2011–12</td>
<td>$94,000</td>
</tr>
<tr>
<td>Current</td>
<td>$112,000</td>
</tr>
</tbody>
</table>

Local contribution

The full ten percent local match for the modernization and expansion project, estimated at $1,000,000, will consist of $700,000 district staff time to manage the project and prepare budget documents and $300,000 in donations of aerospace equipment.

Enrollment

Enrollment for the Past Ten Years

<table>
<thead>
<tr>
<th>School Year</th>
<th>FTE Enrollment at all campuses (core, branches, satellites)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002–03</td>
<td>340</td>
</tr>
<tr>
<td>2003–04</td>
<td>350</td>
</tr>
<tr>
<td>2004–05</td>
<td>366</td>
</tr>
<tr>
<td>2005–06</td>
<td>364</td>
</tr>
<tr>
<td>2006–07</td>
<td>362</td>
</tr>
<tr>
<td>2007–08</td>
<td>378</td>
</tr>
<tr>
<td>2008–09</td>
<td>388</td>
</tr>
</tbody>
</table>
Projected Enrollment

<table>
<thead>
<tr>
<th>School Year</th>
<th>FTE Enrollment at all campuses (core, branches, satellites)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012–13</td>
<td>410</td>
</tr>
<tr>
<td>2013–14</td>
<td>415</td>
</tr>
<tr>
<td>2014–15</td>
<td>423</td>
</tr>
<tr>
<td>2015–16</td>
<td>430</td>
</tr>
<tr>
<td>2016–17</td>
<td>432</td>
</tr>
<tr>
<td>2017–18</td>
<td>440</td>
</tr>
</tbody>
</table>

Administrative Council Resolution

Attached is an administrative council resolution approving the long range plan and identified major capital project.

Most Recent Inter-district Cooperative Agreement

The ACME Skill Center does not have an updated or modified inter-district cooperative agreement. The existing inter-district cooperative agreement has been in place for ten years.
Appendix B

Long-term financing uses are limited. By law, only certain types of expenditures can be funded with long-term financing options. The following table outlines the allowable and non-allowable uses of long-term financing:

<table>
<thead>
<tr>
<th>Allowable Uses</th>
<th>Non-Allowable Uses and Caveats</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Acquisition – Land and Buildings</strong></td>
<td></td>
</tr>
<tr>
<td>Expenditures for the acquisition of real property,</td>
<td>Land purchases must be consistent with agency</td>
</tr>
<tr>
<td>whether obtained by purchase or by condemnation</td>
<td>master plans and reflect actions taken to meet</td>
</tr>
<tr>
<td>under the applicable eminent domain laws of the</td>
<td>long-term growth needs.</td>
</tr>
<tr>
<td>state of Washington, including expenses directly</td>
<td>Financed land purchases for the</td>
</tr>
<tr>
<td>and necessarily related to such purchase or</td>
<td>purpose of investment or land</td>
</tr>
<tr>
<td>condemnation.</td>
<td>banking are not allowable.</td>
</tr>
<tr>
<td>The cost of existing structures that improve the</td>
<td></td>
</tr>
<tr>
<td>real property, such as buildings, facilities,</td>
<td></td>
</tr>
<tr>
<td>roads, parking areas and bridges.</td>
<td></td>
</tr>
<tr>
<td>Costs may include:</td>
<td></td>
</tr>
<tr>
<td>• land and improvement costs</td>
<td></td>
</tr>
<tr>
<td>• appraisal fees</td>
<td></td>
</tr>
<tr>
<td>• title opinions</td>
<td></td>
</tr>
<tr>
<td>• surveying fees</td>
<td></td>
</tr>
<tr>
<td>• real estate fees</td>
<td></td>
</tr>
<tr>
<td>• title transfer taxes</td>
<td></td>
</tr>
<tr>
<td>• easements of record with an extended term</td>
<td></td>
</tr>
<tr>
<td>• condemnation costs</td>
<td></td>
</tr>
<tr>
<td>• related legal expenses</td>
<td></td>
</tr>
<tr>
<td>**2. Planning and consultant services for predesign</td>
<td></td>
</tr>
<tr>
<td>and design work**</td>
<td></td>
</tr>
<tr>
<td>Costs may include:</td>
<td></td>
</tr>
<tr>
<td>• preliminary technical studies developed from</td>
<td>Expenditures for general long-range</td>
</tr>
<tr>
<td>program statements that reflect the functional</td>
<td>development plans, master plans,</td>
</tr>
<tr>
<td>characteristics and architectural requirements of</td>
<td>historical or archeological</td>
</tr>
<tr>
<td>a long-term financed capital improvement project</td>
<td>research, feasibility studies,</td>
</tr>
<tr>
<td>(predesign)</td>
<td>statements, energy audits, or</td>
</tr>
<tr>
<td>• costs for architectural and engineering services,</td>
<td>other expenditures similar in</td>
</tr>
<tr>
<td>such as schematic design, design development and</td>
<td>character are not financed from</td>
</tr>
<tr>
<td>construction documents</td>
<td>bonds or other long-term financing. These costs should be contained in the</td>
</tr>
<tr>
<td>• reimbursable expenses provided in an executed</td>
<td>agency’s operating budget.</td>
</tr>
<tr>
<td>contract for professional and technical services</td>
<td></td>
</tr>
<tr>
<td>• fees for construction management and observation</td>
<td>LEED certification fees not</td>
</tr>
<tr>
<td>• LEED certification fees as part of a construction</td>
<td>associated with construction.</td>
</tr>
<tr>
<td>project</td>
<td></td>
</tr>
</tbody>
</table>
### 3. Construction – Site Improvement Costs

<table>
<thead>
<tr>
<th>Site improvement expenditures include costs related to a financed capital improvement project, including:</th>
<th>Routine maintenance of land.</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ demolition</td>
<td></td>
</tr>
<tr>
<td>▪ rough and final grading of a site</td>
<td></td>
</tr>
<tr>
<td>▪ construction or replacement of sidewalks</td>
<td></td>
</tr>
<tr>
<td>▪ road and driveway pavement surfaces</td>
<td></td>
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<tr>
<td>▪ bridges</td>
<td></td>
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<tr>
<td>▪ ramps</td>
<td></td>
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<tr>
<td>▪ curbs</td>
<td></td>
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<tr>
<td>▪ overpasses</td>
<td></td>
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<tr>
<td>▪ underpasses</td>
<td></td>
</tr>
<tr>
<td>▪ pedestrian bridges and tunnels</td>
<td></td>
</tr>
<tr>
<td>▪ surface parking areas</td>
<td></td>
</tr>
<tr>
<td>▪ campground development</td>
<td></td>
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<tr>
<td>▪ building terraces</td>
<td></td>
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<tr>
<td>▪ retaining walls</td>
<td></td>
</tr>
<tr>
<td>▪ exterior lighting</td>
<td></td>
</tr>
<tr>
<td>▪ seeding or sodding for erosion control</td>
<td></td>
</tr>
</tbody>
</table>

Landscaping costs are financed only if the costs are included as part of a larger financed capital project.

Site improvement projects not part of a larger capital project may be financed if the structure or improvement provided is permanent and meets all other tests and requirements of these guidelines.

Demolition of buildings and structures, removal of trees and plant material, grading, rerouting utilities and erosion control may be financed when they precede a financed project to be undertaken on the same site.

Clearing of land or demolition of vacant buildings is usually financed only in preparation for a financed construction project.
<table>
<thead>
<tr>
<th><strong>Allowable Uses</strong></th>
<th><strong>Non-Allowable Uses and Caveats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4. Construction – Road Work</strong></td>
<td></td>
</tr>
<tr>
<td>Costs related to the construction, extension, replacement, reconstruction or upgrading of a new road or parking lot. The following costs are considered part of roadwork costs:</td>
<td></td>
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<tr>
<td>▪ all necessary signing</td>
<td></td>
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<tr>
<td>▪ landscaping</td>
<td></td>
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<tr>
<td>▪ erosion control</td>
<td></td>
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<tr>
<td>▪ drainage</td>
<td></td>
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<tr>
<td>▪ lighting</td>
<td></td>
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<tr>
<td>▪ bridges</td>
<td></td>
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<tr>
<td>▪ safety</td>
<td></td>
</tr>
<tr>
<td>▪ control structures</td>
<td></td>
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<tr>
<td><strong>5. Construction – Facilities Preservation</strong></td>
<td></td>
</tr>
<tr>
<td>Expenditures for the reconstruction or preservation improvement of existing buildings or structures allowed, including:</td>
<td></td>
</tr>
<tr>
<td>▪ Site developments necessarily required or related to the preparation of a site for reconstruction purposes (see Site Improvement Costs).</td>
<td></td>
</tr>
<tr>
<td>▪ Required built-in, special-purpose or other fixed equipment where such equipment is permanently affixed or connected to real property in such a manner that removal would cause damage to the real property to which it is affixed.</td>
<td></td>
</tr>
<tr>
<td>▪ Expenditures for the installation or replacement of water control structures such as dams, culverts, aqueducts, drainage systems, locks, spillways, reservoirs and channel improvements.</td>
<td></td>
</tr>
<tr>
<td>Allowable Uses</td>
<td>Non-Allowable Uses and Caveats</td>
</tr>
<tr>
<td>----------------</td>
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</tr>
<tr>
<td><strong>6. Construction – Utilities</strong></td>
<td></td>
</tr>
<tr>
<td>Expenditures for the acquisition, construction, replacement, modification or extension of utility systems, including construction or replacement of utility lines between buildings, replacement or installation of utilities to off-site supply systems, and replacement of complete boiler or central air conditioning or ventilation systems. Includes:</td>
<td>Non-financed utility repairs may include minor replacement of corroded or leaking pipes inside a facility, replacement of unsafe or undersized wiring, repairs to stop leaks, replacement of heating or cooling coils, replacement of radiators, fans or motors, relining of boilers, addition of controls or valves for energy conservation, or replacement of thermostats or timbers.</td>
</tr>
<tr>
<td>• Provisions for potable water, high temperature water for sanitary or other related purposes, and domestic hot or chilled water.</td>
<td></td>
</tr>
<tr>
<td>• Systems and associated components for distributing or providing electricity or telecommunications service, including underground or overhead distribution cables for television, computers or other modes of communication.</td>
<td></td>
</tr>
<tr>
<td>• Steam and condensate returns.</td>
<td></td>
</tr>
<tr>
<td>• Storm and sanitary sewers.</td>
<td></td>
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<tr>
<td>• Fire hydrants and stand pipes.</td>
<td></td>
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<tr>
<td>• Central fire and security alert systems.</td>
<td></td>
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<tr>
<td>• Lighting systems.</td>
<td></td>
</tr>
<tr>
<td>• Tap-ons or extensions related to existing utility systems.</td>
<td></td>
</tr>
<tr>
<td>• Automated temperature or environmental control systems, and air or water pollution control systems.</td>
<td></td>
</tr>
<tr>
<td>• Provisions for the disposal of contaminated, radioactive, hazardous or surgical waste as part of construction project.</td>
<td></td>
</tr>
<tr>
<td>• Solar heating or other approved energy systems as part of a financed construction or reconstruction project.</td>
<td></td>
</tr>
<tr>
<td>• Sewage and water treatment facilities, equipment and related systems.</td>
<td></td>
</tr>
<tr>
<td>• Earth moving to create artificial lakes or reservoirs for utility or related purposes.</td>
<td></td>
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<tr>
<td>• Restoration of natural and manmade features of the site.</td>
<td></td>
</tr>
<tr>
<td>• Trenches or ditches dug for the purpose of laying tile or providing other means to remove excessive rainfall and prevent erosion.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>7. Construction – Safety and Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use the same criteria as in #6 above to determine whether the proposed safety or code project is long-term financed.</td>
</tr>
<tr>
<td>Allowable Uses</td>
</tr>
<tr>
<td>---------------</td>
</tr>
</tbody>
</table>
| **Built-in equipment** is permanently attached to the building or improvement, without which the building or improvement will not function. It is an integral part of the structure and for purposes of classification is considered part of the structure. Built-in equipment is generally included in the base construction budget and estimate (Section C of Project Cost Estimate). Examples of built-in equipment are plumbing fixtures and heating and electrical equipment.  
**Fixed equipment** is attached to the building or improvement for purposes of securing the item and contributes to the facility’s function. Fixed equipment is generally included in the base construction budget and estimate (Section C of Project Cost Estimate). Examples of fixed equipment include shelving, cabinets and bolted furniture.  
**Some movable equipment** can be considered long-term if it is part of a large construction project. Movable equipment is necessary for the functioning of the building or improvement and remains with the facility in support of a program, but is not attached to the building or improvement. Movable equipment is generally included in a separate equipment budget and estimate (Section D of Project Cost Estimate). Examples of movable equipment include desks and computers. Check with your OFM capital analyst if you have questions.  
**Consumable inventories** as defined in SAAM are supplies consumed in the course of an agency’s operation or incidental items held for resale (see [http://www.ofm.wa.gov/policy/glossary.asp](http://www.ofm.wa.gov/policy/glossary.asp)). Consumable inventories are not eligible. Examples include office, janitorial and chemical supplies, and laboratory glassware.  
**Software** is not an eligible expenditure if it is not dedicated to the control of a specialized system supporting a program. Examples not eligible include word processing and project management software.  
**Spare or replacement parts for equipment** are not eligible. Equipment traditionally funded from the operating budget, or specifically prohibited equipment such as fax machines, copiers, custodial equipment, rolling stock and grounds equipment, is not eligible. The useful life of the equipment is less than 13 years. However, cash funds can be used in the capital project.  
**Temporary equipment** that is planned to be used in a building or improvement for a period less than its useful life. An example of temporary equipment is the use of research equipment for a short-term project. |
### Allowable Uses

- Fees for services for retaining, complying with, or legal costs associated with environmental or other construction permits required for developing and implementing a specific capital improvement project.
- Purchase of existing facilities and tenant improvements.
- Reconstruction of an existing building or structure, which may include demolition, as well as installation of new structural or interior walls, floors, ceilings, utilities, interior finishes, furnishings and equipment.
- Exterior work, including exterior surface, structural or foundation work necessary to extend the useful life of the structure.
- Roof work that removes all or major portions of a roofing system down to the deck and replacement with a new system.
- Replacement of insulation, decking and other necessary structural work that may be part of a financed roof replacement project.
- Stone or metal work and other work necessary to direct and control water drainage and ice formation.
- Interior work generally involves the following elements of work: demolition, moving walls, new carpet or floor surfaces, new finishes, replacing electrical and plumbing facilities, changes to the heating or cooling system, and installation of new fixed or moveable equipment.
- Relocation costs that are payments made to owners or occupants of property that the state is acquiring. These costs may be long-term financed when paid pursuant to federal or state statutes.
- Allowable agency administrative costs as described in Chapter 5.

### Non-Allowable Uses and Caveats

- Non-financed roof repairs include patching, replacing shingles, spot treatment with tar or other roof materials, adding gravel or other materials, or other repairs.
- Replacing gutters, downspouts, fascia and other work are not financed as a project but may be included as part of a larger long-term financed roof replacement project.
- The costs of moving furniture, equipment and supplies between facilities are operating costs and not included in capital projects.
- Projects that cost less than $25,000 or which have an estimated useful life of less than 13 years.
- Ordinary maintenance such as patching, painting, caulking, weatherproofing, insulating, adding storm windows, replacing doors, repairing vandalism or cleaning. An aggregation of ordinary maintenance does not create a long-term financed capital project. Work undertaken as a result of deferred maintenance likewise does not normally make the project long-term financed. Elements of work that are not financed if considered separately may be included in a larger long-term financed project.
- Lease payments for rental of equipment or facilities.
- Costs for archeological digs, research or exploration, unless part of construction project.
- Expenditures to acquire or construct temporary facilities or for facilities where abandonment or replacement is imminent. This does not include temporary facilities required by a contractor during construction such as a "job shack."
- Separate purchases of sand, gravel, rock, asphalt or concrete in limited quantities, ordinary hardware items and temporary fencing.
- Spare or replacement parts and equipment, hand tools, scuba equipment, decorative models, plaques, commemorative memorabilia, supplies or other commodities.
- Purchase of automobiles, trucks, farm or construction equipment, boats, tractors, lawn mowers, fire engines, trailer-mounted electrical generators, airplanes, helicopters and related items.
- Livestock or laboratory animals.
- Unpredictable or unusual legal expenses (other than those associated with land acquisition) which are not ordinarily provided in the budget for a capital project.
- Parking costs during construction.
- Agency expenses for capital budgeting, planning or other costs not directly related to the completion of a long-term financed project.
Modified D-Form Process for skills center major projects
Beginning in 2013-15 Supplemental Budget onwards
Version 2.1, Revised July 31, 2013

Table of Contents
A. Skills Center Reimbursement Request Schedule
B. General OSPI requirements
C. General OFM requirements, regardless of project size
D. D-5 – due as soon as all items below are in hand
E. D-7 – due approximately 30 days before planning to open bids (or negotiate MACC in GC/CM)
F. D-9 – due within 90 days of opening bids (see next section for GC/CM)
G. D-9 – due within 90 days of MACC agreement
H. D/5/7/9 (Only for projects using an appropriation from a previous project)
I. Submit to OSPI after signing construction contract (or MACC)
J. D-11 – Close-Out

A. Skills Center Reimbursement Request Schedule
• Submit at beginning of major phases (pre-design, design, construction, FF&E)
• OFM may require a quarterly revision, if the actual expenditures vary more than 10% or $100,000 of the allotments

B. General OSPI requirements
• Following legislative appropriation: Site visit and assessment by OSPI
• High-Performance School standard: WSSP or LEED, as applicable
• 30-year maintenance plan: Asset Preservation Program (APP), as applicable

C. General requirements from OFM, regardless of project size
• Value Engineering
• Constructability Review
• Construction Management
• Commissioning
• Fixtures, Furnishings and Equipment (FF&E): to occur during construction phase to plan for allotment
  o A listing of all FF&E to be purchased.
  o A statement that OSPI does not request certification from the host districts of skills centers, because districts are not required to comply with RCW 39.26.251, as they are not a state agency or department.
  o An affirmation statement from the host district that the FF&E purchases will remain within the appropriation amount, and that all FF&E required for start-up and operation of the new facility is included in the FF&E purchases.

D. D-5 – due as soon as all items below are in hand
• D-5 form
• Host district board resolution with signatures of authorized district personnel
• Statement of compliance with chapter 197-11 WAC SEPA rules and a copy of the lead agency decision at completion of the SEPA review process
• Determination of Non-Significance letter
• Construction Management Plan outlining the use of host district personnel, private contractor, or a combination of both
• High Performance Building (WSSP or LEED) preliminary scorecard
• Indicate estimated bid date
• Indicate number of acres
• Indicate number of students
• Preliminary WSSP or LEED scorecard
• Alternative Public Works, if applicable:
  o Host district board approval to use GC/CM
  o Letter of approval from CPARB
  o Copy of proposed bid package plan indicating scope, schedule, and estimated cost of anticipated early bid packages and estimated date of final MACC negotiation
  o Each published advertisement and affidavit for GC/CM services
  o Host district board resolution certifying that the district intends to comply with RCW 39.10