

# Public School Capital Construction Assistance Board Meeting Agenda



**COLORADO**  
Department of Education

## Vision

*All students in Colorado will become educated and productive citizens capable of succeeding in a global society, in the workforce, and in life.*

## Goals

*Every student, every step of the way*



### Date & Time:

July 29<sup>th</sup>, 2015

1:00 p.m.

### Location:

550 Village Rd., Iris Room

Breckenridge, CO 80424

## Capital Construction Assistance Board Members

Lyndon Burnett – Chair  
David Tadlock – Vice Chair  
Cyndi Wright

Tim Reed  
Denise Pearson  
Ken Haptonstall

Matt Throop  
Karl Berg  
Kathy Gebhardt

- I. Call to Order
- II. Pledge of Allegiance
- III. Roll Call
- IV. Approve Agenda
- V. Approve Previous Minutes from the May 19<sup>th</sup> & 20<sup>th</sup>, 2015 CCAB Meeting
- VI. Board Report
- VII. Director's Report
- VIII. Discussion Items
  - a) Statewide Facility Assessment Update
  - b) FY15-16 BEST Grant Applicant Survey Results
  - c) Review School District and BOCES Matching Criteria and Weighting
  - d) CCAB Legislative Platform
- IX. Future Meetings
  - August 26<sup>th</sup>, 2015 – 1:00 p.m. Location: 201 E. Colfax Avenue, Room 101, Denver, CO 80203
  - September 23<sup>rd</sup>, 2015 – 1:00 p.m. Location: 201 E. Colfax Avenue, Room 101, Denver, CO 80203
  - October 28<sup>th</sup>, 2015 – 1:00 p.m. Location: 201 E. Colfax Avenue, Room 101, Denver, CO 80203
- X. Public Comment
- XI. Adjournment

# Public School Capital Construction Assistance Board Meeting Agenda



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*All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.*

## Goals

*Every student, every step of the way*



### Date & Time:

May 19<sup>th</sup> & 20<sup>th</sup>, 2015  
8:30 a.m. – 5.00 p.m.

### Location:

Church Ranch Event Center  
10200 Old Wadsworth Blvd.  
Westminster, CO 80021

## Capital Construction Assistance Board Members

Lyndon Burnett – Chair  
David Tadlock – Vice Chair  
Cyndi Wright

Tim Reed  
Denise Pearson  
Ken Haptonstall

Matt Throop  
Karl Berg  
Kathy Gebhardt

### I. Call to Order

### II. Discussion Items

- a) Review the FY2015-16 BEST grant application selection process and board evaluation sheets: Scott Newell explained to all in attendance how the grant application selection process would be carried out. Mr. Newell explained that each applicant would have two minutes to present their proposed project to the CCAB. The applications would be presented to the CCAB in alphabetical order by county, application name, and project title. Mr. Newell explained that following the applicant presentation the CCAB would have the opportunity to pose questions to the applicant then each member of the CCAB would fill out an evaluation sheet regarding the application. The evaluation sheets recorded whether the CCAB member recommended an award, the application's identified statutory priority based on project scope, and an application score based on questions surrounding the many facets of the project. Mr. Newell explained that if a waiver was attached to an application the CCAB would review the waiver and fill out a waiver evaluation sheet after the application evaluation sheets for the project had been completed. Mr. Newell stated that if the CCAB were to deny a waiver, the application associated with that waiver would remain valid but the applicant would be required to meet their full match obligation for the project.
- b) Discuss conflicts of interest for CCAB members: Scott Newell explained that if any board member had a conflict of interest regarding a particular project, they must recuse themselves and retire to the hallway until the evaluation sheets for that project had been collected and any waiver associated with the project had been voted upon.
- c) Review of the FY2015-16 BEST grant applications to recommend to the State Board of Education for award:
  - **Applicant:** Adams 14  
**Project:** MS Roof Replacement  
**Presentation by Applicant:** Francis Pombar, Director of Maintenance and Operations for Adams 14, and Andy Flinn, the district's grant accountant, introduced themselves to the CCAB. Francis Pombar began his presentation with a quote which he parlayed into a brief discussion of the school's goals for academic improvements, enhanced resources, and efforts to engage parents in parent-teacher partnerships. He then described the aged condition of the school's roofing, the safety concerns and infrastructure limitations faced by the school as a result of the dilapidated condition. Mr. Pombar closed his presentation with a second quote.

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**Discussion:** The CCAB Chair asked a question about the new roofing system which Mr. Pombar answered and clarified the school's intent and reasoning behind choosing a three-ply, built-up roof system instead of a four-ply system. CCAB Member Tim Reed expressed a similar concern as the Chair on the roofing type, and followed up the discussion by asking which contractor the school had chosen for the project and why. Andy Flinn explained that they had chosen Garland Contractor because of the contractor's proposed process for the project and that they had not used Garland Contractor for any of the three previous BEST grants awarded to the school.

- **Applicant:** Bennett 29J

**Project:** HS Security Enclosure

**Presentation by Applicant:** Keith Yaich, Chief Financial Officer for Bennett 29J, introduced himself and discussed the school's need for a safety and compliance enclosure connecting the main building to its north building. Jay Hoskinson added that some changes had been made to the Bennett 29J application which adjusted the scope of the project; he explained that the deficiencies remained the same, but the solution depicted in the application narrative had changed and that the adjustment in turn lowered the cost of the budget to what was listed in the grant request.

**Discussion:** The CCAB asked for clarification on the adjustments made to the grant request as a result of the updated project scope and verified the amount of funds requested in the application. CCAB member Denise Pearson asked if this included escalation and at what percentage. Mr. Yaich confirmed the amount of the project request and thanked the CCAB for their consideration of the project.

- **Applicant:** Ricardo Flores Magón Academy

**Project:** Health-Safety Renovation/ Addition

**Presentation by Applicant:** Kaye Taavialma, Head of Schools for Ricardo Flores Magón Academy, and Lyn Eller, the school's architect, introduced themselves and Ms. Taavialman proceeded to present to the CCAB the goal of the school as a charter in Adams County, its demography and student body. She described their need for renovations in order to overcome health concerns and safety deficiencies, which included a recounting of a 2013 hostage situation wherein the school was forced into a lock down.

**Discussion:** Ms. Taavialma explained to the CCAB that the building in which the school operates is currently owned by the school, as a result of financing obtained by the school, and explained that in the event the school closed, the facility would be sold to satisfy their debt obligation. She further discussed the extent of the renovations and clarified the additions planned for the school, which included adding a gym and music room. She provided background information on the relocation of the school from a previous facility to the current one, noting that they were aware of some of the deficiencies when they moved in. Scott Newell explained the building was built in 1906 and asked the presenters to describe the renovations the school had already made. Lyn Eller described the renovations and updates to the building the school had made since moving in four years prior. The CCAB asked if the school had looked into the cost of replacement for the building and if it would be more cost-effective than further renovations. Ms. Taavialma explained that they had looked into it and did not feel that replacement of the facility would be the best option, nor an option within reach. She went on to discuss the school's current enrollment and their goal to increase it over the coming years. She explained to the CCAB that the school had some funding promises in order to meet the match requirement, and various other sources they could use to meet it should their waiver request be denied.

*The CCAB Board reviewed Ricardo Flores Magón Academy - Health-Safety Renovation/ Addition waiver from 9:42 a.m. until 9:48 a.m. The CCAB Board denied the waiver with one vote yes, and eight votes no.*

- **Applicant:** School District 27J

**Project:** Abatement/ Roof replacement

# Public School Capital Construction Assistance Board Meeting Agenda

**Presentation by Applicant:** Flora Aguire-Diaz and Ranette Carlson, Facilities Manager for School District 27J and Construction Project Manager respectively, introduced themselves and described the need for roof replacement in the Brighton Heritage Academy facility as well as asbestos abatement.

**Discussion:** Ms. Aguire-Diaz explained to the CCAB that their bond election would have to pass in order to obtain matching funds for the grant, noting their past two attempts at bond questions had both failed. If the grant was awarded and the bond election passed, she provided additional detail for the CCAB on how the funds would be used, including to abate asbestos and replace the roof. She listed a breakdown of the cost and explained additional costs for carpeting and consulting fees. The Chair inquired about their level of confidence that the bond election would pass to which Ms. Aguire-Diaz replied they had lost previous elections by very small margins. Ranette Carlson added that the school believed they have more support for this bond election than those pursued in the past.

- **Applicant:** Westminster 50

**Project:** Metz ES Roof Replacement

**Presentation by Applicant:** Don Ciancio, Executive Director of AUX Services, introduced himself to the CCAB. He briefly recounted Adams 50's record of school construction projects always being on-time and on-budget, and presented a description of the need for roof replacement in the Westminster 50 school building.

**Discussion:** The CCAB asked for clarification of escalation included in the grant request, and asked about urgency of roof replacement. Mr. Ciancio clarified and noted that the school was currently moving students out of classrooms because of leaks.

- **Applicant:** Alamosa RE-11J

**Project:** HS Roof Replacement

**Presentation by Applicant:** Charlie Jackson and James Murphy, Director of Maintenance and Alamosa's principal architect respectively, introduced themselves and Mr. Jackson began his presentation to the CCAB with a description of the school's economic demography, including citing that 75% of the school's students were eligible for free or reduced lunch, and the urgent need for the replacement of the school's roof. He described past projects where the school was dutiful in its expenditures thereby efficiently spreading funds for the project and seeing great progress. Mr. Murphy seconded Mr. Jackson's description and added that the school had the support of contractors, the school's board, and community. Mr. Jackson closed by thanking BEST for previous support on Alamosa's middle school roof replacement.

**Discussion:** Mr. Jackson provided clarification for the CCAB on the roofing system the school planned to implement, and described further the age of the current roof, noting that the school had been in maintenance mode since year 10 of the current roof; he informed the CCAB that the new roofing system would have a 20 year warranty, but would be expected to last longer.

- **Applicant:** Littleton 6

**Project:** ES Structural Correction/ System Upgrades

**Presentation by Applicant:** Terry Davis, Director of Operations and Maintenance, and Mark Crisman, their Program Manager, introduced themselves to the CCAB. Mr. Davis described the school's previous bond-funded capital improvements program which was to correct deficiencies within the school such as reparation of wood trusses, asbestos abatement, replacement of roofing and insulation, and other renovations. Today however, Mr. Davis said, a feasibility report has indicated structural deterioration which dictates the need for complete replacement of the truss system, as well as the need for more complex asbestos abatement than was performed previously.

**Discussion:** The CCAB asked why the feasibility report indicated a different cost than the state's assessment. Mr. Davis explained the current roofing issues – concaving in – had not begun to show until after the state's assessment took place. He also provided some clarification on a mistake in the grant application regarding

# Public School Capital Construction Assistance Board Meeting Agenda

capital reserve, stating the school allocated \$1.5 million to capital improvement needs each year. The CCAB asked if the school had already begun construction on the project, which Mr. Davis explained they had; the work, he said, was under contract due to the urgency of the project and would be completed over the summer with the hope the award is approved to help offset some of the costs. Scott Newell added context for the CCAB stating there was some precedent for this type of situation wherein a project, if awarded, is reimbursed from the grant therefore allowing the applicant to meet the summer construction season; this was allowed as long as the project was not completed prior to the application review. The CCAB asked what the total cost of the project would be, which Mr. Davis answered, confirming the grant request was for only 25% of the overall cost. The CCAB also asked where the money the school was using to begin construction was coming from. Mr. Davis explained the school had decided they had no choice but to defer other projects and delay IT improvements, as well as cut spending from other budgets, in order to fund the project; he said the alternative would put the school at risk of closing due to the structural deficiencies.

*The CCAB Chair called for a 15 minute break from 10:20 a.m. – 10:35 a.m.*

- **Applicant:** Lotus School for Excellence

**Project:** Health/Safety Upgrades

**Presentation by Applicant:** Eray Idil and Nurzhan Ustemirov, the school's principal and board president respectively, introduced themselves to the CCAB. Mr. Idil began the presentation by recounting to the CCAB the school's mission statement, and the academic accomplishments of their diverse student body. He described the school's rigorous curriculum and the variety of course work they offer, including biometric and robotics courses; however, he remarked, the school's science labs lack both health and safety measures and adequate space for students. In addition to this deficiency, the school's bathrooms are in need of upgrades, and the main elementary school lacks a security vestibule.

**Discussion:** The CCAB asked the school about the feasibility of the contingency, which Mr. Idil said was at 5%; he confirmed they felt it was feasible. The CCAB asked if the school was currently using the classrooms listed as having safety issues. Mr. Idil said they were due to a lack of alternative space in which to house the classes. The CCAB asked for clarification on water damage shown in the slide presentation, noting that water damage was not included in the grant proposal. Mr. Idil explained their BEST grant in 2013 had fixed the roofing issues causing the water damage, and the water problem to-date was localized only to the bathrooms. The CCAB asked if, in light of the proposed solutions, the total project cost seemed accurate to the school; Mr. Idil confirmed they felt it was, adding that GHR prepared the cost estimate. The CCAB asked about the school's current enrollment and capacity. Mr. Idil said their current enrollment was at 764 and capacity is over 800. The CCAB asked a final question about the breakdown of the contingency. Cheryl Honigsberg provided the breakdown: 4.5% escalation, 5% construction contingency, and 5% owner's contingency.

- **Applicant:** Las Animas RE-1

**Project:** MS/HS Health Upgrades

**Presentation by Applicant:** Brian Calhoun, the school's principal architect, and Lynn Brundage, their maintenance director, introduced themselves to the CCAB. Mr. Calhoun described the health deficiencies of the school, including inadequate and faulty HVAC systems, boiler systems, and electrical issues. He explained the project proposal and solutions to remedy the deficiencies.

**Discussion:** The CCAB asked if the deficiencies were localized to the west wing only, and if the 2014 installation of geothermal systems was working properly for the rest of the facility. Mr. Calhoun confirmed it was the west wing only, and explained the school's desire to remove and replace old equipment in the deficient areas, replace and repair insulation and roof leaks, and renovate elsewhere as necessary in order to bring the facility back into compliance. The CCAB asked if the school had done any modeling to plan for the potential increase in electric bills after the conversions. Mr. Brundage told them the school expected an increase in electricity costs, but they had not created cost-analysis models for it. Mr. Calhoun added the overall goal was to decrease the school's footprint.

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*The CCAB Board reviewed Las Animas RE-1 - MS/HS Health Upgrades waiver from 11:00 a.m. until 11:03 a.m. The CCAB Board approved the waiver with eight votes yes, and one vote no.*

- **Applicant:** North Conejos RE-1J  
**Project:** District Wide Security Upgrade  
**Presentation by Applicant:** Curt Wilson and James Murphy, the school's superintendent and principal respectively, introduced themselves to the CCAB. Mr. Wilson described the district's goal for security improvements in all their schools, and the design they had chosen in order to mitigate security risks.

**Discussion:** The CCAB asked for additional information on the design and integration plans for the schools and systems, which Mr. Wilson explained and added that their goal was to also provide communication between schools. The CCAB asked if they planned to replace doors in the facilities. Mr. Wilson said they did in order to provide line-of-sight preventative measures. Mr. Wilson clarified for the CCAB the project would include access control, visual and audio control.

- **Applicant:** KIPP Sunshine Peak Academy  
**Project:** Health/Security Upgrades – Addition/Renovation  
**Presentation by Applicant:** Carol Bowan, the school's Chief Operating Officer, and Alan Doggett, designer with Cuningham Group Architecture, introduced themselves to the CCAB. Ms. Bowan began the presentation by telling the CCAB of a recent abduction that took place across the street from the school, and related the school's inability to implement security measures for the protection of its students.

**Discussion:** Ms. Bowan informed the CCAB that the school had begun a master plan and had a good basis in the works; she described the school's plan to replace its modular classrooms with a permanent structure which would connect to the main building. Scott Newell provided additional information for the CCAB on the expanded footprint the new addition would have. The CCAB asked about the capacity of the school, which Ms. Bowan answered by describing the current capacity and the capacity they hoped to reach with the new addition. She went on to describe the project contingency, and Cheryl Honigsberg added that a new contingency had been provided with a total contingency of 12-13%. The CCAB asked for more information on the plan for security measures. Mr. Doggett related that the plans included key card security entrances designed to DPS standards, and appropriate locking mechanisms for the multiple entry points. The CCAB inquired about the ability of the school to procure matching funds; Ms. Bowan informed the CCAB that the matching funds were in the bank. The CCAB concluded its questions by asking who owned the current school buildings and to whom the school property would revert in the event the school no longer existed. Ms. Bowan reported that Denver Public Schools (DPS) owned the permanent structure and the land, KIPP owned the modular classrooms, and in such an event as the school closed, it would revert to DPS. She added upon prompting that DPS and KIPP were in discussions for a Plan B if the BEST grant was not awarded.

- **Applicant:** Platte River Charter Academy  
**Project:** Safety Upgrades  
**Presentation by Applicant:** Mike Munier, Principal of Platte River Charter, introduced himself to the CCAB and began his presentation by briefly detailing the school's record of academic excellence. Mr. Munier described the school's security deficiencies and their collaboration efforts with the Douglas County Sheriff's Department to mitigate risks.

**Discussion:** The CCAB asked for clarification on the security system, which Mr. Munier provided; and Jay Hoskinson added additional clarification by identifying two pieces of the project which been dropped from the grant request because they were not capital construction improvements. The CCAB inquired about funding and resources. Mr. Munier informed the CCAB the school would prefer to spend current funds on students rather than construction.

- **Applicant:** SkyView Academy

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**Project:** Roof/ Fire Sprinkler replacement

**Presentation by Applicant:** Richard Barrett, Executive Director, and Lori Bachtel, the school's business manager, introduced themselves to the CCAB. Mr. Barrett gave a brief history of the school, its students and staff, and its achievements in academic excellence. He described the roof deficiencies and water damage sustained to the building over time, and included a brief account of snowfall in the school's gymnasium.

**Discussion:** Mr. Barrett provided clarification for the CCAB on the water damage caused by pinhole leaks in the fire sprinklers. The CCAB inquired about the plan to cut up the existing roof, to which Lori Bachtel responded, informing the CCAB the school planned to replace the top membrane only and not the full roof. The CCAB asked for clarification on deficiencies cited in the application that were due to decisions made by the school's previous administration. Richard Barrett described his school's prior capital improvement decision making process and stated that the school's first, and current, concerns were the roofing issues.

- **Applicant:** Calhan RJ-1

**Project:** Roof Replacement

**Presentation by Applicant:** Linda Miller, the school's superintendent, and Brian Calhoun with RTA Architects introduced themselves to the CCAB. Ms. Miller provided a description of the roof deficiencies and the extent to which water damage had reached in the building and classrooms.

**Discussion:** Brian Calhoun provided additional detail on the cost estimate for the replacement, assuring the CCAB they were comfortable with it as they had chosen the highest quote to ensure coverage of costs at current escalated market rates.

- **Applicant:** Edison 54 JT

**Project:** Jr/ Sr HS – Renovation/ Addition

**Presentation by Applicant:** Patrick Bershingly, the school's superintendent, and Lyn Eller with SlaterPaull, introduced themselves to the CCAB. Mr. Bershingly described the school's overcrowding issues to the CCAB and remarked on the community support the school has received.

**Discussion:** Scott Newell provided information for the CCAB on the school's statutory waiver, explaining that by statute, a school which has exhausted their bonding capacity is given a statutory waiver for the match; therefore a review and vote by the CCAB is not needed. Scott Newell asked the school to give more detail on the renovation plans. Mr. Eller described the school's major renovation plans, and additions to the historic building to replace modulars and connect buildings. The CCAB asked for clarification on cost estimates. Mr. Bershingly explained the two cost estimates and the impact of their rural location, and Cheryl Honigsberg added the differences were because of some of the renovations. The CCAB asked if it would be more cost effective for the school to build a new building instead of renovate the old facility. Mr. Eller said they believed the current building to be sound, though in need of renovations and additions; they did not believe it would be more cost effective to build a brand new facility.

*Because Edison 54 JT meets the criteria, having exhausted their bonding capacity in previous years, they were given a statutory waiver.*

- **Applicant:** Harrison 2

**Project:** MS Health/ Safety Upgrades

**Presentation by Applicant:** Mark Wilsey, Harrison's former director of operations, and Dana Thomson, the school's chief financial officer, introduced themselves to the CCAB. Mr. Wilsey began the presentation by giving a brief background of the school property, its original building design during the 1973 oil embargo, and the resulting hybrid system of HVAC equipment. He described the related deficiencies in air quality and impact on CO2 levels.

**Discussion:** The CCAB asked for additional information on the boiler system, which Mr. Wilsey provided by describing the outdated condition of the boilers, and resulting fire hazards.

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*The CCAB Chair called for a lunch break from 11:57 a.m. – 12:57 p.m.*

- **Applicant:** James Irwin Charter Schools

**Project:** Security Upgrades

**Presentation by Applicant:** Jonathan Berg and Linda Carroll, Chief Executive Officer and Director of Advancement respectively for James Irwin Charter Schools, introduced themselves to the CCAB. Mr. Berg described the need for security upgrades in its three schools: security cameras, controlled access exits between the high school and middle school, and holding vestibules for front door security.

**Discussion:** The CCAB asked for clarification on the number of cameras required and the plans for the vestibule. The number of cameras in the plan was initially unknown to Mr. Berg; he guessed at six cameras and gave additional detail on the vestibule design. The CCAB inquired about the cost breakdown for the remodel and contingency compared to the cost of the cameras. Mr. Berg informed the CCAB that no contingency had been included in the original plan, and Cheryl Honigsberg provided additional information for the CCAB on the breakdown of costs; the number of cameras in the plan was discovered to be twenty-seven and not six. Additional discussion centered on the various contractors and consultants for the project, which Mr. Berg identified for the CCAB. The CCAB Chair asked why the school could not cover the cost of the upgrades on their own. Mr. Berg informed the CCAB of the other projects the school was currently undertaking which included: a new high school parking lot, additional classrooms, and Pre-Kindergarten areas.

- **Applicant:** The Classical Academy

**Project:** Health Upgrades/ Security Addition

**Presentation by Applicant:** Kevin Collins and Robert Swanson, Director of Operations and Executive Assistant to the principal respectively, introduced themselves to the CCAB. Mr. Collins gave the CCAB a brief description of the school's property, the history of the facilities, and past and current maintenance efforts. He explained what the project would focus on if the BEST grant was awarded: health, security and safety issues.

**Discussion:** The CCAB asked for clarification on a deficiency as written in the application summary which stated, "ensuring that a major catastrophe does not occur due to the internal components". Mr. Collins said the language referred to issues with the current HVAC system, boilers and piping, and described the hazards presented by these issues. The CCAB inquired about the contingency built into the plan and if the school was confident it had estimated enough funding. Cheryl Honigsberg provided the breakdown of the contingency: 6% design, 3% construction. Mr. Collins added further that four contractors had looked over the scope of the project and they were all confident in the cost estimate. Scott Newell informed the CCAB of the revisions to the financials to incorporate the contingency and asked the school to provide additional clarification on what the funds would be used for. Mr. Collins gave a brief explanation of the various projects over the multiple campuses, but indicated that the grant funds were for upgrades on the central campus only.

- **Applicant:** Thomas MacLaren

**Project:** Building Purchase/ Renovation

**Presentation by Applicant:** Mary Faith Hall, Head of School, and Tim Seibert, one of the school's board members, introduced themselves to the CCAB. Mrs. Hall began her presentation with a brief synopsis of the school's academic merits and moved into a description of the deficiencies faced by the school in its current facility: water damage caused by roof leaks, an outdated HVAC system, limiting classroom configurations, the lack of a gymnasium and elevator access for students with disabilities. She noted that the school had located a new facility for purchase and renovation to solve these deficiencies.

**Discussion:** The CCAB asked for additional information on the new facility, the school's timeline for move-in and when the lease on the current facility expired. Mr. Seibert informed the CCAB the new facility was a former health facility and described some of the renovation plans to begin the summer of 2015; he stated



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that the school's current lease expires in 2016. The CCAB inquired about the large increase in square footage, which Mr. Seibert explained would be used for new instrument space and additional functions such as adding a gym in the future; he noted, however, that the gym and other additions were not included in the plans for this grant application. Scott Newell asked the school if they had planned for the additional costs of a much larger facility in their operating budget. Mr. Seibert stated that the school had modeled the cost of the additional space and believed it was affordable for their budget. The CCAB noted the asbestos report for the new facility, and asked about the school's comfort level with buying a building with asbestos issues. Mr. Seibert admitted that asbestos was throughout the entire building but that abatement of the asbestos, included in the project scope, had been estimated to cost \$600 thousand to \$1 million, the cost of which was included in the application budget, and would not be additional.

- **Applicant:** Elizabeth C-1

**Project:** ES Roof Replacement & HS Roof Replacement

**Presentation by Applicant:** *Elizabeth C-1 submitted individual applications for the elementary school and high school roof replacements. The presenters elected to present both applications jointly to the CCAB; the 2 minute presentation limit for each project was combined for total presentation time of 4 minutes.*

Douglas Bissonette and Ron Patera, the school's superintendent and finance director respectively, introduced themselves to the CCAB. Mr. Bissonette gave an account of the school's failed bond elections in years prior, and informed the CCAB that this year they would not be relying on a bond election for matching funds; instead, the school would provide the match in cash by way of loans and budget cuts on the number of teachers and staff. He told the CCAB the waiver request included on the high school project application, if approved, would help mitigate the need to cut one of their teachers. Mr. Patera added a description of the roofing deficiencies in both schools and noted the necessity of complete roof replacements to ensure student safety and structural integrity.

**Discussion:** The CCAB inquired about the roofing system the school intended to use in the replacement and discussed with Mr. Patera the school's choice of a 4-ply system with a 30 year warranty. The CCAB asked what the school had done in the meantime to maintain the roof while the school awaited grant funds and bond approvals. Mr. Patera estimated that \$30,000-\$40,000 had been spent on maintenance materials over that time, along with non-monetary costs such as student downtime while the repairs took place. The CCAB noted the past 5 bond elections that had failed, and inquired if the school expected BEST to cover costs as a result. Mr. Bissonette stated that yes they expected the state to fund the school adequately and equitably, noting that their school is currently the second lowest funded in the state.

*The CCAB Board reviewed Elizabeth C-1 – HS Roof Replacement waiver from 1: 49 p.m. until 1:55pm. The CCAB asked for some clarification on funding and loan proceeds. Mr. Patera stated that the loan had not yet been obtained, but other avenues of funding were being pursued should they be necessary. Mr. Bissonette added that he was confident the school would be able to get the loan.*

*The CCAB Board approved the waiver with eight votes yes, and one vote no.*

- **Applicant:** Garfield 16

**Project:** Hazardous Material Abatement at 2 ESs & Roof Replacement at 2 ESs & Security Vestibules at 2 ESs

*CCAB member, Ken Haptonstall, recused himself.*

**Presentation by Applicant:** *Garfield 16 submitted three individual applications for each project: Hazardous Material Abatement at 2 ESs, Roof Replacement at 2 ESs, Security Vestibules at 2 ESs. The presenters elected to present all applications jointly to the CCAB; the 2 minute presentation limit for each project was combined for total presentation time of 6 minutes.* Rose Belden and Colleen Kaneda, Garfield's Finance Director and the project's owner's rep respectively, introduced themselves to the CCAB. Ms. Belden described the fluctuations of the school's student body as a result of the volatility of the petroleum industry in the area. This, compounded with the Negative Factor, she said, greatly reduced funding for capital improvements, leading to the current hazardous conditions in the facilities. Ms. Kaneda gave a brief description of the

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deficiencies, which included asbestos contamination, mercury-containing flooring, roof damage, and security issues. Ms. Kaneda explained that the school had sought architects and consultants through a transparent and competitive process to work with them, and that with the issuance of a bond and mill levy which passed in November 2014 the school was seeking the remaining funds from the BEST grant to complete the capital projects; the school would provide a 72% match of funds if awarded.

**Discussion:** The CCAB asked for clarification on the mercury flooring, and Ms. Kaneda explained it was an old method used for gym flooring. Additional discussion centered around the AHERA report, and the roofing project.

- **Applicant:** Roaring Fork RE-1

**Project:** ES Renovation and Addition

**Presentation by Applicant:** Shannon Pelland, the assistant superintendent and CFO for Roaring Fork School District, and Kari-elin Mock, the school's architect, introduced themselves to the CCAB. Ms. Pelland began her presentation by explaining to the CCAB the school had completed a Master Plan this year, part of which includes a bond election for voter approval.

**Discussion:** Scott Newell asked the school to describe the project in greater detail. Ms. Mock explained the site plan and site constraints for the CCAB. The CCAB asked why the district had not sought a bond election in the past and why the cost per square foot for the renovations appeared high. Ms. Mock explained there were two factors increasing the cost: the school's significance with the Colorado Historical Society (CHS) which required them to meet additional guidelines for historical buildings, and the need for temporary facilities while construction was ongoing. Ms. Pelland also noted for the CCAB the increased regional costs for construction in Garfield County. The CCAB asked additional questions on the cost breakdown for building and grounds, as well as who had prepared the cost estimate for the school. Ms. Mock explained that Cuningham Group had prepared the estimate, and Scott Newell provided some clarification for the CCAB on the needs for ground work and additional construction.

- **Applicant:** Gilpin County RE-1

**Project:** PK-12 Safety Upgrades

**Presentation by Applicant:** Deputy Sherriff Lee Ramsey introduced himself to the CCAB and began his presentation by describing the school's construction history, expansion with the legalization of gambling in the 1990s, and its proximity to I-70. The result of all of which has led to easily accessible facilities from the interstate and numerous safety deficiencies: inadequately secured windows and doors on all levels, and limited communication ability throughout the building, including dead-spots for walkie-talkie radio communications.

**Discussion:** *The CCAB had no questions for the school; Deputy Sheriff Ramsey was dismissed.*

- **Applicant:** West Grand 1-JT

**Project:** HS Safety Upgrades

**Presentation by Applicant:** Mike Page and Jake Johnson, the Superintendent and Maintenance Director for West Grand respectively, introduced themselves to the CCAB. Mr. Johnson described the school's current security system, the age of its multiple entryway surveillance systems, and the failure of entryway constructions to meet current CDE guidelines.

**Discussion:** The CCAB asked the school to discuss in further detail the security measures, and products in mind for the upgrades, which Mr. Johnson provided by describing the cameras and audio systems intended for the project. Referencing a 2008 security system installation that no longer worked as noted in the grant application, the CCAB asked for clarification about the fate of the system and what it covered. Mr. Johnson said the system no longer functioned, but it had been for safety and did not provide access control. Scott Newel asked the school to discuss contingency plans, which they provided for the CCAB.

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*The CCAB Board reviewed West Grand 1-JT – HS Safety Upgrades waiver from 2:33 p.m. until 2:38 p.m. The CCAB, in reference to the grant waiver application responses, asked for information on the assessed valuation of the school if Eagle and Summit counties were excluded from the valuation, as well as for what the school's successful 2006 bond election funds had been used.*

*The CCAB Board approved the waiver with seven votes yes, and two votes no.*

**Applicant:** Mountain Phoenix Community School

**Project:** ES/MS – Safety & Security Upgrades

*CCAB member, Tim Reed, recused himself.*

**Presentation by Applicant:** Dirk Angevine, Director of Operations, and Alan Doggett, from the Cuningham Group, introduced themselves to the CCAB. Mr. Angevine began his presentation by describing the deficiencies related to safety and security at Mountain Phoenix Community School, including the lack of: monitoring systems, controlled access points, paging and intercom systems. Mr. Angevine noted that security concerns were compounded with the pending Claire Davis legislation, and lent to the urgency felt by the school to redress the deficiencies.

**Discussion:** The CCAB asked the school if they had hired a security consultant to provide the estimate, which Mr. Doggett explained they had hired EDI. The CCAB asked for additional information about the fence and perimeter planned in the project, and the school's plan for their current location. Mr. Angevine informed the CCAB of the plans for the fence and expressed that the school's plan was to remain in their current location for the long-term.

- **Applicant:** Rocky Mountain Academy of Evergreen  
**Project:** ES/ MS Safety – Security Addition

*CCAB Board member, Tim Reed, recused himself.*

**Presentation by Applicant:** Roberta Harrell, the school's Executive Director, and Alan Doggett with the Cuningham Group, introduced themselves to the CCAB. Ms. Harrell described to the CCAB the school's natural environment and multi-building campus, which spanned both sides of a busy, local road. Due to the regional location of the school, Ms. Harrell informed the CCAB of the perceived threat to student safety posed by wildlife, including mountain lions, bears, and elk, as students commute between buildings, as well as inclement weather challenges. She also described the school's plan, with grant approval, to build attachments between buildings, move the Pre-K students located on the other side of the local road onto the main campus thereby eliminating potential hazards when students cross the street, and create additional space for a gym.

**Discussion:** The CCAB inquired if the school's current buildings to which additions would be made were modulars. Mr. Doggett explained the buildings were high-grade pre-fab buildings and not the typical lower-grade, temporary modular buildings; the pre-fab buildings were installed with the intention of being permanent structures when the school moved to the current campus. The CCAB asked about the basement renovations and codes, which Ms. Harrell explained that the basement was already being used for classrooms and it was not against code – but with the renovations, pre-K students would be moved to the basement. Cheryl Honigsberg provided additional clarification, informing the CCAB the basement had full walk-out access, and was not a traditional basement space. The CCAB asked when the original buildings were put in, and what the school's long-term plan was going forward. Ms. Harrell told the CCAB the buildings were built in 2007, and Mr. Doggett described the original master plan from 2009 and the current plan to build upon that, both to meet current concerns and to create additional space for future needs. Scott Newell asked the school to provide additional information for the CCAB about the match and the school's plan to meet it. To answer the question, Ms. Harrell introduced the school's board treasurer, Dana Price. Dana Price summarized for the CCAB the financial plans the school had put together, including

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additional grant applications, donor pledges, and previous and potential bond proceeds, for procurement of funds; but she clarified that funds were promised and not currently in-hand. The CCAB Chair asked if the grant were awarded, in the event the school went under while bonds were outstanding, how collateralization of the school would work out. Scott Newell provided clarification about the use of state funds, the lending institutions preferences, and said the particular lender used by the school would likely put in another education institution.

*The CCAB Chair called for a 15 minute break from 2:59 p.m. – 3:15 p.m.*

- **Applicant:** Burlington RE-6J  
**Project:** MS Roof Replacement  
**Presentation by Applicant:** Tom Satterly, the school's superintendent, and Bob Cave with Cave Consulting, introduced themselves to the CCAB. Mr. Cave presented to the CCAB, describing the condition of the roof, its needs for replacement, and related concerns for asbestos-containing material within the roof.

**Discussion:** The CCAB asked the school for more information about the asbestos, and questioned the school's intent to leave asbestos-containing material in the roof. Mr. Cave informed the CCAB the school had opted to leave the asbestos for now, and fix it after the roof replacement. The CCAB discussed with the school their concerns about that plan, which Mr. Satterly explained as long as the asbestos remained dry, it wasn't leaking out. The discussion continued with the CCAB asking several questions related to why it would be left, and for how long before the asbestos would be abated. Additional questions were asked about the ballasted roofing and material.

*The CCAB Board reviewed Burlington RE-6J - MS Roof Replacement waiver from 3:25 p.m. until 3:28 p.m. The CCAB asked for clarification on matching funds and previous mill levies. Mr. Satterly explained the history of the school's mill levy attempts and the funds remaining for the match.*

*The CCAB Board approved the waiver unanimously, with nine votes yes, and zero votes no.*

- **Applicant:** Animas High School  
**Project:** New HS  
**Presentation by Applicant:** Thomas Morrissey, with the school's board of directors, and Jim Ketter, their owner's rep, introduced themselves to the CCAB. Mr. Morrissey began the presentation by describing the school's history of academic excellence and recognition within CSI, the school's previous location in a strip mall, and their current temporary location in modular homes.

**Discussion:** The CCAB referenced the \$3.3 million match, asking the school if they had made any headway on procuring those funds, and if so, how much. Mr. Ketter told the CCAB between pledges, other grants, and private donations, the school had the matching funds. The CCAB asked how much of the project cost would be for land and what the new school's square footage would be. Mr. Ketter explained the cost for land would be very little to none, and the square footage would be forty thousand.

- **Applicant:** Durango 9-R  
**Project:** ES Fire Suppression Emergency Generators & ES Roof Replacement  
**Presentation by Applicant:** *Durango 9-R submitted two applications for each project: ES Fire Suppression Emergency Generators, and ES Roof Replacement. There were no applicants present from the school to give the presentation; Dustin Guerin gave an executive summary of each project and answered the CCABs questions on their behalf.* Dustin Guerin described the need for small sections of the school's roof to be replaced and, as required by local fire department, for the school to install generators in multiple locations.

**Discussion:** The CCAB asked if the school planned to apply for a DOLA grant in the future. Dustin Guerin told the CCAB that he had asked the school the same question, but DOLA doesn't usually fund projects of this type; the school, he said, had indicated to him that if they did apply for the grant, it would be to offset their actual budget costs. Scott Newell asked if the Fire Marshall would shut the school down if they did not install

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the generators. Mr. Guerin said that he wasn't sure if there was a specific time-line given to the school to comply, but that the school was moving forward over the summer to begin installations.

- **Applicant:** Lake County R-1

**Project:** MS Gym Floor Mercury Abatement

**Presentation by Applicant:** Kate Bartlett, Chief Operating Officer, and Colleen Kaneda, the school's owner's rep, introduced themselves to the CCAB. Ms. Bartlett began her presentation by thanking the BEST board for a 2014 grant which was used to fix roof leaks in parts of the middle school. She then explained to the CCAB the new project request: abatement of vaporizing mercury in the school's gym floor. According to tests, Ms. Bartlett said, the concentration of mercury in the gym flooring fell well above the designated limit of 0.2mg/l, with samples testing at 2.0mg/l and 5.5mg/l, presenting dangerous health hazards to children inhaling the vapors. Ms. Kaneda added a description of the current gym floor and provided a summary of the plans for replacement.

**Discussion:** The CCAB asked the school with what product they would replace the flooring, which Ms. Kaneda answered. The CCAB discussed the proprietary nature of the flooring the school had chosen, its cost, and ability to subcontract the installation for more competitive pricing. Ms. Kaneda said that they would continue to look into subcontractor services to keep costs low.

*The CCAB Board reviewed Lake County R-1- MS Gym Floor Mercury Abatement waiver from 3:50 p.m. until 3:55 p.m. The CCAB asked for clarification on attachments to the waiver application, and on a California study mentioned in the application. The CCAB also asked what the school planned to do in the event a separate DOLA grant application did not get awarded. Ms. Bartlett answered that the school did not know yet what they would do – would they spend other funds from the budget, or defer replacement – but she assured the CCAB that it was a question being discussed by the district.*

*The CCAB Board approved the waiver unanimously, with nine votes yes, and zero votes no.*

- **Applicant:** Thompson R-2J

**Project:** HS Partial Roof Replacement

*CCAB Board member, Matt Throop, recused himself.*

**Presentation by Applicant:** *There were no applicants present from Thompson R-2J to give the presentation; Kevin Huber gave an executive summary of the project and answered the CCABs questions on their behalf.* Kevin Huber explained that the same project had been submitted in the 2014 grant cycle without success, and gave a brief description of the roofing deficiencies and project scope.

**Discussion:** The CCAB asked if the project had changed at all between last year and this year, which Mr. Huber said that it had not, and they asked what the outcome of the decision had been previously. Scott Newell explained that in the previous cycle the CCAB had felt the school could potentially have enough bonding capacity to fund the project on its own. Kevin Huber noted that the school would not go to a bond election for the project, due to the size of the project and the number of schools in the district. The CCAB noted the high match percent, and asked if the match had increased significantly from last year. Scott Newell explained that it likely had due to the district's bond capacity.

- **Applicant:** Kim Reorganized 88

**Project:** Kim Supplemental Grant

**Presentation by Applicant:** Monica Johnson and Jeff Reed, the school's superintendent and owner's rep respectively, introduced themselves to the CCAB. Ms. Johnson described the school's original lease-purchase project through the BEST program, explaining the various setbacks experienced over the two years since the project began, including escalation of costs and unforeseeable conditions. Ms. Johnson added that a DOLA grant had been awarded to help offset some of the setback costs, but explained the additional needs remaining before a fully functional facility could be completed and used.

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**Discussion:** The CCAB asked staff for clarification on safety recommendations. Scott Newell provided clarification and noted that as staff, from a transparency standpoint, they look at the merits of the current application project needs and provide a recommendation based on that scope of work, keeping in mind that it is a supplemental to a previously approved project. In the event the grant is not awarded, the CCAB asked the presenters what the building would look like. Mr. Reed explained that there was no carpeting or interior furnishings, describing the building as a shell with only 60% of construction complete. Scott Newell asked the presenters how comfortable they are with the estimates in the new grant request, given that the original project request was too low. Mr. Reed expressed that they were very comfortable with the new estimates which also included a higher contingency. Cheryl Honigsberg added that if the contingency was not used, the remaining funds would go back to the grant. The CCAB asked if there were any other potential “surprises” that could arise as construction continued. Ms. Johnson and Mr. Reed expressed their confidence in the remaining project needs and expectations.

*The CCAB Board reviewed Kim Reorganized 88 - Kim Supplemental Grant waiver from 4:08 p.m. until 4:10 p.m. They had no questions on the waiver application.*

*The CCAB Board approved the waiver unanimously, with nine votes yes, and zero votes no.*

*The CCAB Chair dismissed the CCAB for the day, announcing the meeting would reconvene the following morning at 9:00 a.m.*

*The CCAB Chair reconvened the meeting at 9:00 a.m. Each member of the CCAB introduced themselves to the public, and the CCAB Chair called the first presenter.*

- **Applicant:** Limon RE-4J

**Project:** Supplemental K-12 Locker Room Renovation

**Presentation by Applicant:** Dave Marx and Chuck Jordan, the school’s superintendent and owner’s rep respectively, introduced themselves to the CCAB. Mr. Marx described the issues which arose in the school’s previous BEST-funded project, which forced them to redirect funds intended for locker room renovations to rectify the problems. As such, Mr. Marx explained, the school was requesting a supplemental grant to complete renovations in the locker room.

**Discussion:** The CCAB asked which of the expansive soils and escalation of subcontractors was the biggest cost factor exhausting previous funds. Mr. Marx stated that it was primarily due to an incorrect master plan, which later meant the locker room plans had to be moved. The CCAB asked if the school had provided a full match with the last grant. Mr. Marx told the CCAB that they had. Scott Newell added additional clarification, explaining that the school had provided a full match on the previous grant and that grant reserves had also been used.

*The CCAB Board reviewed Limon RE-4J - Supplemental K-12 Locker Room Renovation waiver from 9:20 a.m. until 9:12 a.m. They had no questions on the waiver application.*

*The CCAB Board approved the waiver with eight votes yes, and one vote no.*

- **Applicant:** Debeque 49JT

**Project:** ES & HS Addition to become a PK-12

**Presentation by Applicant:** Alan Dillon and John Cameron, the school’s superintendent and architect respectively, introduced themselves to the CCAB. Mr. Dillon began his presentation by describing the master plan to the CCAB, and moving into a description of the school’s conditions. He described the security concerns due to the number of entry points, which he said was near 30, and the age of the school. He added that a master plan had been made and received positive community support.

**Discussion:** Scott Newell asked the school to provide additional clarification by walking the CCAB through the slides in their presentation. Mr. Cameron described the campus map, water damage to the buildings,

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and the project plans for demolition of the elementary school and renovation/additions to the new high school building. The CCAB asked about AHERA report findings, which Mr. Cameron described for them. They also asked the school to provide a breakdown of the cost of the plan, and if demolition costs were included in construction estimates. Mr. Cameron explained that the cost of demolition was \$145 thousand, and included abatement. The CCAB expressed concerned about the cost of the plan given the scope of the work. Mr. Cameron said he was confident in the estimates, and Kevin Huber provided additional information on the cost breakdown. The CCAB inquired if a contingency was built in, which Mr. Cameron listed for them.

- **Applicant:** Plateau Valley 50  
**Project:** K-12 RTU Replacement

*CCAB Board member, Kathy Gebhart, recused herself.*

**Presentation by Applicant:** Greg Randall, Superintendent of Plateau Valley School District, introduced himself to the CCAB, and began his presentation with a description of the school's student population. He drew a distinction between the average school budgets in Colorado and that of Plateau Valley's, stating that the school was in higher need of funding assistance. Specifically, the school needs BEST funding to replace 26 failing heating-cooling units throughout the school.

**Discussion:** The CCAB asked the school to describe the current condition of the units and with which product the school intended to replace them. Mr. Randall explained the condition of the 25 years or older roof-top units, noting that poor circulation of the air has also led to an increase in the number of sick students. The CCAB asked if the school had a firm chosen for the installation and if each classroom was supplied with the same type of heating unit. Mr. Randall told the CCAB the school would work with Bighorn Engineering for installation, and all units would be boilers. The CCAB asked if the school expected the replacements to increase the cost of energy, which Mr. Randall answered the school believed it would actually be less expensive because the current units are so inefficient.

*The CCAB Board reviewed Plateau Valley 50 - K-12 RTU Replacement waiver from 9:30 a.m. until 9:32 a.m. They had no questions on the waiver application.*

*The CCAB Board approved the waiver unanimously, with eight votes yes, and zero votes no.*

- **Applicant:** Montrose County RE-1J  
**Project:** HS Shop Electrical Upgrade

**Presentation by Applicant:** Brenda Bertossi, the school's property services assistant, and Shawn Brill, their mechanical engineer, introduced themselves to the CCAB. Ms. Bertossi began her presentation by describing the school facilities to the CCAB, and the inspection which showed electrical system deficiencies in the school's woodworking shop. The school planned to remedy the deficiencies in a 3-phase project, she explained, and the grant would cover the final phase.

**Discussion:** The CCAB asked if there were any other areas out of compliance other than the two described in the application; Ms. Bertossi indicated that it was only the two areas.

- **Applicant:** Ouray R-1  
**Project:** K-12 Renovation

**Presentation by Applicant:** Scott Pauken and Brian Calhoun, the Superintendent and the school's architect respectively, introduced themselves to the CCAB. Mr. Pauken described Ouray's master plan and the critical deficiencies needing to be corrected, which included five main areas for the project: roofing, safety and access control, new mechanical ventilation, sprinkler building for fire safety, and linking fire safety. Due to the cost of local contractors, he explained, Ouray was requesting BEST funds to help cover the cost of the project.

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**Discussion:** The CCAB asked the school to explain the situation with the Historical Society. Scott Newell provided context to answer the question, explaining historical requests in contrast to what would be best for students. The CCAB explained a concern with the cost per square foot being higher than the value received, and asked what the school would decide for plan B if the grant request was not awarded. Mr. Calhoun answered that the project was designed to take on major health and safety systems in phases so as to accommodate renovations while balancing budget costs. The CCAB asked Mr. Calhoun to describe the phases plan in more detail, which he did by describing the scope of the phases and priority of projects. The CCAB referred to the passage of a bond in 2014, and asked why the bond request was less than what was needed to fund the renovations. Mr. Pauken explained George K. Baum had done ground work prior to the election and their work had shown that a higher bond request would not pass. He added the cost of construction begun this summer was paid for by bond proceeds; the BEST grant would cover next summer's work. The CCAB also inquired about the cap reserve and extent of owner's contingency, as well as who came up with the estimate for the renovations. Mr. Calhoun said that the contingency was 20%, and Stanton Construction came up with the estimate, which was a combination of budget costs and subcontract bids. The CCAB clarified that escalation was included in the contingency and asked for confirmation of the total cost of the project, which Mr. Calhoun confirmed on both.

*The CCAB Board reviewed Ouray R-1 - K-12 Renovation waiver from 9:50 a.m. until 9:57 a.m. The CCAB asked for clarification on question one of the waiver request, noting the answer indicated Ouray would not be able to hire staff without the waiver, and asked if Ouray was in need of new staff. Mr. Pauken replied that they were. The CCAB asked how much the school would be able to increase their cap reserve if the waiver was approved. Mr. Pauken said they could increase it by \$20,000 per year. The CCAB asked a final question about the number of additional grants the school had applied for and the likelihood they would get them. Mr. Pauken indicated they had applied for several, but was unsure of the likelihood they would be approved. The CCAB Board approved the waiver unanimously, with nine votes yes, and zero votes no.*

- **Applicant:** Platte Canyon 1

**Project:** MS Partial Roof Replacement

**Presentation by Applicant:** Jim Walpole, Platte Canyon's Superintendent, and David Richeal, the facilities manager, introduced themselves to the CCAB. Mr. Richeal presented the project by describing the roof damage in the school and the extent to which the damage had reached. He explained the need for complete replacement before further damage was sustained to the drywall. Mr. Walpole added that while it was difficult for the school to obtain, they had been able to acquire sufficient funds for the match.

**Discussion:** *The CCAB had no questions for the school; Mr. Walpole and Mr. Richeal were dismissed.*

- **Applicant:** Swallows Charter Academy

**Project:** Phase 2 New Addition & Phase 2/3 New Campus

**Presentation by Applicant:** *Swallows Charter Academy submitted individual applications for the Phase 2 New Addition & Phase 2/3 New Campus. The presenters elected to present both applications jointly to the CCAB; the 2 minute presentation limit for each project was combined for total presentation time of 4 minutes.* Cindy Compton, Swallow's Director, and Jeff Reed, their owner's rep, introduced themselves to the CCAB. Ms. Compton began the presentation by explaining to the CCAB the grant requests were individual, with the first breaking out phase 2 as a single project and the second combining phases 2 and 3 for full build-out of the project; she described phases 2 and 3 and the scope of each. Phase 1, she said, had already been funded through a bond issuance and would be completed next month. Ms. Compton went on to describe the history of student enrollment and the increasing rate of enrollment over the years. However, she told the CCAB the school's primary concern was safety for their students, citing the need on several occasions to bus students back and forth between buildings during passing periods due to February's severe storms. She ended the presentation by explaining to the CCAB the need for classrooms accommodating science labs and other specialty classrooms which were currently unavailable to students in the college preparatory school.



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**Discussion:** The CCAB asked why the school had elected to build a gym in phase 1 first before correcting other safety deficiencies and security issues as listed in the grant application. Ms. Compton explained that the lack of a gym was a deterrent to the high school's enrollment and that they had not had enough funds to cover the classroom construction; but, she said, they felt the funds they did have would at least cover construction of a gym. The CCAB asked if the application which showed a per pupil capital reserve of \$0 was accurate. Ms. Compton said they had \$81,000 from the charter school capital dollars going into the capital reserve fund, and they had looked a past allocation of \$125 per student, but with bond repayment the allocation was used. The CCAB asked how big phase 1 had been, noting descriptions of phases 2 and 3. Mr. Reed answered, saying it was 16.7 thousand square feet, and the total square footage of the campus would be 72.5 thousand square feet. The CCAB inquired if the school was using the bond both to build phase 1 and to provide the grant match, and if so, if that meant there was extra funding available. Ms. Compton explained the phase 2 grant was included in the cost of the phase 1 project; since phase 1 is already in construction, she added, they are using the rest for the match and the school only needs the additional dollars from the grant to complete phase 2 components. The CCAB referred to the application narrative stating that it seemed decision-makers appeared to prioritize enrollment growth over health and safety. The CCAB asked if the school has entered into an agreement to use a different access route or incur a penalty if not rerouted within five years, what was the school's plan to fulfill the stipulation when they entered into the agreement. Ms. Compton told the CCAB if they had to do the reroute today, they could, but it would not be an ideal situation given the current orientation of the buildings; ideally, she said, the school would complete the reroute after the project construction was completed. The CCAB asked if the school had discussed going for a bond or mill levy. Ms. Compton explained they were included on the District 70 bond in 2013 for \$60 million, but of that the school had only received \$22,000, which, with the BEST Grant, would go to the project. The CCAB asked further if discussions had been had between the school district and the charter school to obtain more funding from the bond election. Ms. Compton said they had discussed it with the district but at the time there was a great deal of animosity between the school district and the charter school, which predated her arrival as the Director, and as such they did not feel it was an appropriate time to push the school district for more funding. The CCAB said that it appeared the school had problems in the past with developing funding sources from outside, asking what was the school's plans to actually bring money to the table if the grant was awarded? Ms. Compton informed the CCAB of the Pueblo West median income, saying the community was not wealthy by any means, but that the school had some families and businesses with an interest in Swallows which they hoped to utilize down the road for fundraising endeavors. Additionally, she said they had made efforts with the PTO, and other organizations, as well as were applying for multiple grants, all of which they hoped would aid them in fundraising. The CCAB referenced the school's maintenance costs as outlined in their grant application, praising the school for their efficiency, and asking what they were doing to keep their costs so low. Ms. Compton said, as a staff, the school attempted to work within a frugal budget, and make the best decisions they could on a daily basis.

*The CCAB Board reviewed Swallows Charter Academy - Phase 2 New Addition & Phase 2/3 New Campus waiver from 10:20 a.m. until 10:25 a.m. The CCAB asked for clarification on question four of the waiver request discussing voting population and bond debt, which Ms. Compton explained 95% of the student population came from Pueblo District 70, and 5% from surrounding districts. The CCAB asked for clarification on question eleven listing 6% district enrollment at Swallows Charter School, and question thirteen regarding maintenance & operations spending. The CCAB asked additionally that if 6% of district students attended the school, how much in district funding as a percent did the school get from the district? Ms. Compton reiterated the \$22,000 received from the district's \$60 million bond, noting that it was much less than 6%. The CCAB asked if the school had a limit on enrollment based on their charter, which Ms. Compton informed the CCAB the school had petitioned the State Board for additional room for growth, describing the numbers they hoped to reach for full capacity over the next two years. She added that Swallows hoped the gym they were finishing the build-out of would help them reach those goals.*

*The CCAB Board denied the waiver with three votes yes, and six votes no.*

- **Applicant:** Moffat 2  
**Project:** PK-12 Supplemental

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**Presentation by Applicant:** Kirk Banghart and Desi Navarro, the school's superintendent and owner's rep, respectively, introduced themselves to the CCAB. Mr. Banghart described the school's continued conversations with the division staff regarding project issues in their 2014 grant award. He described the needs in the supplemental request, and the school's risk management attempts to mitigate these and further unforeseens. Without the supplemental, he stated, the consequences would mean no demolition of the old building and the project would not be able to reach completion as originally outlined.

**Discussion:** The CCAB asked where the project was at in terms of overall construction of the building, and what the remaining big-hitting items were. Mr. Banghart indicated the project was in the final stretch, and the bigger remaining items included: landscaping, parking lots, demolition of the old building, and the biggest remaining item in the supplemental was a denitrification tank. The CCAB asked what the correspondence was with contractors to complete the tank portion. Mr. Navarro replied they were exploring a dilution solution for tank removal; Scott Newell provided further context, saying they were considering lower cost options but comparing that to the risk the cheaper options may not fully solve the issue. The CCAB asked the school about the soils report and who did the report, which Mr. Navarro was unsure, but he explained the issues were not part of the original report. The CCAB asked the school to confirm they were basically requesting funding to finish the school as original planned, and if they intended on doing any support landscaping. Mr. Banghart indicated that was correct, but they did not intend landscaping in terms of aesthetics, rather for access to and water drainage from the building. Mr. Navarro added they had scraped and skimmed in order to cover as much as possible and spread dollars as far as possible. The CCAB asked division staff for a total cost of the project including the previous grant and the current request, which Scott Newell provided for them. The CCAB asked if there were any other potential unforeseen issues which might arise in future, or if the school had covered all bases in terms of possible issues, and if the grant was not awarded today, what other avenues the school might have to provide the remaining funds on their own. Mr. Navarro said the supplemental would cover all remaining costs and they were confident no further issues would arise.

- **Applicant:** Frontier Academy  
**Project:** K-12 Paging System

**Presentation by Applicant:** Jeff Lemons, the school's technology specialist, and Laura Chafin, their director of development, introduced themselves to the CCAB. Mr. Lemons described the school and their visual and auditory system deficiencies which they felt posed a threat to the safety and security of their students. He related to the CCAB a previous incident wherein tornado warnings were issued for their region: the warning was insufficiently and ineffectively passed along to students and staff to get to a safe location. Mr. Lemons said the school had identified a system which would interface with their current phone system, and explained why they felt it would be the best solution to address the deficiencies.

**Discussion:** Scott Newell said that \$244,000 had been allocated to them from the Capital Construction office this year, and asked the school for what those funds had been used. Jay Hoskinson said the funds had been used for bond and debt payments, and Ms. Chafin added it had also been used for additions and land purchase. The CCAB asked what system the school currently had in place, which Mr. Lemons answered, saying they had CAT 5 fiber optics.

*The CCAB Chair announced that concluded the school reviews, and called for a 15 minute break from 11:00 a.m. to 11:15 a.m.*

## III. Board Report

- a. CCAB Board Member Kathy Gebhart said that she had found out the State Legislature took some money from the state trust lands to put it into operations; for next year's legislative agenda, she felt the CCAB should keep that in mind and ask for funds for the COP cap. Additionally, the CCAB discussed the successful work done to close marijuana loopholes, and the timeline for adding decision items to the State Board's agenda.

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## IV. Director's Report

- a. Division updates: Scott Newell announced the Colorado Energy Office and USGBC – Rocky Mountain Chapter wanted to collaborate with the CCAB on several programs they offer schools for energy and green projects, particularly offering a competitive grant of \$20,000 for schools which had implemented a sustainability plan. Mr. Newell announced the State Treasury had a new Deputy Treasurer, Jon Forbes, who would be attending one of the CCAB meetings in the future. He announced upcoming ribbon cuttings for Montezuma, and Creede, and the potential for a school tour during the August CCAB meeting so the CCAB could visit several BEST projects in the area.
- b. Legislative updates: Scott Newell announced legislative updates, including: the passage of HB 1197 which deals with construction contracts with public entities to change indemnification language; the passage of HB 1387 which deals with the marijuana excise tax loophole; the failure of HB 1116 which would have removed annual board inspections; the passage of SB 63 which expands the definition of renewable sources so that any type of alternative energy project can qualify for the Wind-for-Schools grant program; and HB 1367 which, if passed by public vote in November, would allot BEST a one-time payment of \$40 million for additional capital projects – the bill, to appear on the ballot for voter approval in November, will ask voters to allow the state to retain marijuana sales tax revenues which would otherwise be refunded under TABOR. Mr. Newell asked the CCAB for nominations of BEST schools in the Denver Metro area in the event HB 1367 passes the legislature as Governor Hickenlooper wants to do a signing of the bill at a BEST school; the CCAB provided nominations for schools.

## V. Discussion Items (cont.)

- a. Discuss updating the Statewide Facility Assessment: Scott Newell announced the Division was putting together a subcommittee, which would include individuals from the CEO, the Water Dept., Health Dept., and OIT, as well as professionals in the construction field. Funds would not be available until July 1<sup>st</sup>, but the subcommittee would begin going through the 220 data points currently on the assessment to determine questions of value, questions to modify or add, and to identify what fits into statutory categories to run reports based off of. The process, tentatively, would take through the end of July at which point the division would start developing the RFP. Ideally, by July 23<sup>rd</sup> the RFQP process would begin, and, by September 25<sup>th</sup>, it would be issued to the public. Additionally, the program will need a better user interface which small districts would be able to use as a facility management tool, and which contractors would be able to use. The Division would begin working on this in the interim. Responses to the RFQP would be due by the end of October, and reviewed and approved by the end of December. Assessors would be hired once contractors were brought on. Scott Newell asked the CCAB if they would volunteer for the subcommittee; David Tadlock, Matt Throop, Karl Berg, Tim Reed, and Kathy Gebhart volunteered.

## VI. Future Meetings

- a. The CCAB discussed the merits of holding the July board meeting in Breckenridge at the CASE convention, as was done in 2014, and holding the December board meeting at the CASB convention in Colorado Springs.
- b. The CCAB discussed taking a tour of BEST project schools for the August board meeting, and attend the Montezuma and Creede ribbon cuttings.

## VII. Action Items

- a. Approve previous minutes from April 22<sup>nd</sup>, 2015 meeting:
  - Denise Pearson made a motion to approve the meeting minutes;
  - Matt Throop 2<sup>nd</sup> the motion;
  - Motion to approve the minutes was approved unanimously.
- b. Review and approve FY2016-17 BEST grant timeline per 22-43.7-109(2)(a) C.R.S.
  - David Tadlock made a motion to approve the meeting minutes;
  - Tim Reed 2<sup>nd</sup> the motion;

# Public School Capital Construction Assistance Board Meeting Agenda

- Motion to approve the timeline was approved unanimously.

*The CCAB Chair called for a lunch break from 12:00 p.m. – 1:00 p.m.*

- c. Approve the final list of BEST grant applications to recommend to the State Board of Education for award:
  - Scott Newell described the method by which the projects were chosen to the CCAB and the public: based on the CCAB's scoring sheets, the projects were tallied by a system of short-listed projects, priority, and merit scores, and listed by rank in descending order. For the FY2015-16 grant cycle, there would be \$50 million to award, including grant reserves; the CCAB would choose a grant reserve of 5% or 10%. Choosing 5% would allow two additional projects to be funded; however, Mr. Newell noted that lowering the grant reserve could potentially risk a project not having access to emergency funds in the event unforeseen issues arise. The projects ranked highest on priority and falling above the budget cut-off would be the schools recommended to the State Board of Education for approval.
  - Kathy Gebhart made a motion to approve the list for recommendation to the State Board;
  - Tim Reed 2<sup>nd</sup> the motion;
  - Motion to approve the list was approved unanimously.
  - Matt Throop made a motion to approve a grant reserve of 5%;
  - Cyndi Wright 2<sup>nd</sup> the motion;
  - Motion to approve a 5% grant reserve was approved unanimously.

## **VIII. Public Comment**

- a. Public Comment: There was no public comment.

## **IX. Adjournment**

- Denise Pearson made a motion to adjourn;
- Matt Throop 2<sup>nd</sup> the motion;
- Motion to approve adjournment was approved unanimously.

# Public School Capital Construction Assistance Board Agenda Sheet

**MEETING DATE:** July 29, 2015

**SUBJECT:** Statewide facility assessment update

**TYPE:** Action ☐ Information ☒

## **BACKGROUND:**

Update the board on the progress of the statewide facility assessment refresh and results of the subcommittee meeting in which the facility assessment questionnaire was reviewed.

All of the comments and feedback we have received from the subcommittee has been combined in the attached document. A Statutory Priority column to identify each question with the statutory requirements for prioritizing grants was also added. Numbering is as follows:

- 1 – Health and safety
- 2 – Overcrowding
- 3 – Technology
- 4 – All other projects

As a reminder, several of the questions that were deleted were due to the duplication we felt they had with Uniformat. As a note, we will still be doing a condition assessment on all items under Uniformat.

Moving forward the questions will be re-sorted in a manner that makes more sense. Questions will continue to be modified as necessary.

## **STAFF RECOMMENDATION:**

Review the proposed revisions and provide feedback to the Division

## **STAFF RECOMMENDED MOTION:**

NA

## **ATTACHMENTS:**

State Facility Assessment – Criteria Updates

# Statewide Facility Assessment - Criteria Updates

Task Num	Stat Priority	Original	Proposed Changes
4.2	4	Are Football Fields approved by the Colorado High School Activities Association?	Are athletic fields approved by the Colorado High School Activities Association?
10.1	4	Do practice fields meet the school's program requirements? If not comment on deficiencies.	
13	1	Is the school located on a 4 lane highway or street with daily traffic counts exceeding 25,000 per day? DOT?	How many lanes/what type of street/highway (arterial, collector, etc.) is the school located on?
13.1	1	If 4 lanes wide OR traffic count exceeding 25000 cars is there a traffic light or dedicated turn lane into the school?	Is there dedicated turn lanes?
14	1	Is the location removed from undesirable business industry traffic and natural hazards as recommended in the CDE Construction Guidelines 4.1.13?	Is the location removed from undesirable business industry traffic and hazards such as: waste disposal; gas wells; railroad tracks; major highways; liquor stores; adult establishments; landfills; waste water treatment plants; chemical plants; electrical power stations; power easements; other?
16.1	1	Is there a bus loading and unloading zone?	Is there a bus loading and unloading zone with appropriate signage as recommended in the CDE Construction Guidelines 4.1.13.2?
17.1	4	Is there a parent drop off and pick up area?	Is there an on site parent drop off and pick up area with appropriate signage as recommended in the CDE Construction Guidelines 4.1.13.3?
18.1	4	Are there staff and visitor parking?	
18.2	4	Is the staff and visitor parking area paved with marked parking stalls?	What is the surface of the staff and visitor parking area? Are parking stalls marked?
18.3	4	Are there marked ADA staff and visitor parking stalls?	Are there marked ADA parking stalls?
19.1	4	Is there student parking?	
19.2	4	Is the parking area paved with marked parking stalls?	What is the surface of the student parking area? Are parking stalls marked?
20	4	Is the service delivery area separated from pedestrian traffic, sports fields and playgrounds?	Is the service delivery area separated from pedestrian traffic, play fields and playgrounds as recommended in the CDE Construction Guidelines 4.1.13.5?
21.1	4	Are there concrete walks that provide circulation around the school?	Are there hard surface walkways that provide circulation around the school?
22	4	Is there an area for bicycle storage?	Is there an area for bicycle storage as recommended in the CDE Construction Guidelines 4.1.13.6?
23	1	Is there a marked fire lane with "no parking" signs posted?	Is there a dedicated and appropriately marked fire lane as recommended in the CDE Construction Guidelines 4.1.13.7?
25	4	Is there a playground/playfields for ES? If so does the play equipment meet recommendations in the CDE Construction Guidelines 4.1.13?	Are there playground/playfields and if so, does the play equipment meet recommendations in the CDE Construction Guidelines 4.1.13.8?
28	4	Are parking areas lit? Describe condition.	Are parking areas lit?
30	1	Are school entries lit? Describe condition.	Are school entries lit?
31	4	Are school perimeters lit? Describe condition.	Are school perimeters lit?
34	1	Does water drain positively away from the school?	
39	4	Is there an identifiable path of ingress?	Is there a well marked pedestrian path to the main entry as recommended in the CDE Construction Guidelines 4.1.13.4?
40	4	Are there curb cuts at curbs?	Are there curb cuts at assessable paths of travel?
43.1	4	Is there site way-finding signage?	Is there permanent site way-finding signage for vehicles and pedestrians and does it direct users appropriately?

# Statewide Facility Assessment - Criteria Updates

45	4	Is the school heated with natural gas propane coal electricity or other?	<b>What type of fuel is the school heated with?</b>
45.1	1	Are the propane tank or tanks installed as required by code?	<b>Are the propane tanks protected and where are they located?</b>
45.2	1	Is the natural gas service protected?	
46	4	Is the site served by a private or a public water system?	
48	4 1	Is major electrical service equipment (Including transformers switchgear and disconnects) located outside?	
49	4	Is the site served by a public or private waste water system?	<b>Is the site served by a public or private <u>waste</u> water system?</b>
51.1	1	How far away is the fire hydrant from the school building?	<b>How far away is the nearest fire hydrant from the school building? How many hydrants are serving the site?</b>
53	4	Is the landscaping well developed and maintained?	<b>Does the landscaping provide for line of sight for the occupants and local law enforcement? Does it allow for unauthorized access to windows, roofs or other areas?</b>
54	4	How is the landscaping watered? By hand on a timer on a smart system other?	<b>Is landscaping watered (play fields, ornamental, all, etc.)? If it is watered, how (by hand, timer, smart system, etc.)?</b>
65.1	1 1	Is the site fenced?	<b>New 65.2: Does the fencing system impede the line of sight for either occupants or emergency responders?</b>
65.2	1 1	Are gates provided at fences with locking capability?	<b>Change to 65.3; New: Do gates allow for emergency egress?</b>
65.3	1	Are playgrounds fenced separately?	<b>Are Pre-K playgrounds fenced separately?</b>
67	1	Is the school roof controlled for restricted access?	
68	1	Is the main entry protected from forced vehicle entry? Describe how, bollards etc.	<b>Is the main entry protected? Describe how, bollards etc.</b>
70.1	1	Are the corridors' openings protected? E.g. are doors labeled with smoke seals and closers etc.?	
73	2	What is the school occupant load?	<b>What is the schools max occupancy load?</b>
74	1	Is there an unobstructed path of egress from all points in the school?	<b>Is there an unobstructed path of egress as recommended in the CDE Construction Guidelines section 4.1.7?</b>
74.1	1	Describe the condition of the unobstructed path of egress.	<b>Does the condition of the unobstructed path of egress show signs of deterioration?</b>
76	4	Do stair treads risers and landings meet code? 1) Riser restrictions are 7' maximum and 4" minimum. 2) Tread depth must be a minimum of 11". 3) Minimum stair width must be 60" for educational group with an occupancy of 100 or more.	<b>What are the measurements of the risers, treads, and stair widths?</b>
77	1 1	Are classroom doors recessed and open in the exiting direction?	<b>New 77.1: Does door hardware support lockdowns, while still meeting code?</b>
80.1	1	Do corridors terminate at an exit or a stairway leading to an exit?	
81	1 4	Is the path of egress ADA accessible?	<b>New 81.3: Does the school have an evacuation plan for staff or students who are unable to self evacuate?</b>
81.1	1	Are there areas of refuge?	
83	1	Does the school have emergency exiting lighting on an independent electrical service?	
84	4	Does the district/school have a backup generator?	
84.1	4	How is the backup generator powered? Natural gas propane wind other?	<b>How is the backup generator powered?</b>

# Statewide Facility Assessment - Criteria Updates

85	1	Does the school have fire extinguishers located as required by code?	
86	4	Is the school provided with a sprinkler system?	
87	1	Is there a school fire alarm system that meets current fire codes? IFC Required?	Is there a school fire alarm system as recommended in the CDE Construction Guidelines 4.1.6
87.1	1	Is the alarm monitored?	
87.2	4	Describe the type age and condition of the fire alarm system.	Describe the type of fire alarm system.
100	4	Is there a basement?	
100.1	1	Does the foundation or basement walls have any observable cracks?	Do the foundation or basement walls have any observable cracks?
101	4	Is the school constructed on a slab on grade?	
101.1	1	Does the slab on grade show signs of heaving or cracking?	
102.2	1	Are there any observable cracks or other areas of failure in respect to the walls?	Are there any observable cracks or other areas of failure?
102.3	4	Are there expansion joints for expansion and contraction of building materials?	
109	4	What is the ceiling/floor assembly constructed of? Wood joists with wood planking I-joists with plywood open web wood joists with wood planking or plywood open web metal joist and metal decking other?	What is the ceiling/floor assembly constructed of?
110.2		What is the approximate age of the roof covering?	When does the warranty of your roof covering expire (date)?
110.3	1	Is water draining positively with water being removed off?	Is water draining positively from the roof with no signs of ponding?
112.2	1 1	Does the system provide fresh air as recommended in the CDE Construction Guidelines 4.1.3? Please refer to CO2 test results.	Does the HVAC system provide fresh air as recommended in the CDE Construction Guidelines 4.1.4?  New: Provide resulting data from CO2 tests.
114.1	1	Provide resulting data from carbon dioxide tests.	
115	1 1	At the time of visit, what is the air quality for carbon monoxide in boiler rooms or at air supply ducts?	provide resulting data from carbon monoxide tests in boiler room.  New: Provide resulting data from carbon monoxide tests at air supply ducts.
116.1	4	Does the electrical system in its existing configuration, from the transformer to the panel, have room for additional electrical capacity?	
116.2	4	Is power single or three phase?	What type of electrical power is serving the building?
117	4	Is there an adequate number of electrical outlets in classrooms and teaching areas?	Is there adequate electrical in the kitchen area?
117.1	4	Are extension cords and multiple outlet receptacle outlets used to make up for lack of wall/floor outlets?	Does administration routinely use extension cords and multiple outlet receptacle to make up for lack of wall/floor outlets?
118	4	What type of lighting does the school have? Compact fluorescents, T-8 lamps, T-5 lamps, other?	What type of lighting does the school have?
119	4	Do current lighting levels meet electrical lighting codes?	Do current lighting levels meet electrical lighting codes as recommended in the CDE Construction Guidelines section 4.1.3?
119.1	4	Describe lighting levels.	Provide lighting tests results for classroom, gym, cafeteria, kitchen.
120	4	Are there any noticeable odors in the school that suggest sewer lines are in poor condition?	Are there any noticeable odors in the school?



# Statewide Facility Assessment - Criteria Updates

120.1	1	Does the school have adequate bathrooms to support the building population as required by code?	<b>Does the school have adequate plumbing as recommended in the CDE Construction Guidelines section 4.1.5?</b>
120.2	4	Are plumbing fixtures equipped with low flow water saving devices?	
121	1 1	Test water at one location in each school for lead and copper. Provide testing results in database.	<b>Provide test results for lead at three locations (drinking fountain, kitchen, and another water supply).</b>  <b>New 121.1: Provide test results for copper at three locations (drinking fountain, kitchen, and another water supply).</b>
124	1	Is there an event alert notification system as recommended in the CDE Construction Guidelines 4.1.9.5?	
125.1	1	Is there restricted access at secondary entrances and controlled access at the building main entrance as recommended in the CDE Construction Guidelines 4.1.9?	<b>Is there restricted access at secondary entrances and controlled access at the building main entrance as recommended in the CDE Construction Guidelines 4.1.9.2?</b>
125.2	1	Are there lines of sight from the administrative area or video cameras monitoring the main entrance?	<b>Are facilities equipped with front door security as recommended in the CDE Construction Guidelines 4.1.9.3?</b>
127	3 1 1	Are facilities equipped with closed circuit video and key card or key pad school access?	<b>Is the facility equipped with video management systems as recommended in the CDE Construction Guidelines section 4.1.9.1</b>  <b>New: Is the facility equipped with automated controlled access as recommended in the CDE Construction Guidelines 4.1.9.2.2?</b>  <b>New: Is the facility equipped with door lock/intrusion detection as recommended in the CDE Construction Guidelines 4.1.9.4? Are these systems tied into an emergency power supply?</b>
129.1	1	Are hazardous materials safely managed?	<b>Are hazardous materials safely managed as recommended in the CDE Construction Guidelines section 4.1.8?</b>
129.2	4	Is there an updated copy of the Asbestos Management Plan on file?	
131	1 1	Are the school facilities including kitchens maintained in a clean and sanitary manner as recommended in the Criteria and as required by Colorado Health Codes? List major items in non-compliance	<b>Does the school have its annual kitchen inspection report posted? Is there any noted violations?</b>  <b>New: Are food supplied protected against purposeful contamination?</b>
135	4 4	Is there an emergency nurse's station with a dedicated bathroom and secure area to store student medications?	<b>Is there an emergency nurse's station with a dedicated bathroom and secure area to store student medications?</b>  <b>New: Are medications stored in a manner that allows them to be easily transported in the event of an evacuation?</b>
137.1	4	Does the school have daylight with views in all learning areas?	
137.3	4	Does the school have acoustical materials to reduce ambient noise levels and minimize transfer of noise between classrooms, corridors and other learning areas?	

# Statewide Facility Assessment - Criteria Updates

139.1	4	Does the school have preschool classrooms as needed for the school program?	Does the school have preschool classrooms as needed for the school program and as recommended in the CDE Construction Guidelines section 4.3.2.1?
139.2	4	Preschool Adjacencies	Is the preschool space near the other academic programs and an adjacent restroom? Does the space provide convenient access from parent drop-off areas? Is spaces isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.)?
139.3	4	Preschool Storage/Fixed Equipment	Does the preschool space have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment? Is some of the flooring a "wet area"?
140.1	4	Does the school have kindergarten classrooms as needed for the school program?	Does the school have kindergarten classrooms as needed for the school program and as recommended in the CDE Construction Guidelines section 4.3?
140.2	4	Kindergarten Adjacencies	Are the kindergarten spaces near the other academic programs and an adjacent restroom? Do the spaces provide convenient access from parent drop-off areas? Are the spaces isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.)?
140.3	4	Kindergarten Storage/Fixed Equipment	Do the kindergarten spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment? Is some of the flooring a "wet area"?
141.1	4	Do the special education spaces (including testing rooms, offices, etc.) meet school expectations and requirements.	Do the special education spaces (including testing rooms, offices, etc.) meet school program and as recommended in the CDE Construction Guidelines section 4.3.2.2.?
141.2	4	Special Ed Adjacencies	Are the special education spaces near the media center, computer rooms, and general classrooms? Are testing rooms, offices, etc. near the programs they serve? Are they acoustically isolated from noisy spaces?
141.3	4	Special Ed Storage/Fixed Equipment	Do the special education spaces (including testing rooms, offices, etc) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment?
142.1	4	Does the school have general classrooms as described in the CDE Construction Guidelines 4.3?	
142.2	4	General Classroom Adjacencies	Are the general classrooms near the media ctr., computer rms, and support spaces? Are they acoustically isolated from noisy spaces & are acoustics internally appropriate (e.g. gyms, kitchens, music)?
142.3	4	General Classroom Storage/Fixed Equipment	Do the general classroom spaces have adequate casework and appropriate storage (cabinets and bookshelves), sinks, whiteboards, and technology equipment?
143.1	4	Do the special program spaces (including, Title 1, Speech, PT/OT, ESL, etc.) meet school expectations and requirements.	Does the special program space (including, Title 1, Speech, PT/OT, ESL, etc) meet school expectations and requirements?
143.2	4	Special Programs Adjacencies	Is the special program space located as an integral part of the facility (near media center, computer rooms, gen. clsrms)? Are therapy rooms, testing rooms, offices are near programs they serve? Are they acoustically isolated from noisy spaces?
143.3	4	Special Programs Storage/Fixed Equipment	Does the special program spaces have adequate casework and appropriate storage (cabinets and bookshelves), whiteboards, and technology equipment?

## Statewide Facility Assessment - Criteria Updates

144.1	4	Does the school have a Music room as described in the CDE Construction Guidelines 4.3?	
144.2	4	Music Adjacencies	Is the music space isolated from the other "noisy" programs (gyms, kitchen etc.)? Is the spaces acoustically isolated from the quiet academic spaces of the school?
144.3	4	Music Storage/Fixed Equipment	Does the music space have adequate casework (cabinets and bookshelves), appropriate storage, whiteboards, and technology equipment?
146.1	4	Does the school have an art room as described in the CDE Construction Guidelines 4.3?	
146.2	4	Art Adjacencies	Are the art spaces near the other academic programs? Are the spaces isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.)?
146.3	4	Art Fixed Equipment	Do the art spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks & clay traps, whiteboards, drying racks, lighting, and technology equipment? Are finish materials smooth, cleanable and nonabsorbent?
147.1	4	Does the school have a computer lab as described in the CDE Construction Guidelines 4.3?	
147.2	4	Computer Lab Adjacencies	Are the computer lab spaces near the other academic programs? Are the spaces isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.)?
147.3	4	Computer Lab Fixed Equipment	Do the computer lab spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment?
149.1	4	Does the school have Career and Technical Education spaces as described in the CDE Construction Guidelines 4.3?	Does the school have Career and Technical Education (CTE)/VoAg spaces as described in the CDE Construction Guidelines 4.3?
149.2	4	CTC Adjacencies	Are the CTE spaces near the other academic programs? Are the spaces isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.)?
149.3	4	CTC Storage/Fixed Equipment	Do the CTE spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment?
150.1	4	Does the school have a library/multimedia center (LMC) as described in the CDE Construction Guidelines 4.3?	
150.2	4	Library Adjacencies	Are the LMC spaces (including office, work rooms, conference room, etc.) near the academic programs they serve? Are the spaces acoustically isolated from the noisy spaces of the school (e.g. gyms, kitchens, music, shops, etc.)?
150.3	4	Library Storage/Fixed Equipment	Do the LMC spaces (including office, work rooms, conference room, etc.) have adequate casework and appropriate storage (cabinets and bookshelves), sinks, counter-tops for production, equipment storage, and technology equipment?
152.1	4	Does the school have a adequate PE facilities as described in the CDE Construction Guidelines 4.3?	
152.2	4	PE Adjacencies	Are PE spaces near the other "noisy" programs (music, kitchen, etc.)? Are spaces acoustically isolated from the quiet academic spaces and provide convenient public & after-school access and separation from other spaces?
152.3	4	PE Storage/Fixed Equipment	Do the PE spaces have adequate casework and cabinets and appropriate storage, water fountains and fixed equipment (backboards, etc.)?

## Statewide Facility Assessment - Criteria Updates

156.1	4	Does the school have a performing arts/auditorium support area as described in the CDE Construction Guidelines 4.3?	
156.2	4	Performing Arts/Auditorium Adjacencies	Are the performing arts/auditorium spaces near each other (e.g. music, drama, etc.)? Do spaces provide convenient public and after-hours access plus separation from other spaces in the building?
156.3	4	Performing Arts/Auditorium Storage/Fixed Equipment	Do the performing arts/auditorium spaces have adequate casework and appropriate storage, water fountains, fixed equipment and technology equipment?
157.1	4	Does the school have an administrative support area + reception area including teacher lounge guidance area etc. as described in the CDE Construction Guidelines 4.3?	Does the school have instructor/support areas as described in the CDE Construction Guidelines 4.3?
157.2	4	Administration Adjacencies	Are the instructor/support spaces located near the main entrance, have sight lines of the school entrance, and are they near instructional areas?
157.3	4	Administration Storage/Fixed Equipment	Do the instructor/support spaces have adequate and appropriate storage, utilities, technology equipment and fixed equipment?
157.4	4	Student Restrooms	Are student restrooms adequate in number and location? Are fixtures age-appropriate? Are toilet partitions, urinal privacy partitions, towel dispensers, and soap dispensers in place and functional?
157.5	4	Cafeteria	Is the cafeteria sized appropriately?
157.6	4	Food Prep	Is the food prep area sized appropriately?
158.1	4	Science Labs as described in the CDE Construction Guidelines 4.3?	Does the school have a science Labs as described in the CDE Construction Guidelines 4.3?
158.2	4	Science Labs Adjacencies	Are the science spaces near the other academic programs? Are the science spaces isolated from the "noisy" spaces of the school (e.g. P.E., music, kitchen, etc.)?
158.3	4	Science Labs Storage/Fixed Equipment	Do the science spaces have adequate casework (cabinets and bookshelves), appropriate storage, sinks, whiteboards, lighting, and technology equipment? Is the flooring a hard surface such as VCT or tile?
163.2	4 1	How many exterior doors are there?	New: are exterior doors numbered inside and out for communicating with emergency responders?
171.1	4	Is the school facility protected to maintain business continuity with emergency power backup?	Is the school equipped with emergency power backup?
173.1	3	Is the school connected to the internet? How is it connected?	How is the school connected to the internet?
173.2	3	Does the school have wireless internet access throughout?	
176.3	4	School administrative offices are provided with the technological hardware and software that provides a school wide telephone system with voicemail.	Is there a school wide telephone system?
187	4	What are exterior walls insulated with? Describe age type and condition. Condition Score	What are exterior walls insulated with?
191	4 4	Is the school used jointly with the community?	New: Does the school ensure these user groups have an emergency plan with emergency contacts?
191.2	4 4	How many hours/day and days/year is the school available for the community to use?	New: Does the school have staff on duty during these times?

# Statewide Facility Assessment - Criteria Updates

193	4	Is the school oriented to take advantage of passive solar, wind, natural ventilation green roofs, etc.?	Dose the school currently take advantage of passive solar, wind, natural ventilation green roofs, etc.?
195	4	Has the school lighting been replaced with new energy efficient fixtures?	Does the school utilize energy efficient light fixtures?
199	4	Are corridor walls insulated for sound? Describe age type and condition.	Are corridor walls insulated for sound?
200	4	Are interior walls other than corridors insulated for sound? Describe age type and condition.	Are interior walls other than corridors insulated for sound?
201	4	Is ceiling/floor assembly insulated for sound? Describe age type and condition.	Is ceiling/floor assembly insulated for sound?
202	4	Is the ceiling/roof assembly insulated? Describe age type and condition of insulation.	Is the ceiling/roof assembly insulated?
203	4	Are the windows thermal with double pane low e glass? If not describe type and condition.	What type of windows are in the facility?
205	4	Does the site incorporate responsible storm water management and treatment design?	How does the school manage storm water and treatment?
<b>DELETED</b>			
1		Approximately how many acres is the site? (CDE requires a URL link to aerial photograph of all facilities assessed via Google Earth or other of site with approximate boundaries delineated. The CDE will provide the assessor with aerial images of schools.	DELETE
2		How does the existing site compare with size recommendation in the CDE Construction Guidelines 4.1.13?	DELETE
4.1		Do Football Fields meet the school's program requirements? If not comment on deficiencies.	DELETE
5.1		Does the track meet the school's program requirements? If not comment on deficiencies.	DELETE
5.2		Is the track approved by the Colorado High School Activities Association?	DELETE - Combined into 4.2
6.1		Do Baseball fields meet the school's program requirements? If not comment on deficiencies.	DELETE
6.2		Are Baseball Fields approved by the Colorado High School Activities Association?	DELETE - Combined into 4.2
7.1		Do Softball fields meet the school's program requirements? If not comment on deficiencies.	DELETE
7.2		Are Softball Fields approved by the Colorado High School Activities Association?	DELETE - Combined into 4.2
8.1		Do tennis courts meet the school's program requirements? If not comment on deficiencies.	DELETE
8.2		Are tennis courts approved by the Colorado High School Activities Association?	DELETE - Combined into 4.2
9.1		Do soccer fields meet the school's program requirements? If not comment on deficiencies.	DELETE
9.2		Are soccer fields approved by the Colorado High School Activities Association?	DELETE - Combined into 4.2
13.2		Is there signage warning of school zone?	DELETE
16.2		Is the bus loading and unloading zone and parent drop off - pickup area separated from other vehicle and pedestrian traffic?	DELETE
16.3		Do pedestrians have to cross traffic lanes to enter school?	DELETE
17.2		Is the parent drop off and pickup area one way?	DELETE
17.4		Is the parent drop off and pickup area separated from bus loading and unloading	DELETE

## Statewide Facility Assessment - Criteria Updates

18.4		Does the staff and visitor parking provided meet the CDE Construction Guidelines 4.1.13?	DELETE
18.6		Is there a dedicated well marked traffic lane to the main entry?	DELETE
19.3		Are there marked ADA student parking spaces?	DELETE
19.4		Does the student parking provided meet the CDE Construction Guidelines 4.1.13?	DELETE
25.1		If there is playground equipment; is the equipment in good condition?	DELETE
26		Is playground equipment available for persons with disabilities?	DELETE
29		Are sports fields lit? Describe condition.	DELETE
33		Is the school floor slab raised 6" above grade or more? Describe condition.	DELETE
35		Is there a drainage path on site?	DELETE
35.1		Is the site erosion free?	DELETE
36		Is there a water retaining area?	DELETE
36.1		Does it have a drain at the basin?	DELETE
36.2		Describe the condition of the retaining area.	DELETE
38		Is ADA parking close to the main entrance?	DELETE
41		Is there signage identifying ADA parking and identifying path of ingress?	DELETE
43.2		Is there traffic signage? Describe deficiencies.	DELETE
47		Is the site served by a well?	DELETE
47.1		Is the well secured to limit access? Describe condition.	DELETE
48.1		If the major electrical service equipment is located outside is the electrical equipment fenced in or locked to limit access?	DELETE
50		Is the private waste water system approved by the Colorado Health Department OR a LOCALLY approved septic tank and leach field?	DELETE
50.1		Is there a manhole to the service tank?	DELETE
51		Is there a fire hydrant(s) located within 200 ft. of the school?	DELETE
54.1		Describe the condition of the landscaping watering system.	DELETE
55		Does the landscaping aid passive solar techniques?	DELETE
56		Is the landscaping drought tolerant?	DELETE
57		Are weeds under control?	DELETE
60		Is the trash area segregated from students and the public?	DELETE
61		Is the trash area enclosed?	DELETE
63		Is the site clean and free of litter and trash?	DELETE
65.3		Are playgrounds fenced separately?	DELETE
66		Are there good open lines of site from a single vantage point of playgrounds?	DELETE

## Statewide Facility Assessment - Criteria Updates

70		Are corridors fire rated?	DELETE
70.2		Describe the condition of the corridors.	DELETE
71		Is the school segregated with area separation fire walls?	DELETE
72		What is the school construction type? E.g. III-A, 1-B, etc.	DELETE
73.1		Is the school occupant load in compliance with code?	DELETE
75		Are stairways protected for exiting as required by code?	DELETE
75.1		Determine the adequate number of stairways	DELETE
75.2		Describe condition of stair(s)	DELETE
76.1		Describe condition of treads risers and landings	DELETE
78		Are there guardrails and handrails by stairways and landings as required by code? 1) Top of handrail must be 34" to 38" above the stair nosing. 2) handrail extension for the top and bottom must extend a minimum of 12" plus the return to wall dimension.	DELETE
78.1		Describe condition of guardrails and handrails	DELETE
79		Is glass tempered, laminated, or wire in locations as required by code?	DELETE
80	1	Does the school provide exits as required by code?	DELETE
82		Does the school facility offer same services to all occupants in the building? E.g. is the building ADA compliant?	DELETE
84.2		Is fuel stored as required by code? Describe condition.	DELETE
89		Will photographs be taken of facility deficiencies found?	DELETE
90		Include exterior photographs of all district owned facilities, North, East, West, and South.	DELETE
91		Collect pdf files of existing floor plans. CDE prefers this information be collected from the school district for inclusion into database	DELETE
92		List all facilities as described in section 4 of the RFP by name and description. Include this information on all facilities including abandoned facilities, storage sheds, press stands, etc.	DELETE
93		List square footages of all facilities, including roof footprint square footage. Include this information on all facilities including abandoned facilities, storage sheds, press stands, etc.	DELETE
94		List Age of all facilities. List dates of additions or major remodels. Include this information on all facilities including abandoned facilities, storage sheds, press stands, etc.	DELETE
95		List Grades Attending School.	DELETE
96		List number of building stories.	DELETE
97		What is the student capacity?	DELETE



## Statewide Facility Assessment - Criteria Updates

101.2		If visually possible from the exterior, note whether the slab is post tensioned.	DELETE
102		Are the exterior/interior walls bearing?	DELETE
102.1		What materials are the exterior/interior walls constructed of?	DELETE
103		What are the exterior walls constructed of if not bearing? Wood framing metal framing other?	DELETE
103.1		Describe condition of exterior walls (Including all facilities including abandoned facilities, storage sheds, press stands, etc.)	DELETE
104		What is the school's structural system?	DELETE
104.2		Describe the condition of the school's structural system.	DELETE
105		What are the exterior walls veneered with? Lath and plaster stucco brick CMU block stone wood lap siding metal siding other?	DELETE
105.2		Describe condition of veneer.	DELETE
106		What are the interior corridor walls constructed of, if not bearing?	DELETE
106.1		Describe condition of interior corridor walls.	DELETE
107		What are interior walls, other than corridors, constructed of?	DELETE
107.1		Describe condition of the interior walls and veneering.	DELETE
108		What is the ceiling/roof assembly constructed of? Wood joists with wood planking I-joists with plywood open web wood joists with wood planking or plywood open web metal joist and concrete other?	DELETE
108.1		Describe the condition of the school's ceiling/roof assembly.	DELETE
109.1		Describe the condition of the school's ceiling/floor assembly.	DELETE
110		Is the school's roof covering low-sloping (3:12 or less) or steep-sloping (3:12 or more) ?	DELETE
110.1		What is the roofing system (BUR EPDM Asphalt Shingles etc.)?	DELETE
110.4		What is the condition of the roof covering?	DELETE
112		HVAC-What type of mechanical system does the school have? Describe all individual mechanical systems by area that comprise the overall system.	DELETE
112.1		What is the approximate age of the HVAC system?	DELETE
112.3		How is the fresh air controlled?	DELETE
112.4		How many zones are there?	DELETE
114		What is the air quality for carbon dioxide?	DELETE
116		Are electrical utilities lines service equipment and distribution system installed as recommended in the CDE Construction Guidelines 4.1.3?	DELETE
116.3		Describe the age and condition of the electrical system.	DELETE
118.1		Describe condition of the lighting in the school.	DELETE
120.3		Describe condition of system and fixtures.	DELETE



## Statewide Facility Assessment - Criteria Updates

120.4		What are the occupant loads and fixture counts versus the current enrollment at the school?	DELETE
122		What is the condition of the school's water treatment system?	DELETE
129		Are there any noticeable friable hazardous materials in the school or any suspected hazardous materials not on the school's Asbestos Hazard Emergency Response Act (AHERA) plan?	DELETE
131.1		Please list deficiencies in relation to major clean and sanitary non-compliance issues.	DELETE
133		Are chemicals and cleaning supplies stored as recommended in the CDE Construction Guidelines 4.1.8?	DELETE
134		Are Science labs and shops safe as recommended in the CDE Construction Guidelines 4.1.8?	DELETE
137.2		Learning style variety	DELETE
138		Is there anything in the physical make-up of the school that does not allow the school to meet the standards of the Colorado Achievement Plan for Kids (Cap4K) or the No Child Left Behind Act (NCLB)	DELETE
148		Does the school have a career center for students to access materials and research higher education opportunities which meets local needs?	DELETE
151.1		Does the school have a distance learning lab as described in the CDE Construction Guidelines 4.3?	DELETE
151.2		Distance Learning Adjacencies	DELETE
151.3		Distance Learning Storage/Fixed Equipment	DELETE
152.4		Does school have dance program and appropriate space for program	DELETE
159		Are the school materials listed below of good quality and easily maintainable? Please see below listed questions 160-165 for details.	DELETE
160		Interior walls finishes? Describe type and condition.	DELETE
161		Interior flooring? Describe type and condition.	DELETE
162		Interior ceilings? Describe type and condition.	DELETE
163		Exterior doors, frames and glazing? Describe type and condition.	DELETE
163.1		What is condition of weather stripping and caulk?	DELETE
164		Interior doors and frames? Describe type and condition.	DELETE
165		Windows/glazing? Describe type and condition.	DELETE
168		Telephone system? Describe type and condition.	DELETE
169		Video distribution system? Describe type and description.	DELETE
170		Does the school have a data/network system?	DELETE
171.1		Is the school facility protected to maintain business continuity with emergency power backup?	DELETE - Captured with 84
171.2		Is the school facility protected to maintain business continuity with redundant air conditioning for data centers?	DELETE

## Statewide Facility Assessment - Criteria Updates

171.3		Is the school facility protected to maintain business continuity with data backup systems?	DELETE
171.4		Where are data backups stored?	DELETE
174.1		Is the school connected to the Colorado institutions of higher education distant learning networks "internet two"?	DELETE
174.2		Do the buildings have high speed drops or wireless?	DELETE
176.1		School administrative offices are provided with hardware & software that provides control of web-based activity access throughout the facility.	DELETE
176.2		School administrative offices are provided with the technological hardware and software that provides email for staff.	DELETE
176.4		School administrative offices are provided with hardware & software that provides a district hosted web site with secure parent online access linked to attendance and grades.	DELETE
178.1		Is the school energy efficient? (Btus/SF/Yr)	DELETE
178.2		Is the school water efficient? (Gals/SF/Student)	DELETE
179		Does the school have low life cycle costs? (Compare current FCI with Parsons K12 Historical FCI curve and establish + deviation (worse) or - deviation (better) to estimate total effect of life cycle costs.)	DELETE
180		Is the school healthy for its occupants? (Average scores of 112.2 (fresh air)+ 114 (CO2) + 115 (CO) + 119.1 (lighting) + 121 (C and Pb) + 129.1 (Hazmat) + 131 (sanitary) + 137.1 (daylight) + 137.3 (acoustics))	DELETE
181		Does the school have a relatively low impact on the environment? (Average scores 178.1 (energy) + 178.2 (water) + 179 (life cycle costs) + 184.1 (renewable strategies))	DELETE
182		Does the school reduce demand on municipal infrastructure by encouraging denser development, reducing water consumption and with responsible storm water management and treatment design?	DELETE
183		Does the site minimize parking to reduce heat island effect and discourage use of individual automobiles?	DELETE
184		Does the school utilize energy efficient equipment? (See 178.1 - Btus/SF/Yr)	DELETE
184.1		Does the building utilize renewable energy strategies?	DELETE
185		Does the school meter all utilities with the ability to submeter selected systems?	DELETE
186		Does the school increase the schools community knowledge about the basics of high performance design using an educational display to serve as a three-dimensional textbook?	DELETE
188		Is there an un-shaded south facing wall? If so how many square feet get direct sunlight?	DELETE
189		What percent of exterior facade are windows dedicated to?	DELETE
190		Is the school site located to encourage use of bicycling walking and mass transportation?	DELETE

# Statewide Facility Assessment - Criteria Updates

191.1		What are the typical community uses of the building?	DELETE
192		How many exit doors are there?	DELETE
194		Does the school have good sources of natural light throughout the building. Describe type and locations.	DELETE
196		Does the site lighting have minimal impact at night on neighboring properties (low sky glare)?	DELETE
197		Has the mechanical system been commissioned or retro-commissioned in the last five years?	DELETE
198		What are exterior walls insulated with? Describe age type and condition. Energy Score	DELETE
203.1		Are they operable? Are the windows being used to control indoor air temperature and ventilation?	DELETE
203.2		Describe condition of caulking	DELETE
204		Are school wastes reclaimed?	DELETE
206		Are there entry vestibules at the main school entrances?	DELETE
206.1		Are there entry vestibules at the secondary school entrances?	DELETE
207		Does the district/school have a recent active energy management plan?	DELETE
208		Does the district/school have preventative maintenance procedures in place?	DELETE
209		Obtain past and current utility records (three year) from school and include in database. Include dollars per kilowatt-hour (kwh) kilowatt (kW) and Therms used. This item must be coordinated with the Governor's Energy Office.	DELETE
210		Should the facility be placed on a list for further due diligence by CDE to determine historical significance based on the CDE Construction Guidelines section 4.5?	DELETE
212		Current facility/school replacement value (CRV)	DELETE
213		Facility Condition Index (FCI) or equivalent method. Include inflation line item factored in at bottom of (FCI)	DELETE

# Public School Capital Construction Assistance Board Agenda Sheet

**MEETING DATE:** July 29, 2015

**SUBJECT:** Discuss the results of the FY15-16 BEST Grant Applicant Survey

**TYPE:** Action ☐ Information ☒

**BACKGROUND:**

Every year the Division conducts a client satisfaction survey for all grant applicants who participated in the previous BEST grant cycle. The goal is to receive feedback in a continued attempt to improve our processes, procedures and resources available for BEST grant applicants. This survey is designed for School Districts, Charters, BOCES and Colorado School for the Deaf and Blind who have participated in the BEST grant program.

**STAFF RECOMMENDATION:**

Please review the attached list of survey questions and summary of results.

**STAFF RECOMMENDED MOTION:**

NA

**ATTACHMENTS:**

FY2015-16 BEST Customer Satisfaction Survey



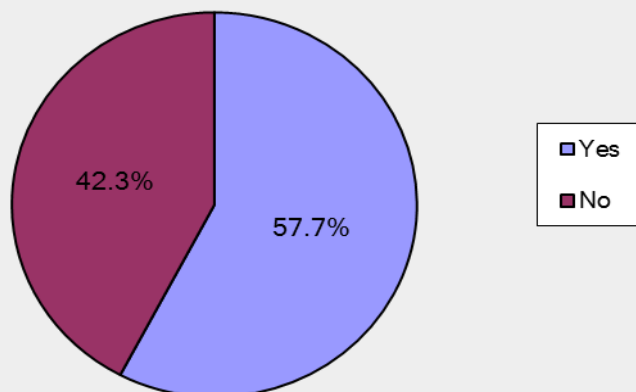
**COLORADO**  
Department of Education

# 2015 Division of Capital Construction Assistance Client Satisfaction Survey

(Q# 1 & 2)Applicant Name & Project Title/Description (optional):	
Answer Options	Response Count
	19
<i>answered question</i>	<b>19</b>
<i>skipped question</i>	<b>7</b>
Applicant Name	Project Title/Description
Alan Dillon	DeBeque School District
Burlington School District	BMS Roof
Charlie Jackson	AHS Re-Roof
Curt Wilson	NCSD DISTRICT WIDE SECURITY UPGRADE
Don Ciano	Metz El roof replacement
Greg Randall	PVSD heating/cooling
Harrison School District 2	MS Health/Safety Upgrades
Mike Page	West Grand High School Entry Door
Monica Johnson	Kim School District
Open-Ended Response	Open-Ended Response
Ouray School District	Building Remediation for Safety, longevity
Platte Canyon	Middle School Roof
Ranette Carlson	Brighton Heritage Academy Roof & Abatement
Richard Barrett	SkyView Academy Roof/Sprinkler repair
Roaring Fork School District	Glenwood Springs Elementary School Renovation
Roberta Harrell	Health, Safety, and Security Addition
Scott Pankow	Ouray SD R-1
The Classical Academy Robert Swanson	Health Upgrades/Security Action
Thomas MacLaren School	Facility Purchase and Renovation
Wendy Wyman	Lake County Intermediate School Roof Project

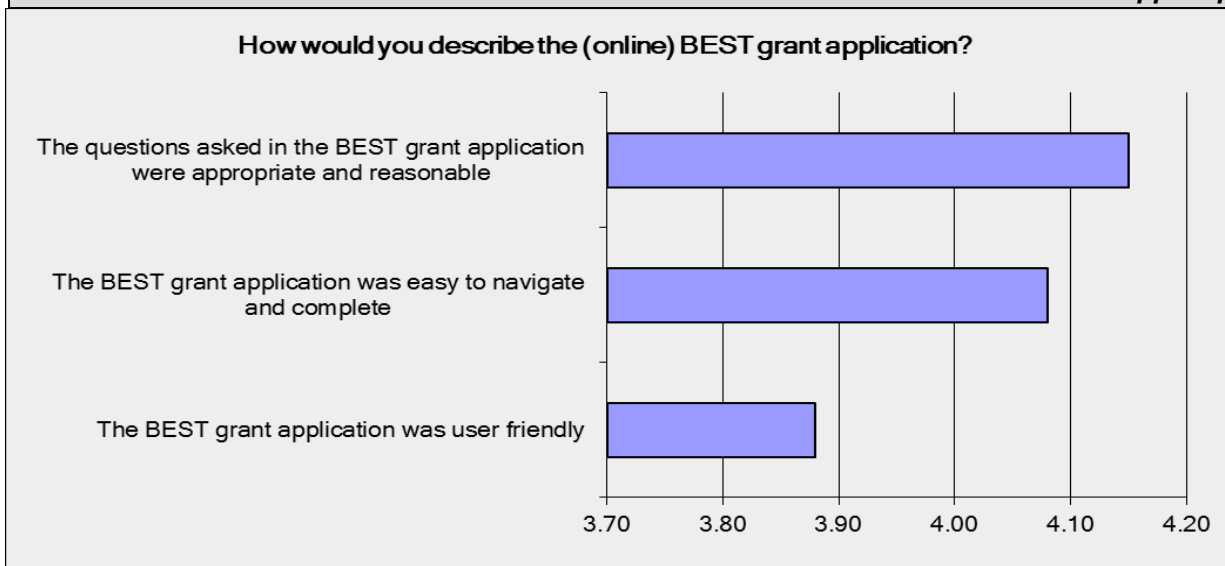
(Q# 3) Was your application awarded a grant for the FY2015-16 BEST grant cycle?		
Answer Options	Response Percent	Response Count
Yes	57.7%	15
No	42.3%	11
<i>answered question</i>		<b>26</b>
<i>skipped question</i>		<b>0</b>

Was your application awarded a grant for the FY2015-16 BEST grant cycle?



# 2015 Division of Capital Construction Assistance Client Satisfaction Survey

(Q# 4) How would you describe the (online) BEST grant application?							
Answer Options	Strongly Disagree	Some-what Disagree	Neither Agree nor Disagree	Some-what Agree	Strongly Agree	Rating Average	Response Count
The BEST grant application was user friendly	0	5	3	8	10	3.88	26
The BEST grant application was easy to navigate and complete	0	3	3	9	11	4.08	26
The questions asked in the BEST grant application were appropriate and reasonable	1	1	3	9	12	4.15	26
Were there any questions that were confusing or unclear in the online application? Please provide any suggestions for improvement:							8
We appreciate all of the work that goes into selecting BEST grant recipients. We have received BEST grants in the past. We hope the comments/and suggestions in sections 4, 6, 7, and 9 will be helpful to the BEST Division and CCAB. One of the questions asked of us was "if you do not get the BEST grant do you have funds to complete the project anyway?" We answered "yes". It is not a confusion question. Rather, it is a telling questioning that has more bearing on how successful an application package will be We heard that by answering "yes" to this question, this would make our application less likely to be considered since we have adequate funds to complete the project on our own. When we refinanced our bonds, we had four capital construction projects that we were hoping to complete if we were awarded a BEST grant. Since it was denied, we had to divert money from other projects to complete this project. In our estimate, it should not matter whether we have funds to complete the project or not as long as we have the required matching funds. It seems as though you are penalizing a school for saving money to complete projects and rewarding those who do not. The CCAB should be considering the merits of the project alone to receive a grant rather than the means to complete the project without BEST funding The CCAB has does not know the budgetary decisions that are made at the district or school level and how funds are being allocated to different line items.							
Difficult to print out working copies during the development of the application							
For small projects it is a little much.							
The small box to type in and then edit needs to be updated. Not realistic.							
The spaces are very small. I needed to write in Word and copy the text to the form.							
The whole process was a little disjointed. In the end I think we figured it out but it was tough to determine and locate all the parts and pieces on the various web pages.							
There was a bit of a repetitive nature in the questions							
There were none that were confusing but I just needed clarification of the information required. The Staff at CDE (Dustin, Scott, Kevin) were quick to respond and gave precise directions on how to what needed to be included. I feel the process is very clear and concise. For me, I do not see a need to change or revise the application in any way							
<b>answered question</b>							<b>26</b>
<b>skipped question</b>							<b>0</b>

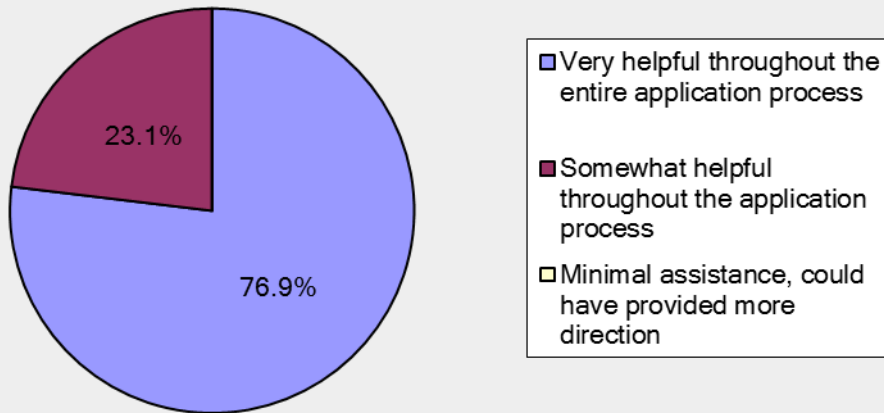


## 2015 Division of Capital Construction Assistance Client Satisfaction Survey

(Q# 5)How would you describe the technical assistance provided to you by Division staff to help complete the BEST grant application process?

Answer Options	Response Percent	Response Count
Very helpful throughout the entire application process	76.9%	20
Somewhat helpful throughout the application process	23.1%	6
Minimal assistance, could have provided more direction	0.0%	0
<b>answered question</b>		<b>26</b>
<b>skipped question</b>		<b>0</b>

How would you describe the technical assistance provided to you by Division staff to help complete the BEST grant application process?



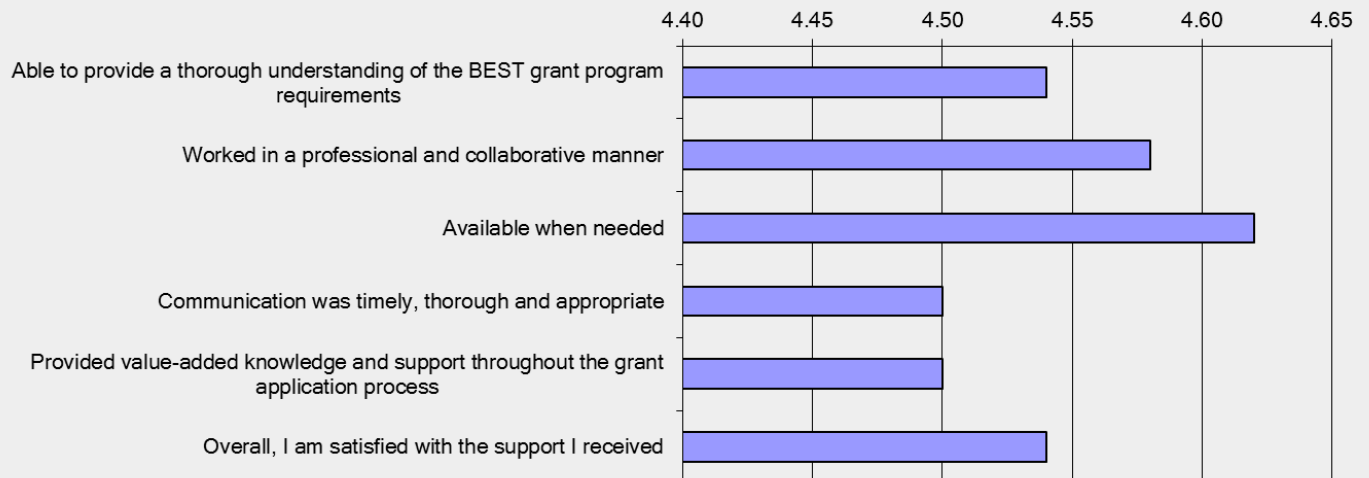
## 2015 Division of Capital Construction Assistance Client Satisfaction Survey

(Q# 6) Please rate your level of satisfaction with the technical support received from Division staff:							
Answer Options	Strongly Disagree	Some-what Disagree	Neither Agree nor Disagree	Some-what Agree	Strongly Agree	Rating Average	Response Count
Able to provide a thorough understanding of the BEST grant program requirements	1	0	1	6	18	4.54	26
Worked in a professional and collaborative manner	1	0	1	5	19	4.58	26
Available when needed	1	1	1	1	22	4.62	26
Communication was timely, thorough and appropriate	1	0	1	7	17	4.50	26
Provided value-added knowledge and support throughout the grant application process	1	1	0	6	18	4.50	26
Overall, I am satisfied with the support I received	1	0	2	4	19	4.54	26
Any other comments or feedback you would like to provide regarding Division staff?							10
<p>My professional thanks to Dustin at CDE.....very helpful.</p> <p>It would be helpful when all of the grant proposals are made available on the BEST web site to include how much money is available for distribution, the priority level that the regional directors/division have given to each project. It was helpful that our regional director sent us a copy of the rubric to be used in evaluating our project, however, it is not clear how that information is used by the CCAB, what criteria are important to them, or if they take any of the recommendations made by the division. Maybe it would be helpful to rank order the projects by the regional directors/division and provide the CCAB a list of projects that the regional directors/director think meet the BEST grant criteria. All we knew was that our project was considered a Priority 1 project. If a prioritized list is given to the CCAB from the Division, it would be interesting to see how it changed in the final version.</p> <p>On the rubric, it is helpful to see how the BEST Board is grading grants. However, there are no guidelines to indicate how these grading parameters affect the success or failure of the grant. For instance, in regards to the CFI, FCI index, it would be helpful to understand how much impact these have on determining whether a grant is even in the running or is a show stopper. Does a CFI index over 90% require a school to totally rebuild a school rather than ask to renovate a school? Or, if you have a CFI over 90% do you get 1 point. There should be some items on the rubric that are mutually agreed upon by the CCAB (cut off lines) as well as some that are subjective in nature.</p> <p>If there is something that the CCAB wants to clarify about the selection process for BEST Grants they should put it in the application package.</p> <p>As stated before ALL of the staff at CDE are professionals and do a great job!</p> <p>Dustin Guerin is our Regional Program Manager. He provides comprehensive technical support as well as a high level of customer service. Dustin always communicates promptly and with clarity. He is knowledgeable about projects in his region and stays up-to-date on the construction industry. It is a pleasure to work with Dustin; he is a true professional!</p> <p>Dustin Guerin was a terrific asset in working with us on our application</p> <p>I worked with two school districts applying for grants (both successful). Although I've worked on BEST grant projects in the past, I had never been involved in the application process before this year. Dustin Guerin and Kevin Huber were wonderful to work with and extremely knowledgeable on the process. They always made themselves available to review questions with us. Would gladly work with either of those individuals again.</p> <p>Kevin was a pleasure to work with. We felt like he did a great job of helping us make our application the best it could possibly be.</p> <p>Overall, yes I felt our representative was an asset to our district in supporting our application.</p> <p>Questions were given as feedback needed, but a very limited time frame on when answers could be turned back in due to vacation and out of office time.</p> <p>The process with the staff at the start was fantastic. We were most concerned with the level the Board was informed and how decisions on awards were made. There seemed to be a very bias nature with respect to charters.</p>							
<b>answered question</b>							<b>26</b>
<b>skipped question</b>							<b>0</b>



# 2015 Division of Capital Construction Assistance Client Satisfaction Survey

Please rate your level of satisfaction with the technical support received from Division staff:



## 2015 Division of Capital Construction Assistance Client Satisfaction Survey

**(Q# 7) Please rate the BEST FY2015-16 grant cycle selection process performed by the Capital Construction Assistance Board (CCAB):**

Answer Options	Strongly Disagree	Some-what Disagree	Neither Agree nor Disagree	Some-what Agree	Strongly Agree	N/A - Did not attend the selection meetings	Rating Average	Response Count
The CCAB provided a thorough review of your grant application	0	5	3	4	13	1	4.00	26
The CCAB grant review and selection process was fair and transparent	2	4	2	6	12	0	3.85	26
The CCAB asked questions that were appropriate and easy to understand	3	1	3	6	13	0	3.96	26
There was enough time allotted for presentation, questions and answers	2	5	2	4	13	0	3.81	26
Based on your responses above, what would you suggest to improve the grant selection process?								11
My appreciation for those CCAB members who sacrifice the time to sift through egregious amounts of paperwork and for being willing to be thorough and professional.								
<p>We have always been under the impression that the neediest schools (Public, or Public Charter) receive the grants. However, it was difficult to know what a thorough review of our grant application package entailed. It was helpful to have a rubric sent to us. However, we have not seen the scores of the rubric and do not know if we should try again next year with suggestions for improvement. There are always differences of what fair and transparent mean. If you look at the outcomes of the BEST grant process, one item to note is that only one charter school received a grant for roughly \$41,927 out of \$47,585,467.01. This could bring to mind three possible conclusions. First, there were other projects that were needier than other Charter School projects. Or, second, Charter School grants were not as skillfully written and did not score highly on the rubric. And finally, criteria to select recipients for BEST grants are different between Public School and Public Charter Schools.</p> <p>With 46 BEST grant applicants (32 Public School Applicants and 14 Public Charter School Applicants) and 26 recipients of BEST Grants (25 Public School and 1 Public Charter School recipients) it would seem that this would not be a "fair" outcome.</p> <p>Consequently, we do not understand the transparency of the selection process because we don't know the grading criteria within the rubric used to select grantees. In addition, is there a disconnect between what the regional directors/director are presenting to the CCAB and the decisions/actions of the CCAB? We don't know what influence the division's input to the CCAB has in the decision making process.</p> <p>We don't think 2 minutes is enough time to make a presentation that will sway any of the decisions that have been preliminarily decided by the BEST Board. The questions were easy to understand but we have no idea how they were applicable to our grant and whether the answers we gave made an impact on whether we receive or did not receive a grant. We would have expected more questions as to how our project met the requirements of the BEST grant/made it safer for children rather than how we used our Capital Construction Funds or that they may disagree with our price per sq. foot (less than what was expected; provided by the contractor).</p> <p>It would seem these questions would be better asked of the CCAB/Division Staff themselves to determine if they thought the process was fair and transparent from their point of view.</p>								
Charter schools do not fit the traditional school model. Perhaps some leeway should be given to charter schools during the review process. For example, our school has an orchestra program that requires several large rooms for the classes to practice in. This results in a larger than standard square footage per student and our application being denied.								
I found the selection meetings to be efficiently run by the staff. One thing to consider would be to allow the larger, more complex programs a little more floor time than some of the smaller cash grant applications. Also, you may want to consider the board questions for similar grant applications to be more consistent for the applicants.								
It's hard to see how some projects got funded like numerous roofs to some districts that should be in a districts long term planning and others like heating/cooling systems that would circulate clean air that is not currently happening now didn't. Tough to swallow when other districts get 3 or more grants in one cycle.								
More time for the presentation so the Board can make an informed decision of funding.								
Suggestion is to have each group answer a few questions that are the same and asked of everyone, so that the board can have a good basis of each project. Then specific questions can be asked if needed.								

## 2015 Division of Capital Construction Assistance Client Satisfaction Survey

the inconstant nature of the questions was very concerning to us. It led us to believe that the decisions were already made. It did not seem fair as we listened to many schools and their questions and there seemed to be a bias against the charters in the room from the level and types of questions presented. One of our questions was about how we "feel" about previous admin at our school which had no bearing on the application. No one asked us about financing, urgency, need, etc. at all.

The need to give adequate time for each presentation must be relevant to the total number of projects. I feel the Board gave sufficient time for each presentation given the amount of time and effort that they expended in reviewing each project prior to this meeting. I appreciate the Board not allowing for time for a lengthy and drawn out presentation process. They allow sufficient time to highlight the project and then get to the facts of each project. I commend and thank them for the thoughtful process.

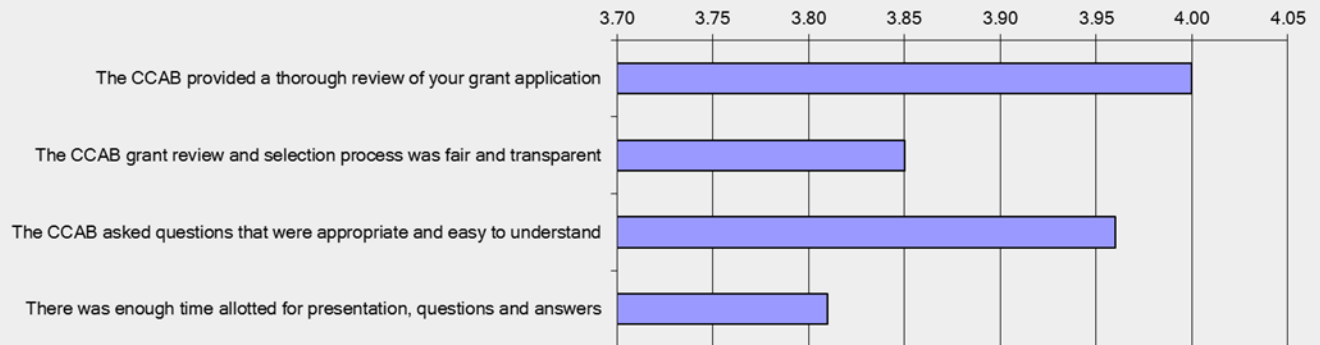
The venue was nice but the sound system was terrible. The CCAB members communicate amongst themselves but do not speak into the microphones for the audience. It would have been nice to have CCAB questions in advance so that responses were better prepared. Some questions were beyond the two folks allotted space at the respondent table.

We were not awarded a BEST grant, yet I'm not sure what we need to do to improve our application. Is there a matrix or scoring sheet we can review to see what did and did not work in our favor? I felt the questions asked were difficult to answer on the spot with only one or two representatives from the District present. The questions asked would require expertise from multiple persons in our District. One way to improve would be to assemble a list of several questions from the Board and allow Districts to address the questions in advance of the presentation. Even 24hr notice could make a difference.

**answered question** 26

**skipped question** 0

Please rate the BEST FY2015-16 grant cycle selection process performed by the Capital Construction Assistance Board (CCAB):

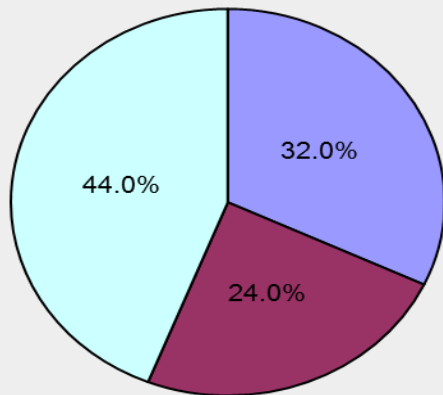


## 2015 Division of Capital Construction Assistance Client Satisfaction Survey

(Q# 8) Did the grant selection meeting venue meet your expectations? (i.e. good location, video, audio, access to restaurants & hotels)

Answer Options	Response Percent	Response Count
Met all of my expectations	32.0%	8
Met some of my expectations	24.0%	6
N/A – did not attend	0.0%	0
Did not meet expectations, please explain why:	44.0%	11
A bit noisy, background noise made it hard to hear.		
Acoustics were poor and HVAC was way too loud, was very difficult to hear all around.		
Another representative from our district attended the meeting.		
Did not offer areas to discuss with team members without disrupting the presentations		
It was a little hard to find. It set back from the road and the trees made it hard to find. However, it was nice when I was there.		
Location good video...faded...need better projectors audio...terrible...even when board actually spoke into the microphones. access to restaurants & hotels...DNA		
Poor lighting and sound system. Felt rushed due to time restraints.		
Terrible acoustics, hard to hear, rain on roof was very loud.		
The setting was comfortable and easy to access. The sound system was not acceptable. Other than sound system all other amenities were great!		
Venue not great. Couldn't hear very well at times.		
<b>answered question</b>		<b>25</b>
<b>skipped question</b>		<b>1</b>

Did the grant selection meeting venue meet your expectations? (i.e. good location, video, audio, access to restaurants & hotels)



- Met all of my expectations
- Met some of my expectations
- N/A – did not attend
- Did not meet expectations, please explain why:

## 2015 Division of Capital Construction Assistance Client Satisfaction Survey

(Q# 9) Specific to the grant selection meetings is there any other feedback you would like to offer to the Division Staff or Capital Construction Assistance Board?	
Answer Options	Response Count
	12
<i>answered question</i>	12
<i>skipped question</i>	14
<p>If the CCAB had recurring types of questions that they posed to all of the presenters, maybe those questions could be included in the application package to help clarify there concerns about future projects.</p> <p>Also, maybe you should ask a follow up question to the "if you do not get the BEST grant will you complete the project ": If the answer is "Yes", please describe how these will this affect your overall school budget.</p> <p>In the orientation briefing for next year's grants, it would be helpful to include how the CCAB uses particular information to make their decisions as well as the rubric for next year.</p> <p>At the end of the BEST Grant cycle it would be helpful to see the complete final rank ordering of all the projects to see where individual schools fell on the list and where the line was drawn to determine who was funded and who was not. It would be helpful to send a note to the schools who did not receive a grant as to what they need to improve upon and whether they should apply for the grant next year. Many times a letter will be sent that says you can apply next year. However, one of the questions in the application asks if we have asked for funds for this project before? If we have and were turned down, does this have an adverse impact on being approved for a grant?</p>	
<p>As stated previously: I felt the questions asked were difficult to answer on the spot with only one or two representatives from the District present. The questions asked would require expertise from multiple persons in our District. One way to improve would be to assemble a list of several</p>	
<p>Better venue and try to spread the wealth. It's hard to see districts getting 3 or more grants in one year and schools getting 8 or more grants for the same thing (roofs) get funding ahead of clean air that is the correct temperature for students. I know this sounds like sour grapes, but when I see all the funding going to a few schools for having no preventative maintenance plan over time and BEST board member schools getting three grants, two of which are lack of maintenance it's hard to see the reasoning. I have come to the conclusion it may be best to let my school fall to pieces and have BEST fix them. This may hurt my chances to get clean air for kids next year, but I feel I must voice my concerns. Please use my name in the response.</p>	
<p>Equity, quality and fairness needs to be addressed. We are ALL public schools!</p>	
<p>Great Job and Thanks for a process that allows smaller districts the opportunity to make the needed repairs to their facilities. I so very much appreciate the CDE staff, CCAB members and the State for their many hours of work on our behalf. Your work is making a difference to the thousands upon thousands of students who now attend schools that are better maintained and more functional giving each student, individually, a better shot at succeeding in the future workforce. These upgraded facilities equal the playing field for all students in the State. THANKS!</p>	
<p>Legal interpretation of using another agency's competitively bid award that includes cooperative language.</p>	
<p>None thank you all for helping kids.</p>	
<p>Overall board review of our application was not scored consistently. What our CDE Best rep said they would do in scoring, was not how it was handled by everyone. I feel the CDE Best rep should be able to review what the Board is scoring, then turn in the final score.</p>	
<p>Thanks very much for our grant!!</p>	
<p>Very intimidating for 1st timers, not sure what can be done to alleviate that.</p>	
<p>We are very appreciative of this program and the high level of professionalism that the staff exhibits.</p>	

# Public School Capital Construction Assistance Board Agenda Sheet

**MEETING DATE:** July 29, 2015

**SUBJECT:** Review School District and BOCES matching criteria and weighting

**TYPE:** Action ☐ Information ☒

## **BACKGROUND:**

Last summer, the Capital Construction Assistance Board created new match calculations based on statutory changes and their desired weighting of each factor. To ensure the matching funds requirements reflect the financial capacity and ability of school districts, and to ensure equity in the process, the CCAB wants to review weighting of the following criteria:

- Per pupil assessed valuation (*Currently weighted at 10%*);
- The district's median household income (*Currently weighted at 10%*);
- Percentage of pupils eligible for free or reduced cost lunch (*Currently weighted at 10%*);
- Current bond mill levy (*Currently weighted at 20%*);
- Unreserved general fund balance (*Currently weighted at 25%*);
- Current bond capacity remaining (*Currently weighted at 25%*);
- Bond election failures and successes in the last 10 years (*Currently subtracts 1% from the combined criteria matching percent for each bond election failure or success*).

## **STAFF RECOMMENDATION:**

Review the FY2015-16 matching calculation criteria and the weighting factors and discuss any changes to incorporate for future cycles.

## **STAFF RECOMMENDED MOTION:**

NA

## **ATTACHMENTS:**

BEST Matching Percentage Calculation Narrative



**COLORADO**  
Department of Education

## School District Minimum Matching Calculation for BEST Grant Applicants

The BEST Grant requires each applicant to provide a local contribution to the project in the form of a match. To determine the financial capacity for a school district, a match percentage is calculated annually using criteria identified in 22-43.7-109(9)(a) C.R.S. The range of all school district matching percentages is normalized so the statewide average is approximately 50%. Below is a guide explaining how school district minimum match percentages are calculated. The following criteria are considered when determining the applicant's minimum matching percentage:

- Per pupil assessed valuation;
- The district's median household income (using the most current census data);
- Percentage of pupils eligible for free or reduced cost lunch;
- Current bond mill levy;
- Unreserved general fund balance;
- Current bond capacity remaining;
- Bond election failures and successes in the last 10 years.

The per pupil assessed valuation, district median household income, percentage of pupils eligible for free or reduced cost lunch, current bond mill levy, unreserved general fund balance and current bond capacity remaining for each school district are individually sorted and assigned a number 1-178. The number, 1-178, represents the school district's rank relative to the statewide average for any given criteria.

**Example: 1**

District	PPAV	Rank PPAV	Household Income	Rank Household Income	FRED	Rank FRED	Bond Mill Levy	Rank Bond Mill Levy	Unreserved General Fund Balance	Rank Unreserved General Fund Balance	Bond Capacity Remaining	Rank Bond capacity Remaining
A	\$100,000	30	\$30,000	67	79%	7	4.2	34	\$350,000	35	\$1,000,000	92
B	\$ 79,000	11	\$40,000	172	34%	89	11	4	\$700,000	98	\$20,000	2
C	\$217,000	107	\$25,000	8	25%	114	0	80	\$1,500,000	120	\$12,000,000	114

After each criterion is assigned a rank, the rank is then multiplied by a normalization factor and a weighting factor to produce a matching percentage for that individual criterion.

The normalization factor is used to cap the overall matching requirement at 100% and generate a statewide average of 50%. To achieve this, 100 is divided into 178 to produce a normalization factor of .5618.

The Weighting factor is used to assign a specific weight to each statutory criterion.

**Example: 2**

District	Rank PPAV	PPAV Normalized and Weighted at 10%	Rank Household Income	Household Income Normalized and Weighted at 10%	Rank FRED	FRED Normalized and Weighted at 10%	Rank Bond Mill Levy	Bond Mill Levy Normalized and Weighted at 20%	Rank Unreserved General Fund Balance	Unreserved General Fund Balance Normalized and Weighted at 25%	Rank Bond capacity Remaining	Bond capacity Remaining Normalized and Weighted at 25%
A	30	3%	67	4%	7	1%	34	4%	35	5%	92	13%
B	11	1%	172	10%	89	5%	4	1%	98	14%	2	1%
C	107	6%	8	1%	114	6%	80	9%	120	17%	114	16%

All the individual criteria percentages are then combined to arrive at a minimum matching requirement for those specific criteria.

**Example: 3**

District	PPAV Normalized and Weighted at 10%	Household Income Normalized and Weighted at 10%	FRED Normalized and Weighted at 10%	Bond Mill Levy Normalized and Weighted at 20%	Unreserved General Fund Balance Normalized and Weighted at 25%	Bond capacity Remaining Normalized and Weighted at 25%	Combined Criteria Percentages
A	3%	4%	1%	4%	5%	13%	30%
B	1%	10%	5%	1%	14%	1%	32%
C	6%	1%	6%	9%	17%	16%	55%

The final matching percentage takes the matching percentage listed in example 3 and subtracts 1% for each bond election failure and success during the last 10 years to arrive at the final minimum matching requirement for a school district.

**Example: 4**

District	Number of Bond Election Successes	Number of Bond Election Failures	Final Minimum Adjusted Match Percentage
A	0	0	30%
B	1	2	29%
C	2	0	53%

BOCES matching percentages are calculated by taking an average of the member districts matching percentages that comprise a particular BOCES to give that BOCES a unique matching percentage.

# Public School Capital Construction Assistance Board Agenda Sheet

**MEETING DATE:** July 29, 2015

**SUBJECT:** Discuss the CCAB's legislative priorities

**TYPE:** Action ☐ Information ☒

**BACKGROUND:**

N/A

**STAFF RECOMMENDATION:**

Review and discuss the CCAB legislative platform and make any necessary changes or additions.

**STAFF RECOMMENDED MOTION:**

N/A

**ATTACHMENTS:**

CCAB Legislative Platform





# Public School Capital Construction Assistance Board – Legislative Platform 2015-16

## CCAB Powers & Duties

The CCAB was established to protect the health and safety of students, teachers, and other persons using public school facilities, and maximize student achievement by ensuring that the condition and capacity of public school facilities are sufficient to provide a safe and un-crowded environment conducive to students' learning. The CCAB is to ensure the most equitable, efficient, and effective use of State revenues dedicated to provide financial assistance for capital construction projects pursuant to C.R.S. 22-43.7 by assessing public school capital construction needs throughout the State and providing expert recommendations based on objective criteria to the State Board regarding the appropriate prioritization and allocation of such financial assistance. Below is a summary of the CCAB's legislative objectives.

### 1<sup>st</sup> Objective

**Topic: Raise the COP cap to allow the CCAB to fund a larger scope of facility needs.**

**Purpose:** The CCAB supports raising the statutory cap for issuing Certificates of Participation (COPs). The CCAB requests legislative support for raising the cap \$5 - \$10 million per year. Raising the cap by the requested amount would allow for new construction or renovations of approximately \$120-\$200 million per year. The CCAB will work with the Treasurer's office and the CDC towards building a sustainable and predictable funding stream, thus allowing districts to know, from year to year, that there is revenue for such projects. This is also consistent with past amounts and practices, and the program has successfully completed projects in many districts where, without the collaboration of the State, the projects would not have been completed. The sources of funding for this would be the marijuana revenues, the State Land Trust revenue, and the State Education Fund.

Accrual of deficiencies will be identified in the proposed reassessment. The expectation is that in spite of the funding that has been invested in school capital construction recently, the assessment will show an increase in the financial exposure associated with school condition.

The lack of a defined annual funding amount inhibits the CCAB mission to provide for quality facilities throughout the state. Raising the COP cap, even with defined annual limits, will go a long way to adding stability and a degree of certainty to the program; raising the cap will also allow for an increase in smaller projects to be funded by cash receipts while larger ones would be covered through lease purchase. Without increasing the COP cap, the program will continue to rely on royalties, rents, sales from the state school lands, and the taxes associated with the sale of marijuana - an unpredictable income stream.

### 2<sup>nd</sup> Objective

**Topic: Investigate statutory options for the Capital Construction Assistance Board's powers and duties.**

**Purpose:** Revise C.R.S. 22-43.7-106 to give the Board more authority and discretion; Revise C.R.S. 22-43.7-106(2) to add additional authority to the Board to:

- a) Accept gifts, promote and advocate for funding for the BEST program
- b) Perform any and all acts necessary for the performance of its duties hereunder

## 2015-16 Future Legislative Objectives

- Initiate a statewide ballot question specific to school facilities.