WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

# 2019-21 Capital Budget Development


March 17, 2017 at Pierce Puyallup

April 7, 2017 at Big Bend

BETTER JOBS, BRIGHTER FUTURES, A STRONGER WASHINGTON

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**Please…**

Feel free to ask questions at any time.

Take cell calls outside the room.

Let me know if you need anything.

# Agenda

***Everything a college needs to prepare their major and minor project requests.***

| | |
|---|---|
| 9:00 – 10:15 | **Welcome, General Information and Trends**<br>Guided Pathways<br>Construction Costs<br>Best Practices for Completing Minor Work in a Biennium |
| 10:15 – 10:30 | Break |
| 10:30 – 12:00 | **Topics of Interest**<br>Space Utilization<br>Facility Condition Survey<br>What's my project? |
| 12:00 – 12:45 | Lunch |
| 12:45 – 1:40 | **Minor and Alternatively Financed Projects**<br>Types and Target Funding<br>Minor Work List Changes<br>Emergency and HazMat Pools<br>Alternative Financing |
| 1:40 – 2:00 | **Enrollment Projections** |
| 2:00 – 2:15 | Break |
| 2:15 – 3:45 | **Major Projects**<br>Previous Scores & Policy Update<br>Scoring Criteria<br>Scoring and Master Plan Cost Worksheets |
| 3:45 – 4:00 | **Wrap Up**<br>Remaining Questions<br>Program Evaluation |

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# Capital Principles

We are required to prioritize our requests for new appropriations.

Funding for maintenance and operation of existing facilities is our top priority.

Next comes funding for emergencies, minor repairs, and minor program improvement projects to take care of existing facilities.

Major projects are added to a pipeline of projects, in rank order from the most recent selection, below the projects already in the pipeline.

Requests are structured so that major projects are constructed in pipeline order. This includes requesting design-phase funding the biennium before construction is anticipated.

Projects stay in the pipeline until funded for construction.

WACTC has a policy to avoid end-runs and are working on an appeals process to the major project scoring results.

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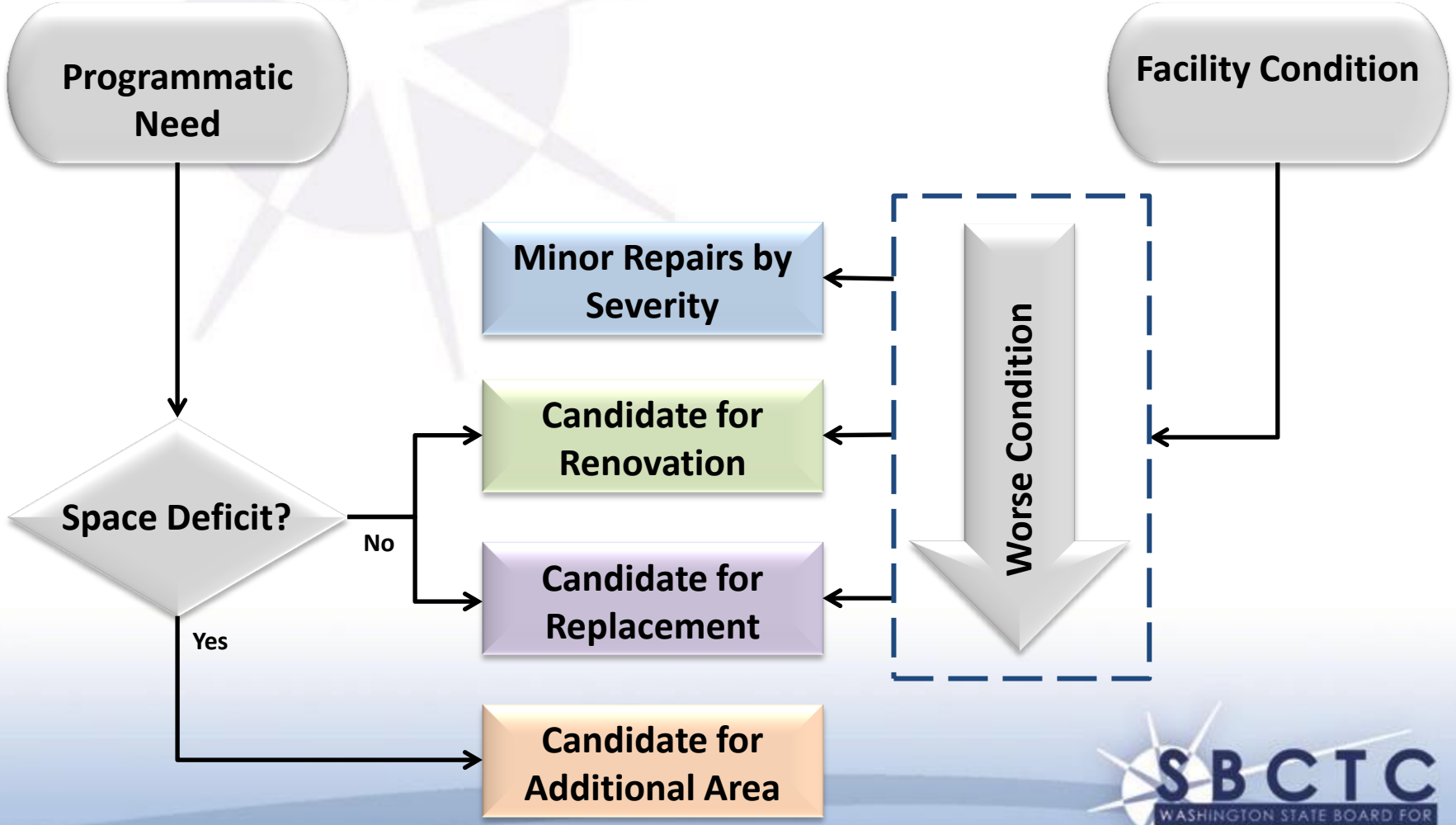
# Prioritization of Facility Needs



# Capital Development Timeline

| | |
|---|---|
| March – May 2016 | Collected feedback on previous biennium process and outcomes |
| June – December 2016 | System developed recommendations for improvement |
| January 2017 | State Board adopts criteria for request |
| March – April 2017 | Share information in budget development workshops |
| March – December 2017 | State Board staff evaluate existing facility conditions |
| | |
| April – December 2017 | Colleges develop proposals for new appropriations |
| January – February 2018 | System task force scores proposals |
| March – May 2018 | Staff build request for new and re-appropriations |
| May – September 2018 | State Board adopts and staff submits request |
| December 2018 | Governor's proposal |
| January – April 2019 | Legislative proposals |
| May – June 2019 | Enacted budget |
| July 2019 – June 2021 | State Board staff and colleges implement the budget |

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# Facility Considerations for Guided Pathways

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# Guided Pathways

Highly structured student experiences encourage completion by:

- Establishing clear roadmaps to students' end goals that include articulated learning outcomes and direct connections to the requirements for further education and career advancement
- Incorporating intake processes that help students clarify goals for college and careers
- Offering on-ramps to programs of study designed to facilitate access for students with developmental education needs
- Embedding advising, progress tracking, feedback, and support throughout a student's educational journey

Jenkins & Choo, 2014; Bailey, Jaggers, & Jenkins, 2015

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# Guided Pathways & Facilities Planning

The **Four Pillars of Guided Pathways**:

1. Clarifying the Path
2. Getting Students On a Path
3. Keeping Students On the Path
4. Assuring Students Are Learning

Each pillar provides unique needs that impact facilities planning.

# Clarifying the Path

**Goal**: To create both broad career clusters and specific maps within those clusters that provide a default path to student educational, transfer, and employment goals.

**Facilities Considerations**:

1. Organized and narrowed paths will result in more students/cohorts needing specific courses at a given time. Thus, to reduce bottlenecks, there will be a need for expanded facilities like science labs, etc.

2. Spaces that encourage and facilitate collaboration will continue to be highly valued and important in capital design.

3. Flexibility of space will allow institutions to respond quickly to changing educational needs.

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# Helping Students Get On a Path

**Goal**: To aid students in identifying career goals and the educational path that will support achieving these goals.

**Facilities Considerations**:

1. Entry processes and advising are key elements in this process: facilities will vary depending on the institution's strategy for addressing this pillar.

2. Co-location of student services, particularly with regard to admissions, assessment, and financial aid will likely drive facilities needs and design requests.

3. Requests for expanded advising capacity, which may be co-located or embedded within pathways, will be required to meet space needs for career and program advising, guidance, and mentoring needs.

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# Keeping Students On the Path

**Goal**: To provide the necessary cognitive and social scaffolding to support students in facing the factors that impede completion.

**Facilities Considerations**:

1. In order to meet the cognitive challenges students face, needs such as expanded space for tutoring, viable practical space for supplemental instruction, SIM practice, and even use of classroom space below capacity are necessary.

2. New facilities will include spaces that meet the needs of our diverse student populations, including all-gender bathroom facilities, meditation rooms, even gaming spaces to create community and student engagement.

3. Expanding space to include areas that allow for peer and faculty collaboration, as well as space for confidential counseling, disability services, etc.

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# Assuring Students Are Learning

**Goal**: To assure that students achieve both the course and program outcomes necessary to meet the demands of their career path.

**Facilities Considerations**:

1. Assuring students are learning will require more facilities that mimic "real world" environments, including SIM labs and practical spaces, particularly in professional and technical career paths.

2. Increases in online and hybrid learning will require on-site assessment facilities for proctored testing for many programs.

3. Increased focus on critical thinking, information literacy, and open educational resources will expand the need for technologically advanced libraries and the space to support the faculty and staff that make them effective.

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# Guided Pathways - Summary

Each institution will have **varying facilities needs depending on their chosen approach** to solving the pathways puzzle.

Organization and efficiency of pathways will likely create **bottlenecks that need to be addressed in facilities** requests and design.

**Entry and advising services will likely expand** in the design of services to support pathways work.

**Cognitive and social needs** of students are essential to institutional preparedness to support a diverse community of learners.

Advancements in teaching and learning have created **new needs for assuring students are achieving outcomes**.

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# Construction Costs

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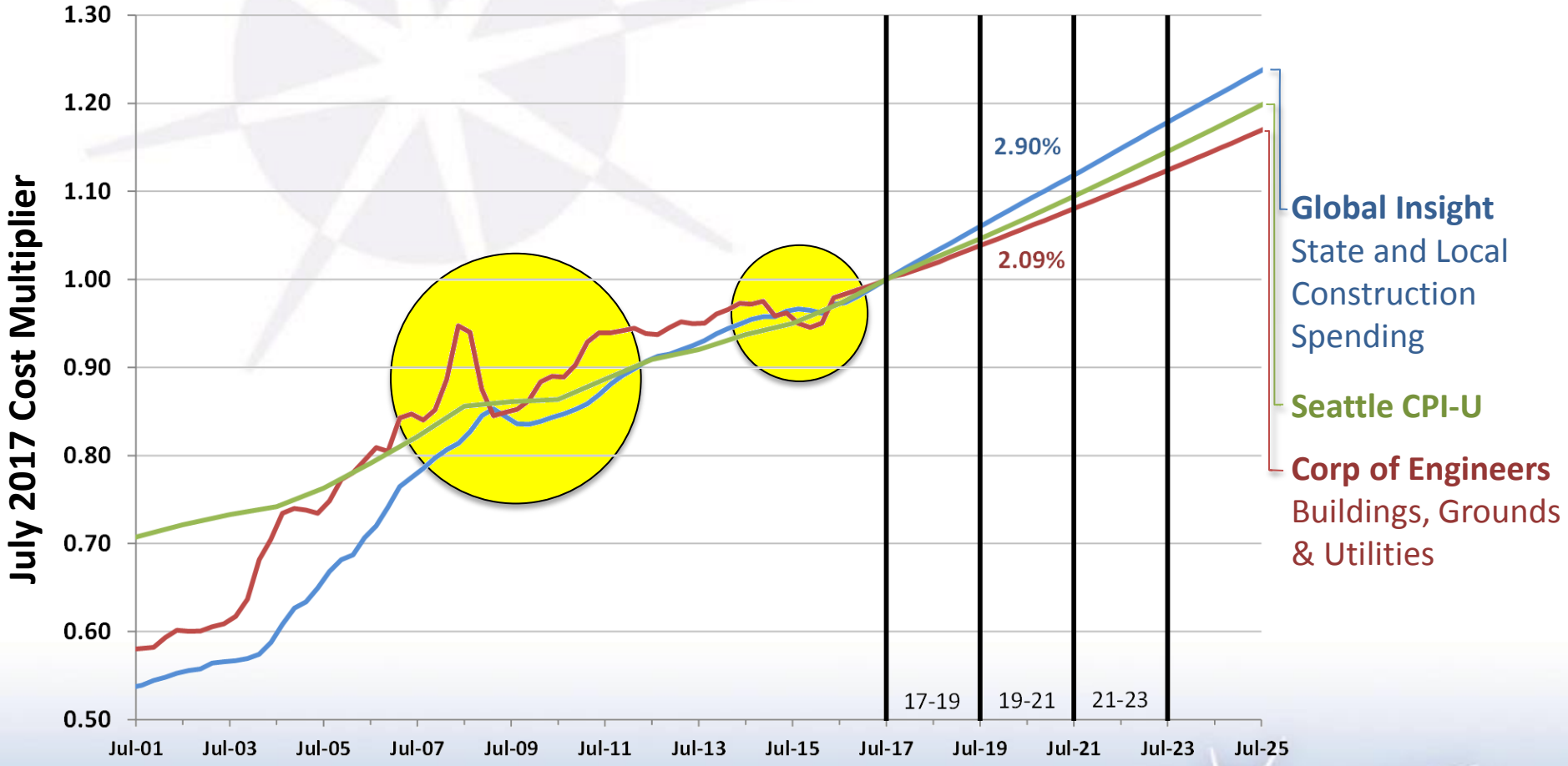
# Construction Cost Indices

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# Appendix B - Expected Project Costs in 2008 Dollars

| Facility Type | Number of Data Points | Total Project Costs / GSF<br>Expected Cost |
|---|---|---|
| Classrooms | 19 | $420 |
| Communications buildings | 5 | $378 |
| Science labs (teaching) | 16 | $437 |
| Research facilities | 12 | $623 |
| Administrative buildings | 9 | $309 |
| Day care facilities | 4 | $283 |
| CTC Libraries | 4 | $361 |

Facilities Financing Study dated December 10, 2008, prepared by Berk & Associates, http://www.ofm.wa.gov/budget/capital/higher_ed_capital_finance_study.pdf.
The CTC Libraries data are based on recently completed projects.

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# Appendix B - Expected Project Costs Multiplier for Construction Mid-point

| Mid-construction Date | Expected Cost Multiplier | Mid-construction Date | Expected Cost Multiplier |
|---|---|---|---|
| 7/1/2008 | 1.000 | 5/16/2019 | 1.287 |
| 5/16/2016 | 1.184 | 8/15/2019 | 1.297 |
| 8/15/2016 | 1.187 | 11/15/2019 | 1.306 |
| 11/15/2016 | 1.195 | 2/15/2020 | 1.315 |
| 2/14/2017 | 1.204 | 5/16/2020 | 1.324 |
| 5/16/2017 | 1.214 | 8/15/2020 | 1.332 |
| 8/15/2017 | 1.224 | 11/15/2020 | 1.341 |
| 11/15/2017 | 1.233 | 2/14/2021 | 1.350 |
| 2/14/2018 | 1.242 | 5/16/2021 | 1.359 |
| 5/16/2018 | 1.251 | 8/15/2021 | 1.368 |
| 8/15/2018 | 1.260 | 11/15/2021 | 1.377 |
| 11/15/2018 | 1.269 | 2/14/2022 | 1.386 |
| 2/14/2019 | 1.278 | 5/16/2022 | 1.395 |

Based on December 2016 Global Insight forecast for State and local government spending.

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# Appendix B - Expected Project Costs
# Multi-use Facility Example

| Facility Type | Expected Cost / GSF in 2008$ | Expected Cost / GSF | GSF by Type | Expected Cost | Point Thresholds |
|---|---|---|---|---|---|
| Classrooms | $420 | $556 | 39,000 | $ 21,684,000 | |
| Communications buildings | $378 | $500 | - | $ - | |
| Science labs (teaching) | $437 | $579 | 13,000 | $ 7,527,000 | |
| Research facilities | $623 | $825 | - | $ - | |
| Administrative buildings | $309 | $409 | 13,000 | $ 5,317,000 | |
| Day care facilities | $283 | $375 | - | $ - | |
| CTC Libraries | $361 | $478 | - | $ - | |
| | | | **65,000** | **$ 34,528,000** | **100%** |
| | | | | **$ 38,326,080** | **111%** |
| | | | | **$ 47,303,360** | **137%** |

Based on December 2016 Global Insight forecast for State and local government spending.

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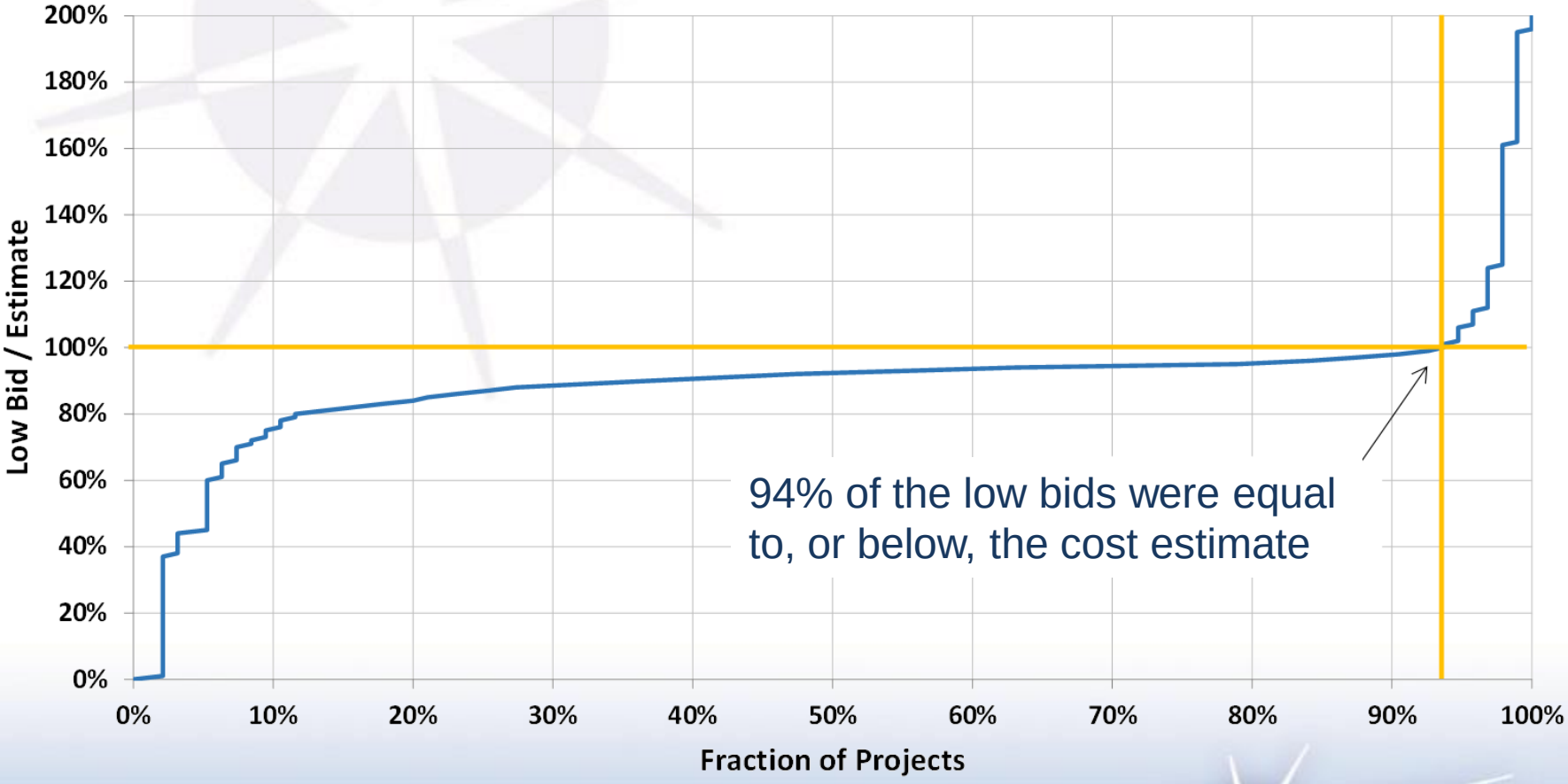
# Recent Bid Results

## Portion of Project at, or below, Estimate




95 CTC projects from July 2015 through January 2017

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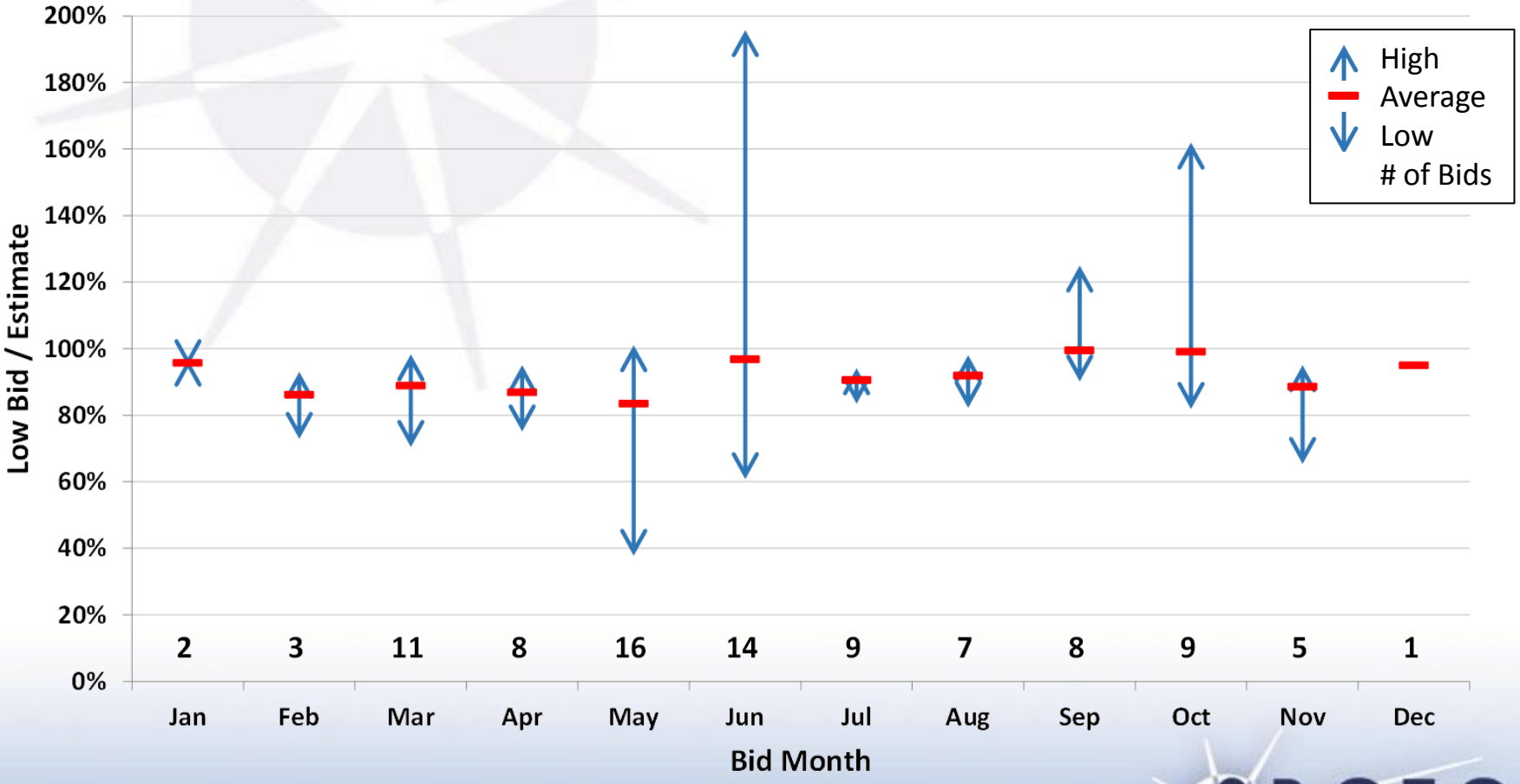
# Recent Bid Results

## Seasonal Variation




95 CTC projects from July 2015 through January 2017

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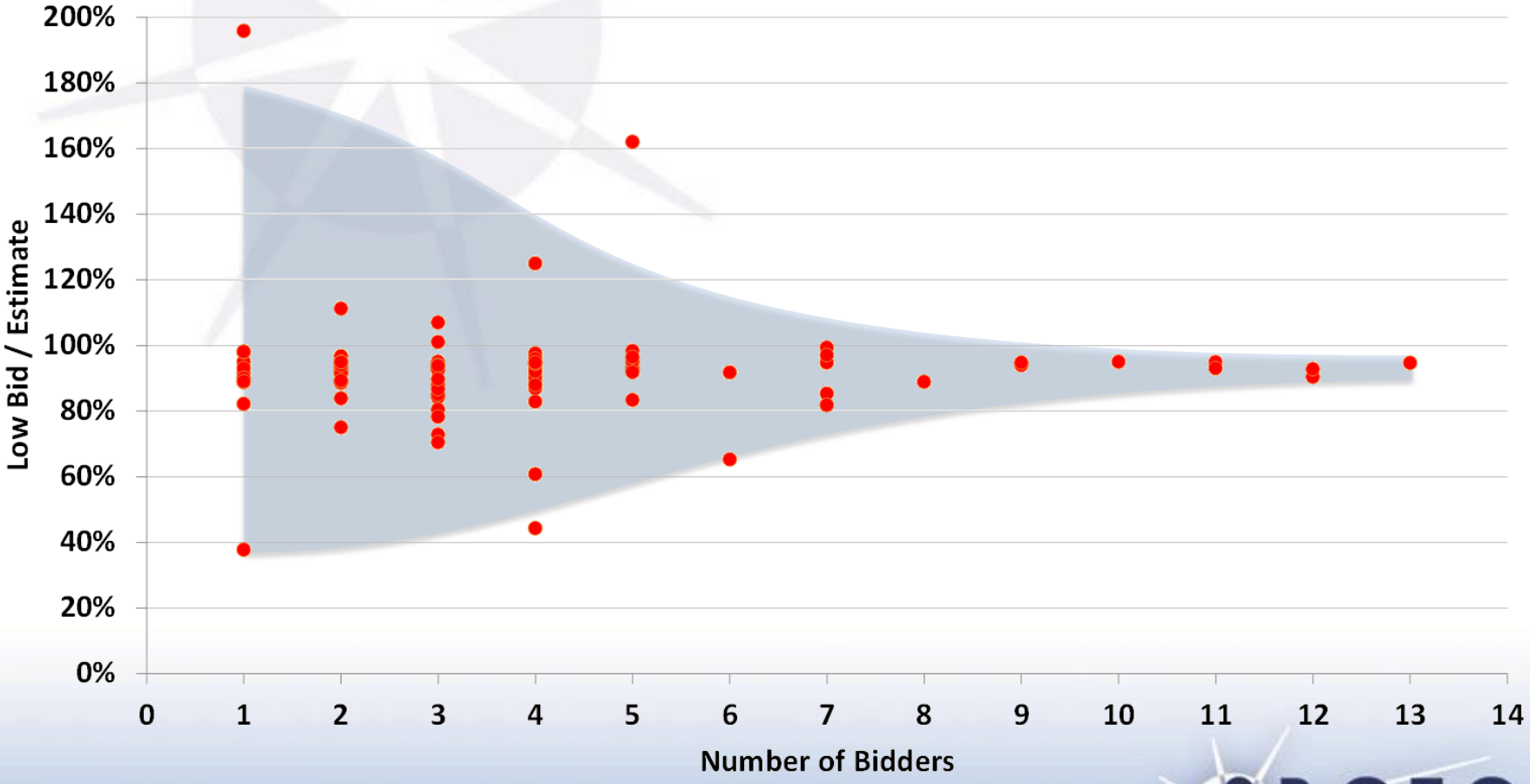
# Recent Bid Results

## Versus Number of Bidders




95 CTC projects from July 2015 through January 2017

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# Best practices for completing Minor Work in a biennium

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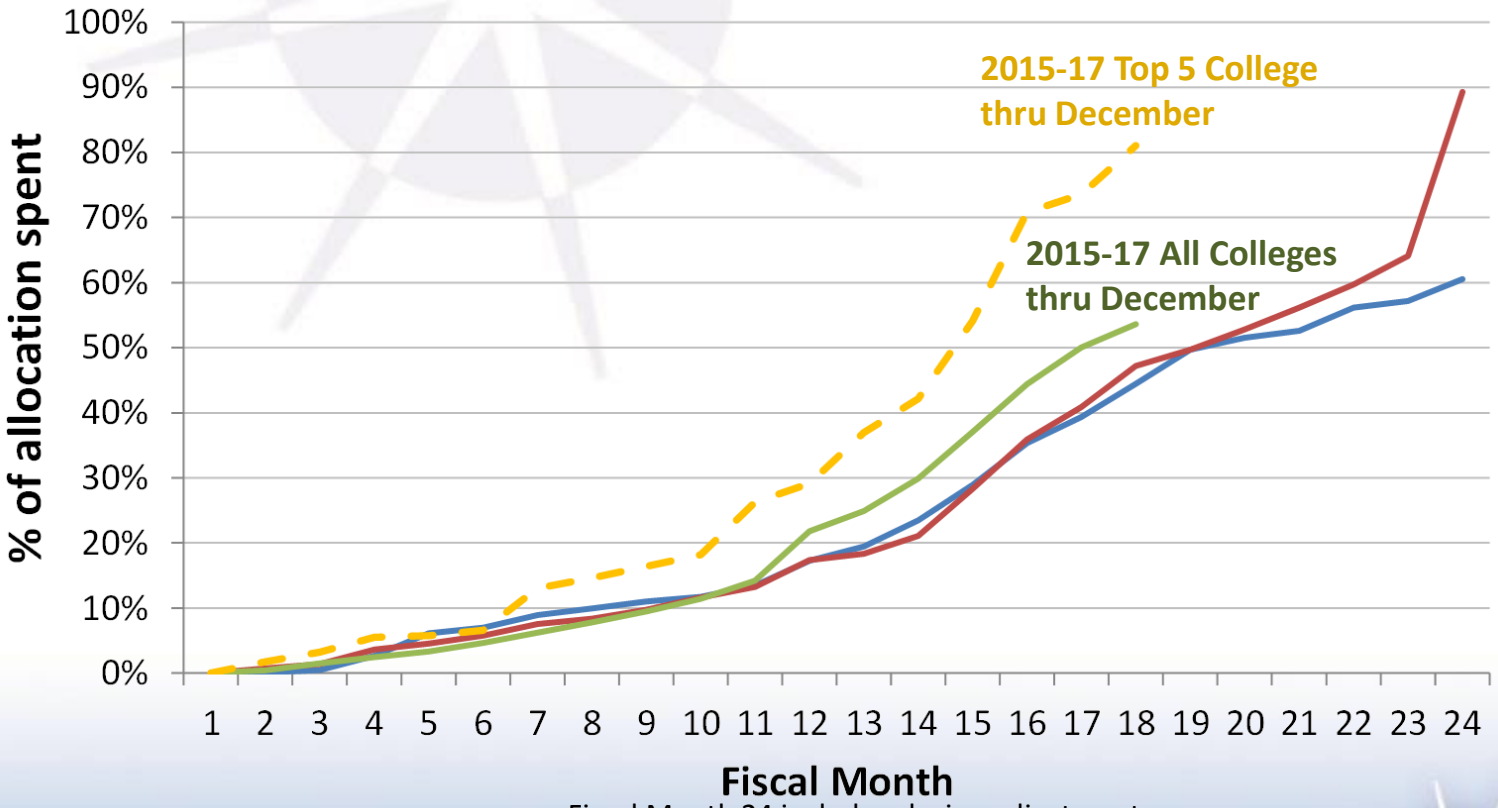
# Minor Project Expenditure Patterns




**2013-15**
**reappropriated 6.1%**
**lapsed 4.6% ($3.1M)**

**2011-13**
**reappropriated 39.4%**
**lapsed 0.0%**

Fiscal Month 24 includes closing adjustments.

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# Best Practices for Completing Minor Work

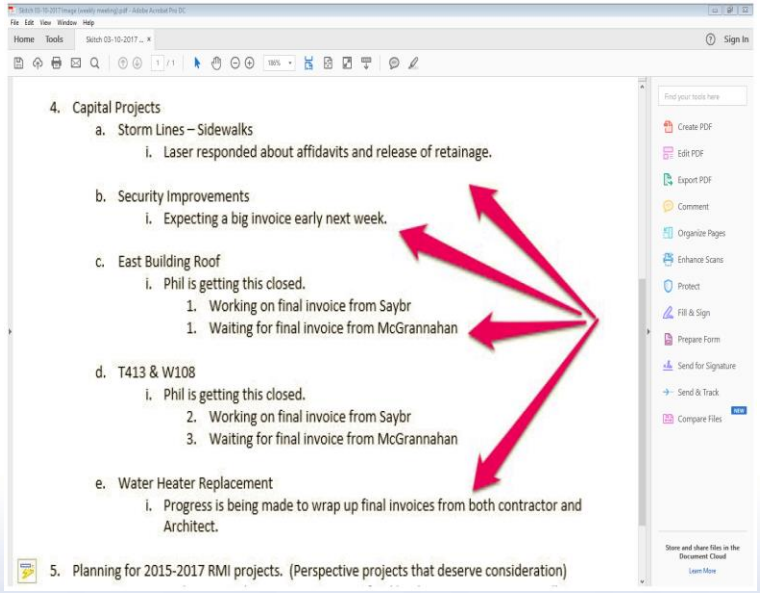
We heard five common themes – Best Practices

1. Provide leadership, expectations and updates
2. Schedule everything
3. Use a team approach
4. Start early
5. Always know the project status

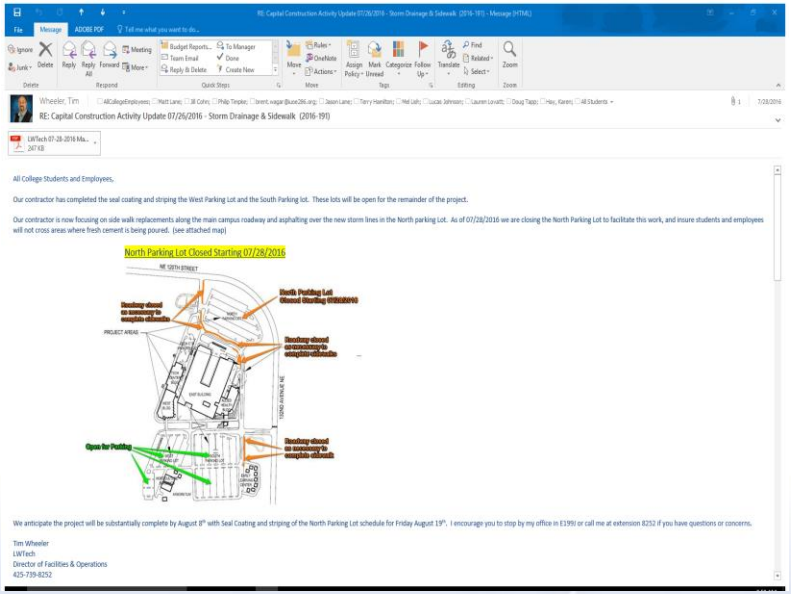
# 1. Provide leadership, expectations and updates

a) Expectations from as high as possible

b) Provide regular updates to leadership and campus community



4. Capital Projects
   a. Storm Lines – Sidewalks
      i. Laser responded about affidavits and release of retainage.
   b. Security Improvements
      i. Expecting a big invoice early next week.
   c. East Building Roof
      i. Phil is getting this closed.
         1. Working on final invoice from Saybr
         1. Waiting for final invoice from McGrannahan
   d. T413 & W108
      i. Phil is getting this closed.
         2. Working on final invoice from Saybr
         3. Waiting for final invoice from McGrannahan
   e. Water Heater Replacement
      i. Progress is being made to wrap up final invoices from both contractor and Architect.
5. Planning for 2015-2017 RMI projects. (Perspective projects that deserve consideration)



RE: Capital Construction Activity Update 07/26/2016 - Storm Drainage & Sidewalk (2016-191)

All College Students and Employees,

Our contractor has completed the seal coating and striping the West Parking Lot and the South Parking lot. These lots will be open for the remainder of the project.

Our contractor is now focusing on side walk replacements along the main campus roadway and asphalting over the new storm lines in the North parking Lot. As of 07/28/2016 we are closing the North Parking Lot to facilitate this work, and insure students and employees will not cross areas where fresh cement is being poured. (see attached map)

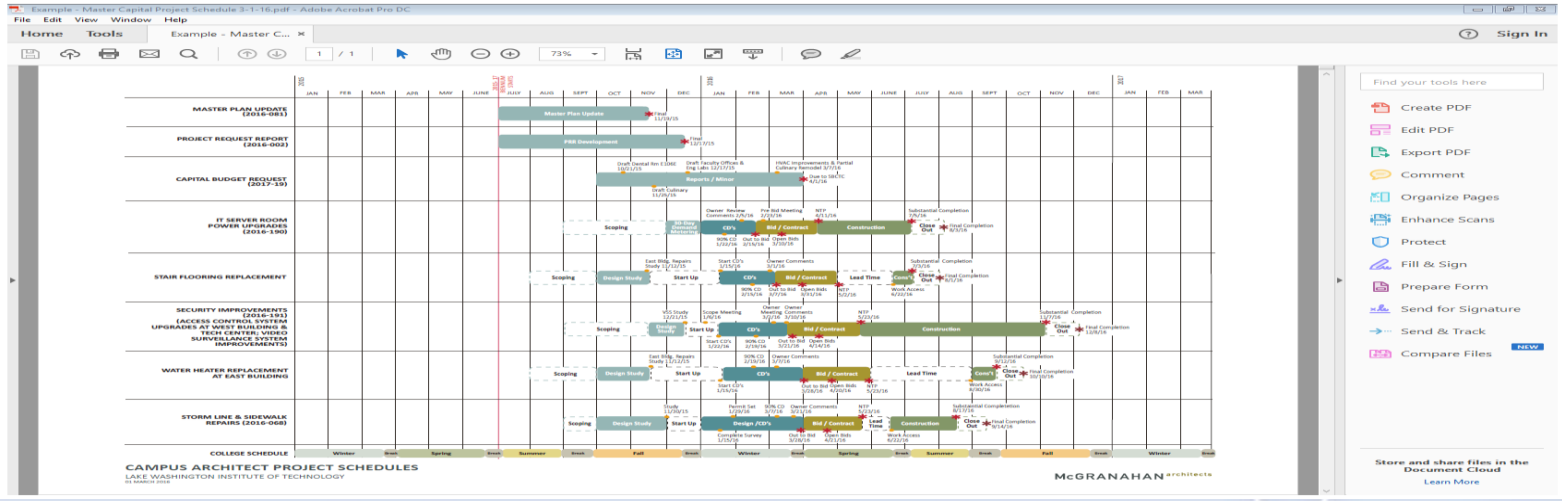
North Parking Lot Closed Starting 07/28/2016

We anticipate the project will be substantially complete by August 8th with Seal Coating and striping of the North Parking Lot schedule for Friday August 19th. I encourage you to stop by my office in E199i or call me at extension 8252 if you have questions or concerns.

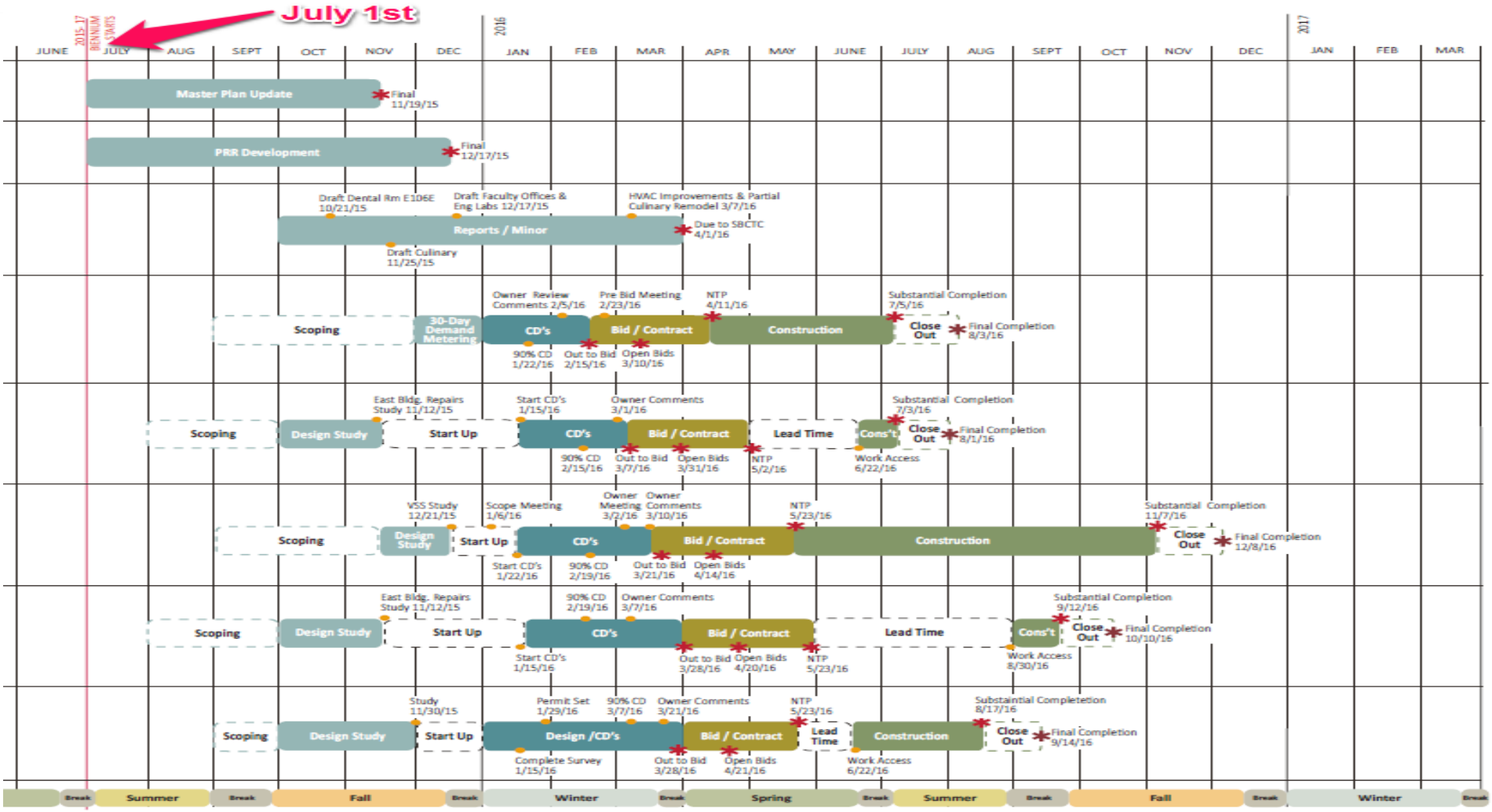
Tim Wheeler
LWTech
Director of Facilities & Operations
425-739-8252

# 2. Schedule everything

a) Avoid disruptions when possible
b) Don't forget administrative tasks
c) Bundle work for design and bidding when practical
d) Plan as much as possible in the first summer/fall



# Master Project Schedule



# 3. Use a team approach

a) Involve VP, budget, facilities, DES, State Board, A/E, & contractor

- Take a proactive Team approach. Our DES PM, our On-Call Campus Architect, their Engineering Team and our Contractors each make an essential contribution to the success of our minor work projects.
- Weekly project status meetings including DES PM, Architect and Contractor
- Process documents in a timely manner – PWR, COP's & FA's, Invoices and Retainage
- Use your DES and State Board Resources – ask for help

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# 4. Start early

a) Complete project analysis before biennium starts

b) Select campus architect for biennium as early as possible

c) Purchase long lead items and provide to contractor when appropriate

- At LWTech we engage our campus community to formally review & prioritize Minor Work and RMI related projects prior to the start of the biennium
- January – February prior to the upcoming biennium, we work with our DES PM and begin the On-Call Architect Selection process. Our Goal is to have a dedicated On-Call Architect hired by May, ideally six weeks or more prior to the start of the new biennium
- Discuss pre-purchase of long lead items with your DES P.M. and Architect as a means to expedite the schedule.

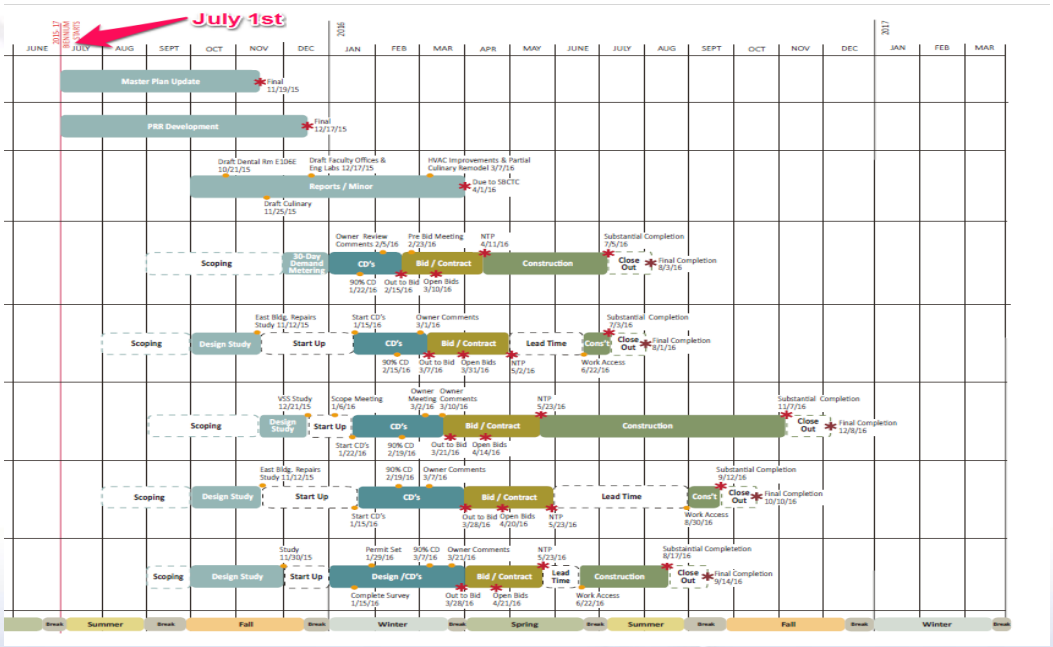
# 5. Always know the project status

a) How much money is left relative to the budget?

b) How much project is left relative to the schedule?

Capital Projects - 2015-2017

| DES PROJECT NUMBER | PROJECT TITLE | Fund Type | BUDGET NUMBER | BEGINNING BUDGET AMOUNT | A&E Fee PROPOSAL | A&E Fee INVOICED TO DATE | CONTRACT AMOUNT | CHANGE ORDER LOG | PROJECT BUDGET | CHANGE ORDER INVOICED TO DATE | OTHER ASSOCIATED PROJECT COSTS | TOTAL INVOICED TO DATE | CURRENT BALANCE | % Spent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-001 | Master Plan Update | Operating Budget | 149-094-1160 | $ 27,385.66 | $ 27,385.66 | $ 27,385.66 | na | na | $ - | na | na | $ 27,385.66 | 0.00 | 100% |
| 2016-002 | Capital PRR & Architectural Services (FCS) | Operating Budget | 149-094-1160 | $ 42,413.40 | $ 42,413.40 | $ 43,568.85 | na | na | $ - | na | na | $ 43,568.85 | (1,155.37) | 103% |
| | 2017-20189 Minor Capital Program Requests | Operating Budget | 149-094-1160 | $ 5,020.00 | $ 5,020.00 | $ 5,020.00 | na | na | $ - | na | na | $ 5,020.00 | 0.00 | 100% |
| | WAVAC - Washer & Dryer -Feasibility Study | Operating Budget | 149-094-1160 | $ 1,500.00 | $ 1,500.00 | $ 1,487.00 | na | na | $ - | na | na | $ 1,487.00 | 13.00 | 99% |
| 2016-190 | IT Server Room Improvements | Minor Program | T34-900-M308 | $ 35,000.00 | $ 22,314.69 | $ 25,580.00 | $ 7,150.47 | $ - | $ 7,150.47 | $ 6,580.43 | $ 366.69 | $ 32,447.12 | 2,552.88 | 93% |
| 2016-191 | Security Improvements | Minor Program | T34-900-M307 | $ 404,000.00 | $ 73,442.00 | $ 73,451.99 | $ 349,550.48 | $ 10,628.91 | $ 351,179.39 | $ 351,097.81 | $ 39,907.66 | $ 460,437.46 | 23,562.54 | 95% |
| 2016-067 | East Bldg Toilet/Flr | Minor Repairs | T02-900-M182 | $ - | $ 17,849.00 | $ 7,108.00 | $ - | $ - | $ - | $ - | $ - | $ 7,108.00 | (7,108.00) | #DIV/0! |
| | Storm Lines | Minor Repairs | T03-900-M276 | $ 638,000.00 | | | | | | | | | | |
| | Asphalt Sidewalks | Minor Repairs | T03-900-M276 | $ 137,000.00 | | | | | | | | | | |
| 2016-680 | Storm Lines & Site Walk Repairs | | Total: | $820,000.00 | $105,102.35 | $105,102.35 | $684,366.00 | $24,428.00 | $776,129.92 | $776,129.92 | $ 40,320.67 | $ 921,552.74 | (1,552.74) | 100% |
| 2016-900 | Water Heater Replacements | Minor Repairs | T02-900-M180 | $ 214,000.00 | $ 31,686.30 | $ 31,686.30 | $ 136,518.00 | $ 8,459.34 | $ 144,977.34 | $ 139,136.34 | $ - | $ 170,822.64 | 43,177.36 | 80% |
| 2016-901 | Stair Treads | Minor Repairs | T02-900-M181 | $ 86,000.00 | $ 13,404.66 | $ 13,404.66 | $ 73,138.93 | $ - | $ 73,138.93 | $ 73,138.93 | $ - | $ 86,543.59 | (543.59) | 101% |
| 2014-268 | Cabinet Fans S07-900-L104 | Minor Repairs | T02-900-M481 | $ 58,000.00 | $ - | $ - | $ 51,074.54 | $ - | $ 51,074.54 | $ 51,074.54 | $ - | $ 51,074.54 | 6,925.46 | 88% |



# Budget Tracking

Capital Projects - 2015-2017

| DES PROJECT NUMBER | PROJECT TITLE | Fund Type | BUDGET NUMBER | BEGINNING BUDGET AMOUNT | A&E Fee PROPOSAL | INVOICED TO DATE | CONTRACT AMOUNT | CHANGE ORDER LOG | PROJECT BUDGET | INVOICED TO DATE | OTHER ASSOCIATED PROJECT COSTS | TOTAL INVOICED TO DATE | CURRENT BALANCE | % Spent |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2016-081 | Master Plan Update | Operating Budget | 149-094-1160 | $ 27,385.66 | $ 27,385.66 | $ 27,385.66 | na | na | $ - | na | na | $ 27,385.66 | 0.00 | 100% |
| 2016-002 | Capital PRR & Architectural Services (FCS) | Operating Budget | 149-094-1160 | $ 42,413.48 | $ 42,413.48 | $ 43,568.85 | na | na | $ - | na | na | $ 43,568.85 | (1,155.37) | 103% |
| | 2017-20189 Minor Capital Program Requests | Operating Budget | 149-094-1160 | $ 5,020.00 | $ 5,020.00 | $ 5,020.00 | na | na | $ - | na | na | $ 5,020.00 | 0.00 | 100% |
| | WANIC - Washer & Dryer -Feasibility Study | Operating Budget | 149-094-1160 | $ 1,500.00 | $ 1,500.00 | $ 1,487.00 | na | na | $ - | na | na | $ 1,487.00 | 13.00 | 99% |
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| 2016-191 | Security Improvements | Minor Program | T34-900-M307 | $ 484,000.00 | $ 73,442.00 | $ 73,431.99 | $ 340,550.48 | $ 10,628.91 | $ 351,179.39 | $ 351,097.81 | $ 35,907.66 | $ 460,437.46 | 23,562.54 | 95% |
| 2016-067 | East Bldg Toilet/Flr | Minor Repairs | T02-900-M182 | $ - | $ 17,848.00 | $ 7,108.00 | $ - | $ - | $ - | $ - | $ - | $ 7,108.00 | (7,108.00) | #DIV/0! |
| | Storm Lines | Minor Repairs | T03-900-M275 | $ 638,000.00 | | | | | | | | | | |
| | Asphalt Sidewalks | Minor Repairs | T03-900-M276 | $ 137,000.00 | | | | | | | | | | |
| 2016-068 | Storm Lines & Side Walk Repairs | | Total : | $920,000.00 | $105,102.35 | $ 105,102.35 | $ 684,366.00 | $ 24,428.08 | $ 776,129.52 | $ 776,129.52 | $ 40,320.87 | $ 921,552.74 | (1,552.74) | 100% |
| 2016-900 | Water Heater Replacements | Minor Repairs | T02-900-M180 | $ 214,000.00 | $ 31,686.30 | $ 31,686.30 | $ 136,518.00 | $ 8,459.34 | $ 144,977.34 | $ 139,136.34 | $ - | $ 170,822.64 | 43,177.36 | 80% |
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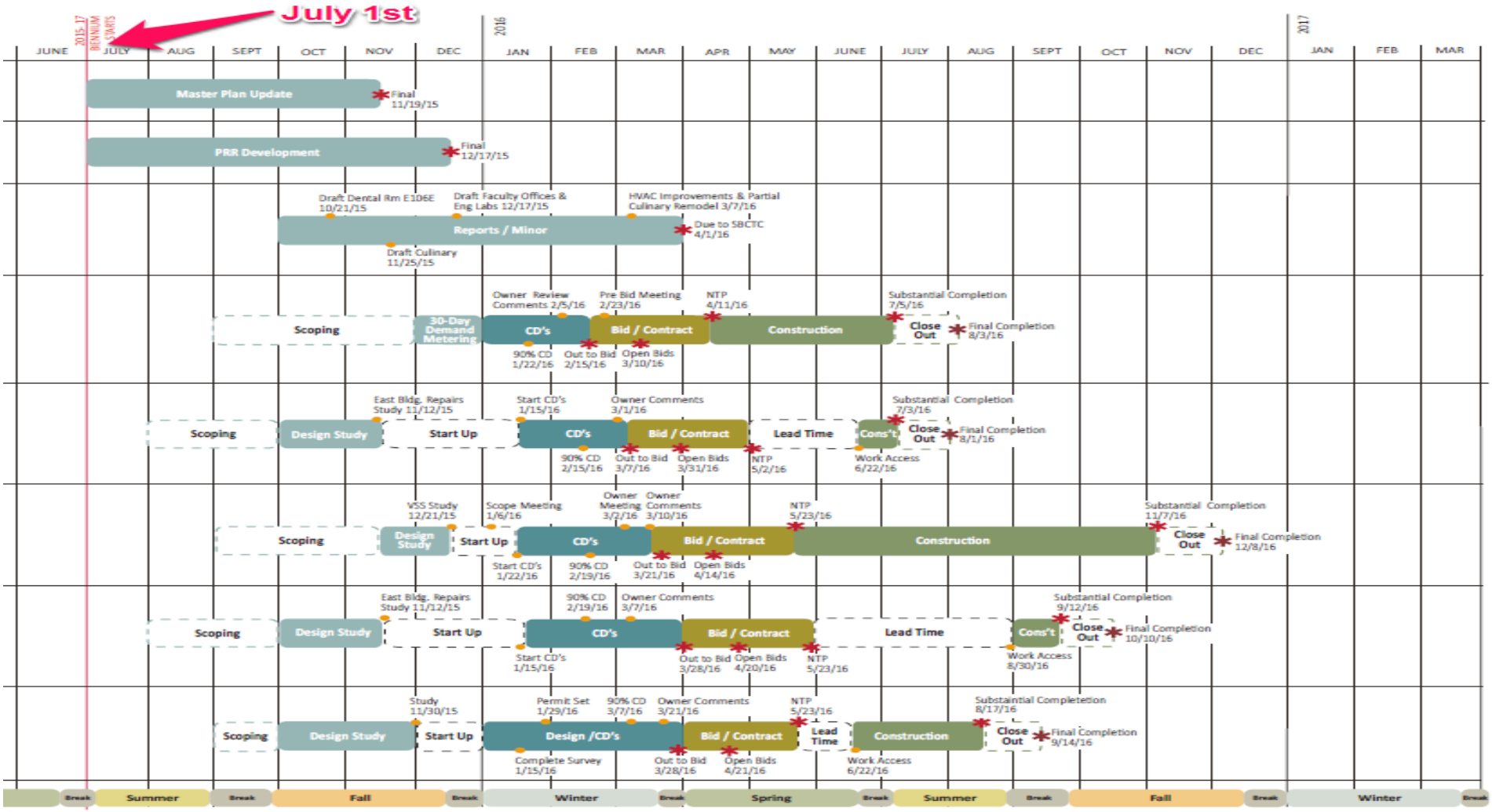
# Master Project Schedule



# Best Practices for Completing Minor Work

In Summary: We heard five common themes – Best Practices

1. Provide leadership, expectations and updates
   a) Expectations from as high as possible
   b) Provide regular updates to leadership and our campus community
2. Schedule everything
   a) Avoid disruptions when possible
   b) Don't forget administrative tasks
   c) Bundle work for design and bidding when practical
   d) Plan as much construction as possible in the first summer/fall

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# Best Practices for Completing Minor Work

3. Use a team approach
   a) Involve VP, budget, facilities, DES, A/E, and contractor
4. Start early
   a) Select campus architect for biennium
   b) Complete project analysis before biennium starts
   c) Purchase long lead items and provide to contractor
5. Always know the project status
   a) How much money is left relative to the budget?
   b) How much project is left relative to the schedule?

# Break

# Space Utilization

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# Space / Budget Tension

A college needs to have sufficient facilities to support their peak enrollment period.

Operation and maintenance of our facilities has been averaging over $7 per GSF. Repairs cost even more.

Funding for O&M competes with wages for faculty, counselors, and other staffing in the college operating budget.

Repair funding competes with major project funding in the capital budget.

We don't want a single square foot we don't need.

# Appendix C – Existing Utilization

The contact hours are totaled for classrooms, laboratories and other facilities used for instruction in the first week of the preceding fall quarter and compared to the capacity of these spaces.

The college can identify which forty-five hours represent the peak use of their facilities for the calculation.

The capacity is generally the number of student seats designed to be available in the space. If another standard is used it should be described in the analysis.

We have a spreadsheet for calculating utilization consistent with the guidance in Appendix C.

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# Appendix C – Existing Utilization Room Data

**We need the following for all instructional spaces:**

- ❑ Location – usually a location ID that identifies the building and room
- ❑ Use – is it predominantly used as a classroom or lab
- ❑ Capacity – usually the number of workstations

# Appendix C – Existing Utilization Class Data

**We need the following for each class:**

- Location – usually a location ID that identifies the building and room – same as Room Data
- Meeting Pattern – days and times
- Enrollment – the 10th day enrollment in for credit courses

# Appendix C – Existing Utilization Capture Hours

**We need to know which 45 hours:**

- Colleges can choose any combination of days and hours that equals 45 hours in the week for analysis.
- If the college elects to use blocks of contiguous hours each day, then we included a 10 minute pad between classes to account for the time it takes to empty and fill a room.

# Appendix C – Existing Utilization Contact Hours

**The spreadsheet calculates:**

- Contact Hours - the sum of the classroom contact hours of for-credit courses during the 45 data capture hours
- Workstations - the capacity of the space for instruction
- Capture Efficiency – the percentage of all contact hours included in the 45 data capture hours

This methodology adopted by WACTC is on our website.

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# Class Data from SMS for Utilization Calculations

Run new DataExpress procedure named **IS0000R**

| ITEM | CLUSTER ID | DEPT DIV | CRS NUM | TITLE | INSTR NAME | CR | STIME | ETIME | DAYS | ROOM-LOC | CAP | 10-DAY ENR | MS CAP | MS ENR |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0001 | | ICS | 130 | SURVEY ASIAN AMER CULT | BRAGG, A | 5.0 | ARR | | ARRANGED | ARR | 1 | 1 | 0 | 0 |
| 0002 | | ENGL& | 236 | CREATIVE WRITING I | BRAGG, A | 5.0 | ARR | | ARRANGED | ARR | 1 | 0 | 0 | 0 |
| 0003 | | ART | 201 | PHOTOGRAPHY I | BRAGG, A | 3.0 | ARR | | ARRANGED | ARR | 1 | 1 | 0 | 0 |
| 0004 | | ART& | 100 | ART APPRECIATION | BRAGG, A | 5.0 | ARR | | ARRANGED | ARR | 1 | 1 | 0 | 0 |
| 0100 | | ART | 111 | DESIGN I | PHILLIPS, C | 5.0 | 0910A | 1010A | MTWTh | 00PP201 | 25 | 16 | 0 | 0 |
| 0102 | | ART | 111 | DESIGN I | SMITH, R | 5.0 | 1130A | 1230P | MTWTh | 00PP201 | 25 | 16 | 0 | 0 |
| 0104 | 0119 | ART | 112 | 3D DESIGN II | PHILLIPS, C | 5.0 | 1240P | 0310P | TTh | 00PP101 | 18 | 0 | 18 | 0 |
| 0106 | 0106 | ART | 113 | DRAWING I | WALKER, T | 3.0 | 0800A | 0940A | MTW | 00PP202 | 18 | 12 | 18 | 17 |
| 0108 | 0108 | ART | 113 | DRAWING I | WALKER, T | 3.0 | 1240P | 0310P | TTh | 00PP202 | 18 | 9 | 18 | 17 |
| 0110 | 0106 | ART | 114 | DRAWING II | WALKER, T | 3.0 | 0800A | 0940A | MTW | 00PP202 | 18 | 2 | 18 | 17 |
| 0112 | 0108 | ART | 114 | DRAWING II | WALKER, T | 3.0 | 1240P | 0310P | TTh | 00PP202 | 18 | 1 | 18 | 17 |
| 0114 | | ART | 116 | ART HIST ANCIENT WORLD | WALKER, T | 5.0 | 1020A | 1120A | MTWTh | 00PP201 | 30 | 21 | 0 | 0 |
| 0116 | 0116 | ART | 215 | PAINTING I | WALKER, T | 3.0 | 1240P | 0310P | MW | 00PP202 | 18 | 8 | 18 | 18 |
| 0118 | 0116 | ART | 216 | PAINTING II | WALKER, T | 3.0 | 1240P | 0310P | MW | 00PP202 | 18 | 1 | 18 | 18 |
| 0119 | 0119 | ART | 220 | SCULPTURE I | PHILLIPS, C | 3.0 | 1240P | 0310P | TTh | 00PP101 | 15 | 0 | 18 | 0 |
| 0120 | 0119 | ART | 221 | SCULPTURE II | PHILLIPS, C | 3.0 | 1240P | 0310P | TTh | 00PP101 | 15 | 0 | 18 | 0 |
| 0121 | 0121 | ART | 222 | POTTERY I | JONES, R | 3.0 | 0910A | 1050A | MTW | 00PP101 | 18 | 12 | 18 | 18 |
| 0122 | 0121 | ART | 223 | POTTERY II | JONES, R | 3.0 | 0910A | 1050A | MTW | 00PP101 | 18 | 2 | 18 | 18 |
| 0124 | 0116 | ART | 241 | ILLUSTRATION I | WALKER, T | 3.0 | 1240P | 0310P | MW | 00PP201 | 18 | 3 | 18 | 18 |
| 0126 | 0116 | ART | 242 | ILLUSTRATION II | WALKER, T | 3.0 | 1240P | 0310P | MW | 00PP201 | 18 | 0 | 18 | 18 |
| 0128 | 0116 | ART | 243 | ILLUSTRATION III | WALKER, T | 3.0 | 1240P | 0310P | MW | 00PP201 | 18 | 1 | 18 | 18 |
| 0130 | 0106 | ART | 253 | STUDIO PROBLEMS-DRAWIN | WALKER, T | 3.0 | 0800A | 0940A | MTW | 00PP202 | 10 | 0 | 18 | 17 |
| 0132 | 0108 | ART | 253 | STUDIO PROBLEMS-DRAWIN | WALKER, T | 3.0 | 1240P | 0310P | TTh | 00PP202 | 10 | 0 | 18 | 17 |
| 0134 | 0116 | ART | 254 | STUDIO PROBLEMS-PAINTIN | WALKER, T | 3.0 | 1240P | 0310P | MW | 00PP202 | 10 | 0 | 18 | 18 |

See separate handout with steps

# Utilization for Net New Area

In the past, our scoring criteria looked at projected growth, as in FTE/Year, when evaluating the need for net new area projects.

This would work pretty well if those projects were regularly getting funded.

But, we have not had a wide open competition for major projects since 2007 for the 2009-11 budget request.

Now we are looking at future utilization – so it does not matter when the growth occurred.

# Appendix D – Future Utilization

The utilization of campus classrooms and laboratories in the future is the projected number of contact hours divided by the future number of workstations.

This can be estimated by adding the number of workstations in the proposed project to the existing number of workstations and the net new Type 1 enrollment to the existing Type 1 enrollment.

Start with the existing utilization, as determined in Appendix C, the number of Type 1 FTE in the corresponding fall quarter, and the projected Type 1 FTE as determined in Appendix G.

# Appendix D – Future Utilization Example

## Existing Utilization from Appendix C:

| | Contact Hours | Workstations | Utilization |
|---|---|---|---|
| **Classes** | 20,344.70 | 787 | 25.87 |
| **Labs** | 8,485.20 | 415 | 20.47 |
| **Campus** | 28,829.90 | 1,201.00 | 24.00 |

## Workstations added in project from proposal:

| | Workstations | % WS |
|---|---|---|
| **Classes** | 64 | 51% |
| **Labs** | 61 | 49% |
| **Campus** | 125 | 100% |

## Projected Net New Type 1 FTE from Appendix G:

15.00

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# Appendix D – Future Utilization Example

Distribute the net new FTE by assuming class / lab FTE ratio of new FTE to be the same as the class / lab workstation ratio.

| | Net New FTE | % FTE | Credits | Contact Hours | % CH |
|---|---|---|---|---|---|
| **Class** | 5.18 | 35% | 78 | 77.73 | 51% |
| **Lab** | 9.82 | 65% | 147 | 73.63 | 49% |
| | 15.00 | 100% | 225.00 | 151.37 | 100% |

From this we get future utilization:

| | Contact Hours | Workstations | Utilization |
|---|---|---|---|
| **Classes** | 20,422.43 | 851 | 24.00 |
| **Labs** | 8,558.83 | 476 | 18.00 |
| **Campus** | 28,981.27 | 1,326.43 | 21.85 |

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WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

# Facility Condition Survey Overview

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# Facility Condition Survey

- Surveys have been scheduled Feb – Dec 2017
- Support documents were provided with Outlook invite and email
- Facility Condition Survey Tool is available
- Results will be used to ask for roughly $44M in the 2019-21 budget for repairs (10% increase)
- Average 2017 repair funding = $1.3M per college


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# Process

- The survey is completed roughly every two years at each college.
- All owned buildings are evaluated and scored based on their condition.
- Building and site deficiencies are evaluated and scored.
- A report is generated for each college and published at the end of the calendar year. These reports are used to help the State Board build part of the capital budget proposal.
- All college deficiencies are ranked by score. The highest ranking deficiencies are included in the next capital budget proposal.
- The building condition scores will be used by colleges that request a major capital project. 2015 scores will be used for the 2019-21 requests.
- Funding is requested in the next biennium capital budget.
- Funding becomes available 2 years after survey (on average).

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# Preparing for the survey

- Review Pre-survey questions (your use only)
- Review State Board guide to identify deficiencies (email)
- Use the Facility Condition Survey tool to enter data

  http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/facility-assessment.aspx

- Evaluate and obtain supporting documentation for deficiencies that are not observable.

  Examples: underground utilities, electrical systems, obsolete safety equipment with verification that it is no longer supported, extent of moisture damage, etc

# Site visit

- Initial interview with facility director and business officer
  - Update facility condition and planning data
  - Discuss currently funded and previously identified minor works projects
  - Review and update deficiency and maintenance management data provided by college
- Survey building and site conditions
  - Score buildings and review deficiencies
- Exit interview
  - Go over survey highlights
  - Overview of building and site score changes
  - Overview of deficiencies that will be included in the survey report

# Current issues

- Continued focus on spending Minor works funds in two years. Projects should start immediately after budget bill is signed. There is still a trend for colleges to wait for several months to begin the design process. Typically, around 18% of repair funds are spent during the first fiscal year. 2015 was slightly better (22%).

- Consider infrastructure. Many campuses have utilities that are more than 50 years old. System failures could be extremely disruptive to programs. Deficiencies must be investigated prior to survey to determine accurate scope. Campus-wide solution could be considered as a major project request. **This may be a great option for colleges with buildings in good condition that score poorly as a major project.**

# What's my project?

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# Disclaimer

Colleges spend on average $47k on consultants and 230 staff hours preparing their major project proposals.

Today, we are going to see what we can do with readily available data in just a few minutes.

Obviously, this is not going to be as comprehensive as a 9 month $60k study.

We will limit our view to things we know or can dream up a proxy for. We will assume the stuff we don't know won't significantly affect the score.

The confidence in the results of this process will vary depending on the elements of the proposal.

For example, renovation and replacement criteria a primarily driven by data that we have and since we have that data the confidence will be high.

On the other hand, criteria for net new area depends on data we don't already have.

Given this broad disclaimer would you like to see if you can find any "low hanging fruit" for a proposal at your college?

# Rep and Ren Proxies

For the Renovation portion of projects we have converted the 2015 Facility Condition Scores and Building Ages into selection points using the criteria. These two criteria account for **32** of the possible points in the category.

Assume every proposal will get the **14** Overarching points for proposing a project that is consistent with their plans, has partnerships, and uses at least seven of the best practices for reducing greenhouse gas emissions.

Assume every proposal gets **10** points for reasonableness of cost and **13** points for program related improvements and **8** points for addressing significant health, safety and code issues.

Assume every proposal will extend the useful life of the building at least thirty-one years and the proposal addresses all of the deficiencies identified for another **7** points.

We have accounted for 32+14+10+13+8+7 = 84 of the possible 100 points.

A proposal only needs 70 points to get added to the pipeline in 2019-21.

We will assume if a proposal gest 70% of the age and condition points it is likely to get 70% of all the points. 70% of 32 = 22.4 for these criteria or 22.4+14+10+13+8+7 = 74.4 of the points.

These two criteria are our proxies for Renovation and Replacement projects.

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# Infrastructure Proxy

The two criteria with the most points in the Infrastructure category are reasonableness of cost with **30** and program need with **20** points. There is also **12** points for risk mitigation.

The metric for reasonableness of cost to replace existing infrastructure is the simple payback period of past maintenance and repairs. We can assume if the infrastructure is approaching the end of its useful life then the college will be spending more and more to keep it operational.

The metric for program need to replace existing infrastructure is the portion of the existing college served by the infrastructure. If we assume the infrastructure was installed when the buildings were built we can use the building's original construction date to date it. And, the area weighted building age on a campus can be compared to the expected useful life of the common utilities – electrical, water, storm water, and sewer – to see if there is likely to be an infrastructure project to replace one of these systems.

The material used for these common utilities have useful lives of 20 years, or more. So, we can assume the proposal will get at least **5** of the points available for Suitability for long term financing.

Assume every proposal will get the **14** Overarching points for proposing a project that is consistent with their plans, has partnerships, and uses at least seven of the best practices for reducing greenhouse gas emissions.

These proxies account for 30+20+12+5+14 = 81 of the possible 100 points.

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# New Area Proxy

The criteria with the most points in the new area category is for the efficient use of space and the metric is future utilization.

While we have the State Board enrollment projections, we don't know college's current utilization or the number of workstation to be added in a college's 2019-21 proposal.

If we assume there is a correlation between utilization and a college's GSF per FTE, we can compare each colleges GSF per FTE in 2026 using their current GSF and the State Board enrollment projections.

We can also account for the net new area in projects that are already in the pipeline. See Enrollment and Inventory Summary handout.

Assume, on average we have the appropriate space for existing FTE, then we can use the existing GSF per FTE for comparison to GSF/FTE in 2026. These averages are broken out for community and technical colleges at the bottom of the handout.

If a college's future GSF/FTE is less than the current average GSF/FTE for their type of college, it indicates a proposal with net new area may score well enough to earn 70 points.

# Potential for Matching

The **20** points for "demonstrated need," **18** points for feasibility, **12** points for benefitting students, **10** points for timeline, and **7** points for "reasonableness of cost" make up most of the Matching points.

Assume every proposal will get the **14** Overarching points for proposing a project that is consistent with their plans, has partnerships, and uses at least seven of the best practices for reducing greenhouse gas emissions.

If we assume any proposal would address a need that benefits students. And, if the college already has at least $2.5 million in qualifying resources, then we can expect it to get 20+18+12+10+7+14 = 81 points.

So, it is likely the matching proposal, where the college already has the match, will score at least 70 points.

# Data Sources

Expected life of infrastructure and potential points from the 2017-19 Major Project Scoring Criteria – see Inventory with Infrastructure Ages handout

2016 total enrollment and 2016-26 enrollment projection prepared for the 2017-19 selection – see Enrollment and Inventory Summary handout

Building area, age and related statistics from the 2016 Facility Inventory System report - http://www.ofm.wa.gov/budget/facilities/fis.asp

2015 Facility Condition Survey data - http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/facility-condition-survey-reports.aspx

Net new area in pipeline based on 2017-19 budget request and major project status reports - http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/major-project-status-report.aspx

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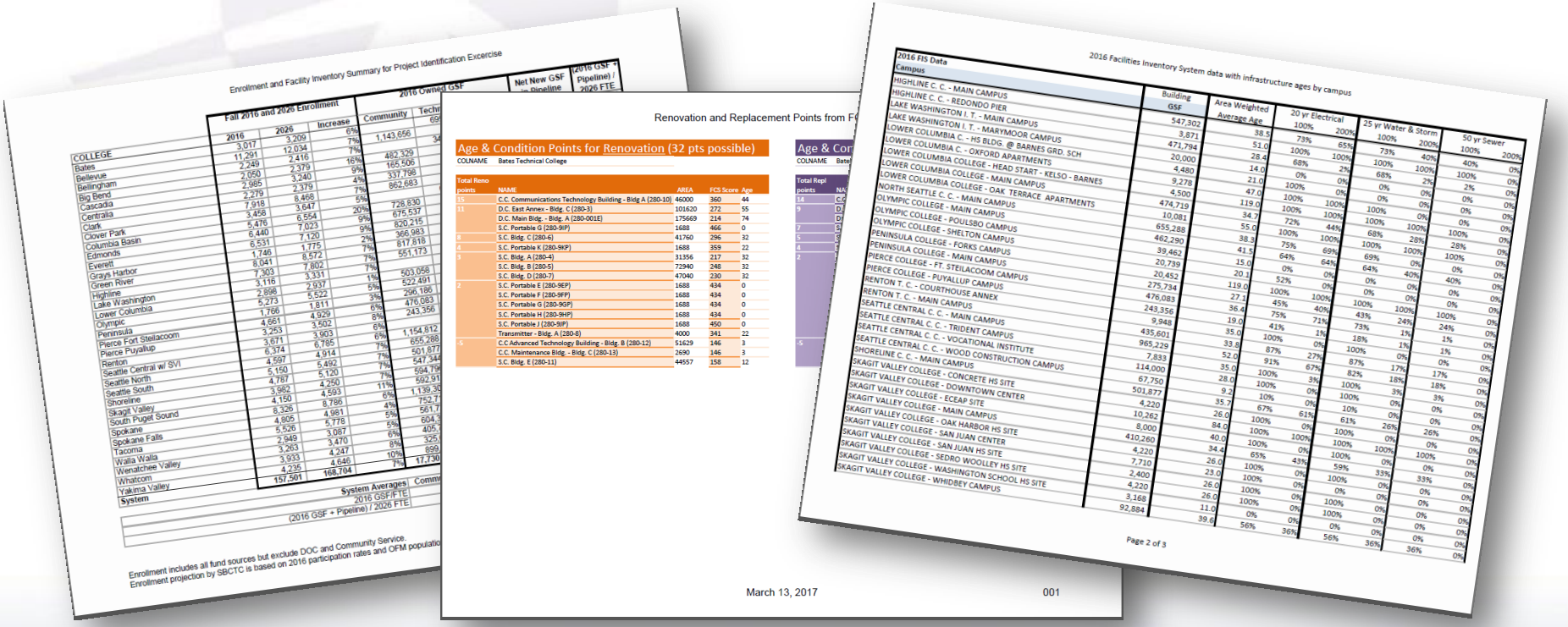
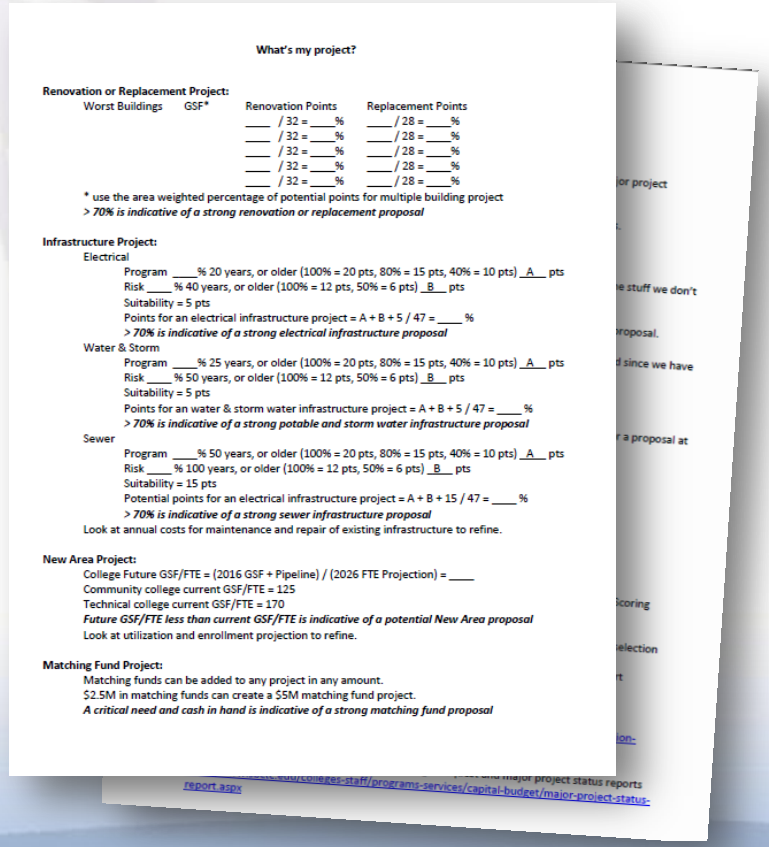
# College Proxy Data



# What's my project?
# Score Sheet



**What's my project?**

**Renovation or Replacement Project:**

| Worst Buildings | GSF* | Renovation Points | Replacement Points |
|---|---|---|---|
| | | ____ / 32 = ____% | ____ / 28 = ____% |
| | | ____ / 32 = ____% | ____ / 28 = ____% |
| | | ____ / 32 = ____% | ____ / 28 = ____% |
| | | ____ / 32 = ____% | ____ / 28 = ____% |
| | | ____ / 32 = ____% | ____ / 28 = ____% |

* use the area weighted percentage of potential points for multiple building project

***> 70% is indicative of a strong renovation or replacement proposal***

**Infrastructure Project:**

Electrical

Program ____% 20 years, or older (100% = 20 pts, 80% = 15 pts, 40% = 10 pts) _A_ pts
Risk ____% 40 years, or older (100% = 12 pts, 50% = 6 pts) _B_ pts
Suitability = 5 pts
Points for an electrical infrastructure project = A + B + 5 / 47 = ____ %
***> 70% is indicative of a strong electrical infrastructure proposal***

Water & Storm

Program ____% 25 years, or older (100% = 20 pts, 80% = 15 pts, 40% = 10 pts) _A_ pts
Risk ____% 50 years, or older (100% = 12 pts, 50% = 6 pts) _B_ pts
Suitability = 5 pts
Points for an water & storm water infrastructure project = A + B + 5 / 47 = ____ %
***> 70% is indicative of a strong potable and storm water infrastructure proposal***

Sewer

Program ____% 50 years, or older (100% = 20 pts, 80% = 15 pts, 40% = 10 pts) _A_ pts
Risk ____% 100 years, or older (100% = 12 pts, 50% = 6 pts) _B_ pts
Suitability = 15 pts
Potential points for an electrical infrastructure project = A + B + 15 / 47 = ____ %
***> 70% is indicative of a strong sewer infrastructure proposal***

Look at annual costs for maintenance and repair of existing infrastructure to refine.

**New Area Project:**

College Future GSF/FTE = (2016 GSF + Pipeline) / (2026 FTE Projection) = ____
Community college current GSF/FTE = 125
Technical college current GSF/FTE = 170
***Future GSF/FTE less than current GSF/FTE is indicative of a potential New Area proposal***
Look at utilization and enrollment projection to refine.

**Matching Fund Project:**

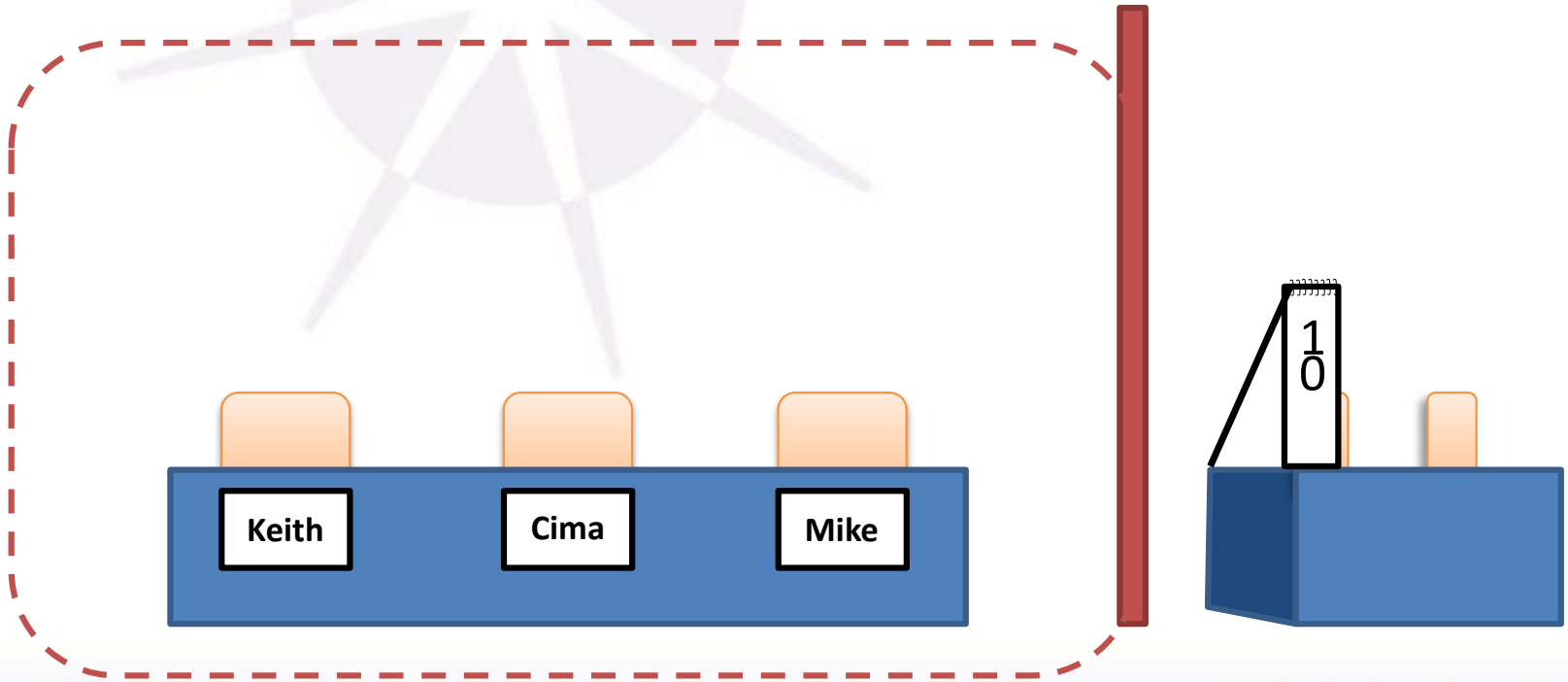
Matching funds can be added to any project in any amount.
$2.5M in matching funds can create a $5M matching fund project.
***A critical need and cash in hand is indicative of a strong matching fund proposal***

# What's my project?

a game loosely based on What's my line?

# What's my project?

## Game Set-up




Camera View

# What's my project?

# Game Play

The object is for the panel of consultants to guess what project a college should submit for.

The panel can only ask "yes" or "no" questions.

The panel may not ask what college the contestant is from.

The first panel member gets to ask a question of the mystery contestant.

If the answer is "yes" the same panel member gets to ask another question.

If the answer is "no" the panel member to their left gets to ask a question.

The round is over when the project has been identified or the panel has received ten "no" responses.

Time permitting the game will be played with more contestants.

# Lunch

# Minor Work

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# WHAT CAN EVERYONE GET?

Minor Works – Preservation (RMI)

Roof Repairs

Facility Repairs

Site Repairs

Minor Program Improvements

System-wide Emergency Funds, requires a match from RMI

System-wide Hazardous Material Abatement Funds

Alternative Financing

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# MINOR WORK – PRESERVATION (RMI)

Funds allocated to each college for an emergency reserve. These funds may be used for unforeseen Repairs and Minor Improvements.

The amount allocated to each college is a function of the total number of FTE, the total building area and the age of buildings.

RMI = total amount to be distributed to all colleges for emergency reserves

$FTE_x/FTE_{total}$ = x college's share of the most recent fall quarter total enrollments

$GSF_x/GSF_{total}$ = x college's share of the preceding fall system GSF

$GSF25_x/GSF25_{total}$ = x college's share of GSF built more than 25 years ago

$RMI_x = RMI * (35\% * FTE_x/FTE_{total} + 35\% GSF_x/GSF_{total} + 30\% GSF25_x/GSF_{total})$

Nothing needs to be submitted by the college for RMI funding.

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PRELIMINARY

# 2019-21 MINOR WORK – PRESERVATION (RMI) REQUEST

| College | Minor Preservation |
|---|---|
| Bates | $ 606,000 |
| Bellevue | $ 1,045,000 |
| Bellingham | $ 271,000 |
| Big Bend | $ 411,000 |
| Cascadia | $ 176,000 |
| Centralia | $ 285,000 |
| Clark | $ 844,000 |
| Clover Park | $ 530,000 |
| Columbia Basin | $ 534,000 |
| Edmonds | $ 684,000 |
| Everett | $ 740,000 |
| Grays Harbor | $ 270,000 |
| Green River | $ 707,000 |
| Highline | $ 654,000 |
| Lake Washington | $ 426,000 |
| Lower Columbia | $ 431,000 |
| Olympic | $ 514,000 |

| College | Minor Preservation |
|---|---|
| Peninsula | $ 228,000 |
| Pierce Fort Steilacoom | $ 496,000 |
| Pierce Puyallup | $ 231,000 |
| Renton | $ 464,000 |
| Seattle Central w/ SVI | $ 1,036,000 |
| Seattle North | $ 596,000 |
| Seattle South | $ 583,000 |
| Shoreline | $ 492,000 |
| Skagit Valley | $ 481,000 |
| South Puget Sound | $ 481,000 |
| Spokane | $ 1,140,000 |
| Spokane Falls | $ 659,000 |
| Tacoma | $ 541,000 |
| Walla Walla | $ 533,000 |
| Wenatchee Valley | $ 374,000 |
| Whatcom | $ 314,000 |
| Yakima Valley | $ 730,000 |
| **College Total** | **$ 18,507,000** |

# MINOR WORK – REPAIRS

Funds allocated to each college for deficiencies identified in the Facility Condition Survey.

The amount allocated to each college is a function of the severity of the deficiencies and the total amount of funding to be requested for repairs system wide. Conceptually, we list all the repairs by severity and go down the list until we run out of money.

For 2017-19 there were $88M of deficiencies identified in the 2015 Facility Condition Survey. We requested funding for $39M of roof, site and facility repairs. This left $49M in deficiencies unfunded – some of which should not have been deferred.

In the past several biennium we have grouped repairs into categories; roof, facility and site. These categories can change based on the types of deficiencies we have.

# REPAIR REQUEST GENERATOR

Colleges need to confirm the repairs they want to do and the budgets for them. We do this with the Repair Request Generator. This spreadsheet will be loaded with all of the deficiencies and their costs from the 2017 FCS. It includes contingency, tax and A/E fee related to the FCS construction costs. Colleges can override the FCS costs or add other repairs, but must not exceed their budget target.

Step 4 - Add or remove projects from list. Edit description of problem(s) to solve as necessary.
Step 5 - Add description of proposed repair(s).
Step 6 - Finalize repair costs, adjust Basic and Extra design services as necessary. Balance repair cost to budget.
Step 7 - Save worksheet and send to Wayne Doty by close of business on April 16, 2012.

College: Bates Technical College

| SYSTEM | SITENAME | NAME | DEFICIENC | Problem Description | Repair Description | MACC | Const. Cont. | Sale Tax | Basic Services | Extra Services | Total Cost |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Facility | Downtow | Main | F01 | The steam boiler serving the | Replace boiler. | 81,700 | 8,170 | 8,358 | 8,006 | 5,000 | 111,233 |
| Facility | Downtow | Main | F02 | Existing refrigerator and free | Replace refrigeration equipr | 35,400 | 3,540 | 3,621 | 3,712 | | 46,274 |
| Facility | Downtow | Site | F08 | Fire Alarm panels in the East | Replace fire alarm panels in | 154,700 | 15,470 | 15,826 | 16,223 | | 202,219 |
| Facility | Downtow | Site | F09 | A number of locksets, hinges | Replace exterior locks and ha | 97,500 | 9,750 | 9,974 | 10,224 | | 127,449 |
| Facility | Main Cam | East Anne | F03 | The 3 stop elevator in this bu | Upgrade elevator controls na | 56,200 | 5,620 | 5,749 | 5,893 | | 73,463 |
| Facility | Mohler Ca | Communi | F07 | There are a number of old ar | Replace interior locks and ha | 28,200 | 2,820 | 2,885 | 2,957 | | 36,862 |
| Facility | South Can | Building B | F04 | The existing 15 HP air compr | Replace with two smaller co | 61,200 | 6,120 | 6,261 | 6,418 | | 79,999 |
| Facility | South Can | Building C | F05 | A 50 HP counter rotating inte | Replace air compressor and a | 115,300 | 11,530 | 11,795 | 12,091 | | 150,716 |
| Facility | South Can | Building D | F06 | Two electric water heaters p | Replace water heaters and ta | 45,300 | 4,530 | 4,634 | 4,750 | | 59,215 |
| Facility | Downtow | Main | | Roof damaged in 2012 Winte | Replace 20,000 SF of single-p | 180,000 | 18,000 | 18,414 | 19,158 | | 235,572 |
| | | | | | | 855,500 | 85,550 | 87,518 | 89,433 | 5,000 | 1,123,000 |

| | | |
|---|---|---|
| Contingency | 85,550 | |
| Sales Tax | 87,518 | 9.30% |
| Basic Service | 89,746 | |
| Extra Services | 5,000 | |
| Total | 1,123,000 | |
| Budget | 1,123,000 | |
| Variance: none | 0 | |

# MINOR WORK – PROGRAM

What is a "Program" project:

- Costs less than $2 million. and is within the SBCTC established target level.
- Project scope can include renovation, alteration or site improvements.
- A college may develop one or more projects that do not exceed the SBCTC established target level.
- Projects should reflect critical goals of the college and serve to improve the educational environment, better access, deal with childcare, or student support services.
- The legislature expects these projects to be completed in the biennium they are funded.

# MINOR WORK – PROGRAM

What is excluded:

- Development or improvement of support space.
- Lease payments, Local Improvement District costs, or other costs that are traditionally paid from the operating budget.
- Projects that increase space, procure property, or have any operating budget impact.

# MINOR WORK – PROGRAM

Funds are allocated to each college for program improvements.

The amount allocated to each college is a function of the number of student FTE, the total building area and the age of buildings.

Distribution is similar to Minor Work – Preservation except there is more weight on the older buildings and less on enrollment.

PRELIMINARY

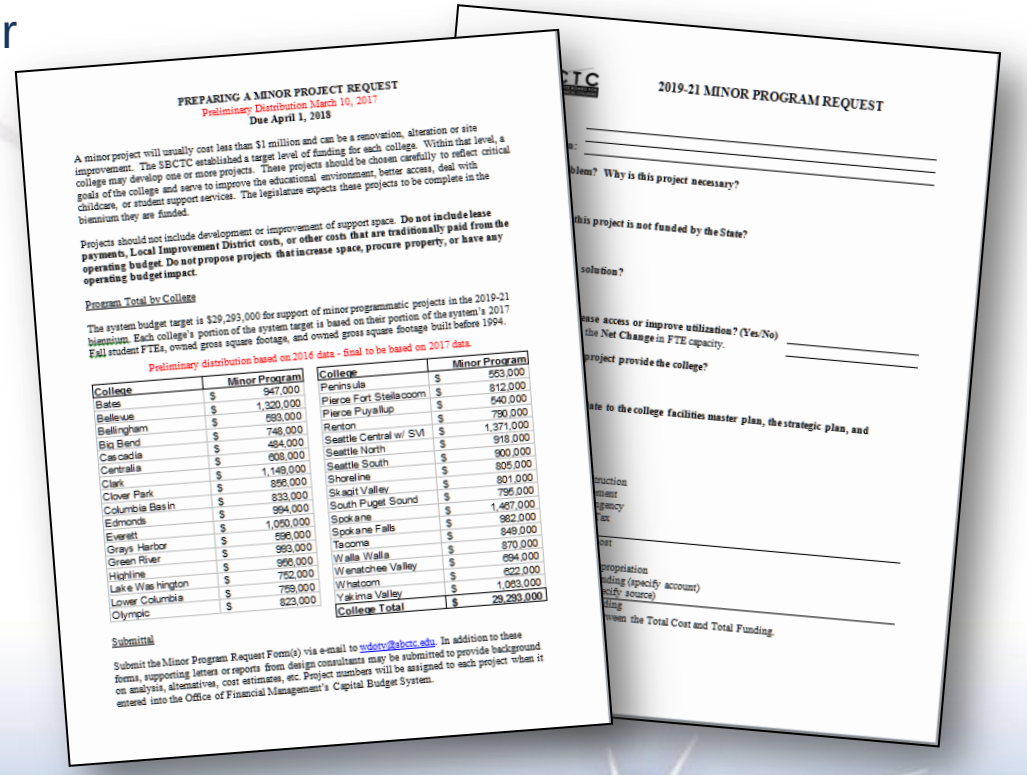
# 2019-21 MINOR WORK – PROGRAM REQUEST

| College | Minor Program |
|---|---|
| Bates | $ 947,000 |
| Bellevue | $ 1,320,000 |
| Bellingham | $ 593,000 |
| Big Bend | $ 748,000 |
| Cascadia | $ 484,000 |
| Centralia | $ 608,000 |
| Clark | $ 1,149,000 |
| Clover Park | $ 856,000 |
| Columbia Basin | $ 833,000 |
| Edmonds | $ 994,000 |
| Everett | $ 1,050,000 |
| Grays Harbor | $ 596,000 |
| Green River | $ 993,000 |
| Highline | $ 956,000 |
| Lake Washington | $ 752,000 |
| Lower Columbia | $ 759,000 |
| Olympic | $ 823,000 |
| Peninsula | $ 553,000 |
| Pierce Fort Steilacoom | $ 812,000 |
| Pierce Puyallup | $ 540,000 |
| Renton | $ 790,000 |
| Seattle Central w/ SVI | $ 1,371,000 |
| Seattle North | $ 918,000 |
| Seattle South | $ 900,000 |
| Shoreline | $ 805,000 |
| Skagit Valley | $ 801,000 |
| South Puget Sound | $ 795,000 |
| Spokane | $ 1,467,000 |
| Spokane Falls | $ 982,000 |
| Tacoma | $ 849,000 |
| Walla Walla | $ 870,000 |
| Wenatchee Valley | $ 694,000 |
| Whatcom | $ 622,000 |
| Yakima Valley | $ 1,063,000 |
| **College Total** | **$ 29,293,000** |

# MINOR PROGRAM REQUEST

Colleges need to describe the program improvements they want to use their allocation for.

We collected this information in a Word document.



PREPARING A MINOR PROJECT REQUEST
Preliminary Distribution March 10, 2017
Due April 1, 2018

A minor project will usually cost less than $1 million and can be a renovation, alteration or site improvement. The SBCTC established a target level of funding for each college. Within that level, a college may develop one or more projects. These projects should be chosen carefully to reflect critical goals of the college and serve to improve the educational environment, better access, deal with childcare, or student support services. The legislature expects these projects to be complete in the biennium they are funded.

Projects should not include development or improvement of support space. **Do not include lease payments, Local Improvement District costs, or other costs that are traditionally paid from the operating budget. Do not propose projects that increase space, procure property, or have any operating budget impact.**

Program Total by College

The system budget target is $29,293,000 for support of minor programmatic projects in the 2019-21 biennium. Each college's portion of the system target is based on their portion of the system's 2017 Fall student FTEs, owned gross square footage, and owned gross square footage built before 1994.

Preliminary distribution based on 2016 data - final to be based on 2017 data.

| College | Minor Program |
|---|---|
| Bates | $ 947,000 |
| Bellevue | $ 1,320,000 |
| Bellingham | $ 593,000 |
| Big Bend | $ 748,000 |
| Cascadia | $ 484,000 |
| Centralia | $ 608,000 |
| Clark | $ 1,149,000 |
| Clover Park | $ 856,000 |
| Columbia Basin | $ 833,000 |
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| Green River | $ 993,000 |
| Highline | $ 956,000 |
| Lake Washington | $ 752,000 |
| Lower Columbia | $ 759,000 |
| Olympic | $ 823,000 |

| College | Minor Program |
|---|---|
| Peninsula | $ 553,000 |
| Pierce Fort Steilacoom | $ 812,000 |
| Pierce Puyallup | $ 540,000 |
| Renton | $ 790,000 |
| Seattle Central w/ SVI | $ 1,371,000 |
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| Spokane | $ 1,467,000 |
| Spokane Falls | $ 982,000 |
| Tacoma | $ 849,000 |
| Walla Walla | $ 870,000 |
| Wenatchee Valley | $ 694,000 |
| Whatcom | $ 622,000 |
| Yakima Valley | $ 1,063,000 |
| College Total | $ 29,293,000 |

Submittal

Submit the Minor Program Request Form(s) via e-mail to wdetv@sbctc.edu. In addition to these forms, supporting letters or reports from design consultants may be submitted to provide background on analysis, alternatives, cost estimates, etc. Project numbers will be assigned to each project when it entered into the Office of Financial Management's Capital Budget System.

2019-21 MINOR PROGRAM REQUEST

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WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

# Emergency & HazMat Funding

Cheryl Bevins
(360) 704-4386
cbivens@sbctc.edu

BETTER JOBS, BRIGHTER FUTURES, A STRONGER WASHINGTON

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# These pools are part of our Minor Works – Preservation appropriation

**$2 million for Emergency Reserve**

**and**

**$2 million for Hazardous Materials**

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# SYSTEM-WIDE EMERGENCY FUNDS

The State Board manages a pool for college emergencies. For this pool the definition of an “emergency“ is:

I. Catastrophic loss or failure* of a building or system.

II. When a capital repair cannot be deferred into the next biennial budget cycle.

III. When work cannot be accomplished through RMI and exceeds college’s ability to respond with available minor work preservation funding.

IV. When delays in repair would cause costly collateral damage.

V. When large portions of a college’s programs would be placed at risk.

VI. When life safety and property risks are too high to leave un-addressed.

* Catastrophic loss or failure often presents an immediate threat to life or property

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## RESTRICTED USE OF EMERGENCY FUNDS

System-wide emergency funds cannot be used to:

I. Augment a non-emergency local-capital project.

II. Augment another state-funded project.

III. Construct a repair or replacement that is deferrable to the next legislative-funding opportunity.

## FUNDING IS LIMITED

To minimize the college's risk, we will initially allocate the funding based on the estimated cost and then adjust to actuals as realized. The maximum amount from either the Emergency or HaZMat pool is $500,000 per occurrence.

# HOW TO REQUEST EMERGENCY FUNDING

- ✓ Take care of the immediate need for people and property
- ✓ Notify SBCTC of your emergency situation as a "heads up"
- ✓ Complete the Emergency Assistance Request form to help us evaluate the need for emergency funding and calculate the share of project expenses.

**Shares of Total Cost Less Deductible**

| | By College | By SBCTC * |
|---|---|---|
| **For the first project** | 50% of cost up to 1/3 of RMI dollars | Remaining costs |
| **For the second project** | 50% of cost up to 1/3 of RMI dollars for projects #1 and #2 combined | Remaining costs |
| **For the third and all subsequent projects** | 50% of cost up to 3/8 of RMI dollars for all projects | Remaining costs |

* Within the total of "emergency pool" funds available.

C. If construction costs of an emergency repair exceed the $500,000, SBCTC may elect to fund the design portion of the work and seek the $500,000 in a supplemental or biennial budget request, or through a transfer of funds by the Governor using the Infrastructure Savings Account.

Deductible = 5% of initial RMI allocation

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## STATE BOARD FOR COMMUNITY AND TECHNICAL COLLEGES
## SBCTC/ERF CONTRIBUTION CALCULATIONS

| Description | SBCTC/ERF Calc. Criteria | Campus Contribution | SBCTC/ERF Contribution |
|---|---|---|---|
| Bldg. 34 Repair Cost Estimate | $ 195,000 | | |
| Bldg. 31 PWR Rpl. Flashing | $ 45,671 | | |
| Bldg. 31 PWR Re-seal Exterior | $ 71,292 | | |
| Bldg. 31 Consultant Contract | $ 10,200 | | |
| **Total Project Cost** | **$ 322,163** | | |
| 2015-17 RMI | $ 267,400 | | |
| 5% 2015-17 RMI | $ 13,370 | | |
| 1/3 2015-17 RMI | $ 89,133 | | |

| | Campus | SBCTC/ERF |
|---|---|---|
| 5% 2015-17 RMI | $ 13,370 | $ - |
| 50% Bal. to 33% of 2015-17 RMI | $ 89,133 | $ 89,133 |
| 100% Cost Above 33% 2015-17 RMI | $ - | $ 130,527 |
| | **$ 102,503** | **$ 219,660** |

| | | |
|---|---|---|
| Campus Contribution: | $ | 102,503 |
| SBCTC/ERF Contribution: | $ | 219,660 |
| **Total Project Funding:** | **$** | **322,163** |

SBCTC will assign a project number for you to post all your expenses. When the project is complete, give final expenditure info to SBCTC for final campus/SBCTC distribution.

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# HOW TO REQUEST A PUBLIC WORKS EMERGENCY

Not all emergencies require a public works emergency declaration. For instance, an unexpected hazardous material exposure during a planned project may be resolved with the current contractor on site through a field authorization or change order. An emergency declaration is not required in order to access SBCTC Emergency or Hazardous Materials funding.

- ✓ Secure life, limb, and property
- ✓ Campus president declares emergency in writing
- ✓ Work with your DES E&AS project manager to expedite the services from consultants and contractors
- ✓ Notify SBCTC of emergency event and gather supporting documents of the capital costs associated with the emergency

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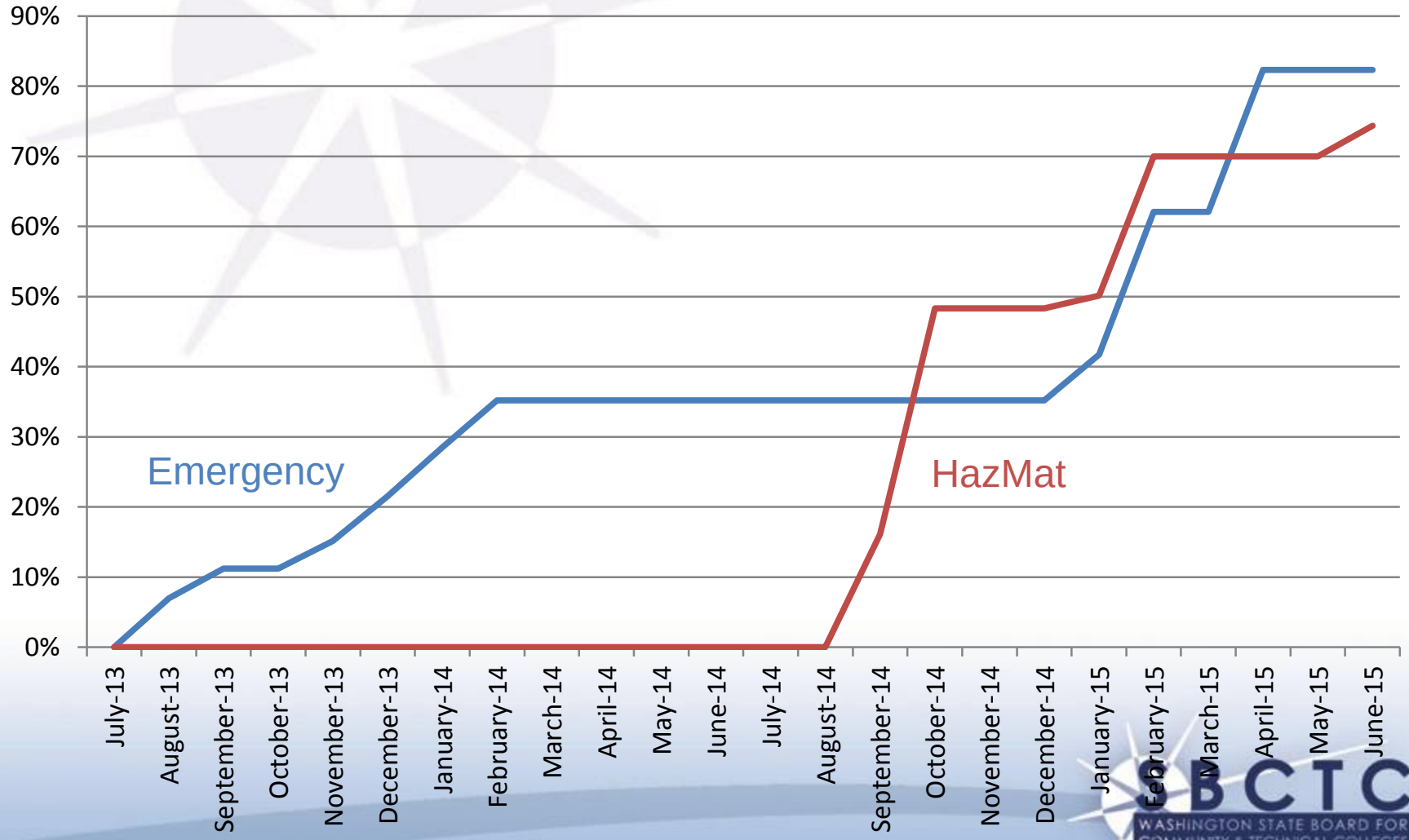
# 2013-15 EMERGENCY AND HAZMAT SPENDING PATTERNS

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# SYSTEM-WIDE HAZARDOUS MATERIAL FUNDS

The State Board also manages a pool for hazardous materials encountered at the colleges. The criteria is the same as for the emergency pool except there is no college deductible.

# Alternative Financing

Wayne Doty
(360) 704-4382
wdoty@sbctc.edu

# RCW 39.94 says all capital financing requires legislative and State Finance Committee approval

The capital budget says; "Agencies shall use the most economical financial contract option available, including long-term leases, lease-purchase agreements, lease-development with option to purchase agreements or financial contracts using certificates of participation."

We normally get legislative approval through the budget process and then the State Finance Committee meets to review requests.

We have never had a request to use a locally funded Certificate of Participation denied. On the other hand, we requested to use a long term lease to finance student housing and the Treasurer's office staff, that also staff the SFC, have expressed a lot of concerns.

We have a form for requesting alternative financing on our website.

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# Enrollment Projections

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# How does the State Board project enrollment?

Population:

- OFM/Census population projections by county and age group

Enrollment:

- All fund sources
- Excludes DOC and Community Service courses

Projection = Fall 2016 participation rates by county/age group applied to OFM population projections by county/age group for 2026

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# How does the State Board project enrollment?

Total enrollment projections are adjusted based on current ratios of:

Type 1 FTE (day on-campus, **excluding** online)

Type 2 FTE (day on-campus, **including** online)

Basic Skills, Academic & Workforce Breakdown for CAM

# How accurate has the State Board projections been?

Enrollment is strongly correlated with population

Some variation from projections due to inaccurate population projections

Some variation from projections due to changes in participation rates

# State Board enrollment projections

Trends

Summary of Results (details in separate handout)

# Alternative projections

Potential sources for alternative projections:

- Local knowledge of business and development activity
- More granular demographics or population projections

RPC qualitative feedback by July

Qualitative feedback to scorers

**REMEMBER**
There is a community of researchers and resources to help with developing a strong argument for alternative projections.

# Enrollment Forecast Evaluation Rubric

| | Below Expectations 1 | 2 | Meets Expectations 3 | 4 | Above Expectations 5 |
|---|---|---|---|---|---|
| **Accuracy of Type 1 and Type 2 FTE.** | Forecast is based on inaccurate calculation of FTE. | | Calculation of FTE is off by an insignificant amount. | | Forecast is based on accurate calculation of FTE. |
| **Modification of source data** | Data for forecast is derived indirectly from original data source. | Data has mixture of direct or original sourced data that has been in part modified. | Data for forecast uses a small amount of derived or modified data. | Data for forecast has had some modification done to provide ease of analysis. | Data for forecast comes from unchanged or unmodified sources. |
| **Neutrality of data sources** | Data comes from commercial or interested parties that have financial interest in the data. | Data is provided by an interest group or professional society that has financial interest in the data. | Data is provided by accountable, interested parties, such as cities, non-profits or other non-fiscally interested group. | Data is provided by third party vendors, sourcing neutral, disinterested or government sources. | Data comes from fully disinterested or government sources. |
| **Length of historical data** | Forecast has less than 10 years of historical data. | Forecast has 10 years of historical data. | Forecast has 15 years of historical data. | Forecast has 20 years of historical data. | Forecast has 25 or more years of historical data. |
| **Statistical approach to forecast** | Forecast uses no discernable statistical analysis. | Forecast relies only on trend analysis. | Forecast uses single-variate regression or non-parametric approaches. | Forecast uses multivariate or high level trend analysis like Box-Jenkins or ARIMA. | Forecast uses a mix of trend, single-variate, non-parametric, multivariate or high level trend analysis. |
| **Multiple statistical approaches to forecast** | Forecast uses no statistical approach. | Forecast uses a single statistical approach. | Forecast uses two or three statistical approaches. | Forecast uses four or more statistical approaches. | Forecast uses four or more statistical approaches blended into a single forecast. |
| **Model impacts** | Forecast makes no account of possible positive or negative impacts on the model. | Forecast makes minimal verbal note of possible positive or negative impacts on the model. | Forecast provides adequate consideration of possible positive or negative impacts on the model. | Forecast provides adequate consideration of possible impacts with supporting documentation or data. | Forecast incorporates possible positive and negative impacts into the statistical model. |

# Break

# Major Projects

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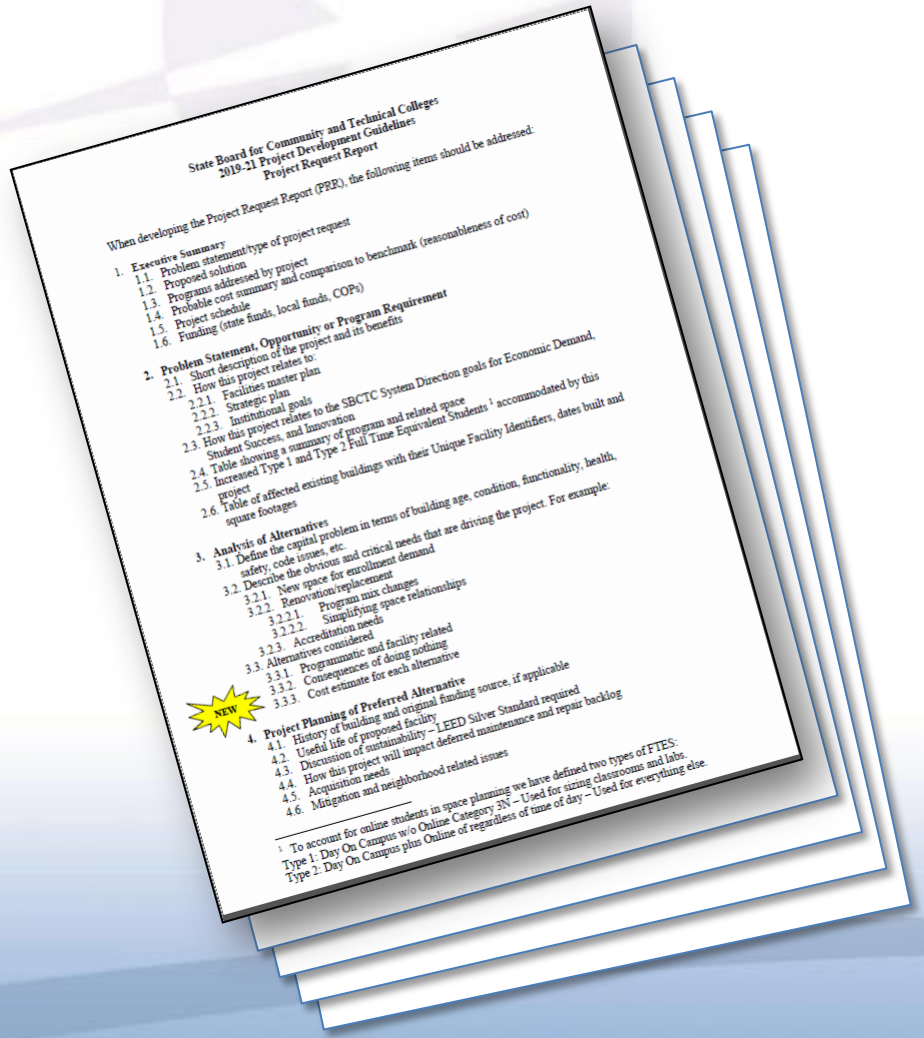
wdoty@sbctc.edu

# 2019-21 Criteria for Selection of New Major Projects



State Board for Community and Technical Colleges
2019-21 Project Development Guidelines
Project Request Report

When developing the Project Request Report (PRR), the following items should be addressed:

1. **Executive Summary**
   - 1.1. Problem statement/type of project request
   - 1.2. Proposed solution
   - 1.3. Programs addressed by project
   - 1.4. Probable cost summary and comparison to benchmark (reasonableness of cost)
   - 1.5. Project schedule
   - 1.6. Funding (state funds, local funds, COPs)
2. **Problem Statement, Opportunity or Program Requirement**
   - 2.1. Short description of the project and its benefits
   - 2.2. How this project relates to:
     - 2.2.1. Facilities master plan
     - 2.2.2. Strategic plan
     - 2.2.3. Institutional goals
   - 2.3. How this project relates to the SBCTC System Direction goals for Economic Demand, Student Success, and Innovation
   - 2.4. Table showing a summary of program and related space
   - 2.5. Increased Type 1 and Type 2 Full Time Equivalent Students [1] accommodated by this project
   - 2.6. Table of affected existing buildings with their Unique Facility Identifiers, dates built and square footages
3. **Analysis of Alternatives**
   - 3.1. Define the capital problem in terms of building age, condition, functionality, health, safety, code issues, etc.
   - 3.2. Describe the obvious and critical needs that are driving the project. For example:
     - 3.2.1. New space for enrollment demand
     - 3.2.2. Renovation/replacement
       - 3.2.2.1. Program mix changes
       - 3.2.2.2. Simplifying space relationships
     - 3.2.3. Accreditation needs
   - 3.3. Alternatives considered
     - 3.3.1. Programmatic and facility related
     - 3.3.2. Consequences of doing nothing
     - 3.3.3. Cost estimate for each alternative
4. **Project Planning of Preferred Alternative** NEW
   - 4.1. History of building and original funding source, if applicable
   - 4.2. Useful life of proposed facility
   - 4.3. Discussion of sustainability – LEED Silver Standard required
   - 4.4. How this project will impact deferred maintenance and repair backlog
   - 4.5. Acquisition needs
   - 4.6. Mitigation and neighborhood related issues

[1] To account for online students in space planning we have defined two types of FTES:
Type 1: Day On Campus w/o Online Category 3N – Used for sizing classrooms and labs.
Type 2: Day On Campus plus Online of regardless of time of day – Used for everything else.

SBCTC's 2017-19 criteria updated with input from WACTC, BAC, SS, IC, OFC, RPC, and SB

Recommended by WACTC on December 3, 2016

Adopted by the SB on January 19, 2017

Proposals due December 2017

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# WACTC created a task force to update criteria

The task force was charged with looking at several aspects of the scoring criteria:

- ❑ Enrollment Projections
- ❑ Utilization Reporting
- ❑ Unintended Consequences
- ❑ Relative Difficulty of Each Category
- ❑ Follow New Predesign Format and Content
- ❑ Master Plan Cost
- ❑ Past versus New Growth
- ❑ Scope Changes after Scoring
- ❑ Exterior Circulation

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# Most Significant Changes

- Criteria for projects with net new area now use future utilization instead of future growth rate
- Allowance for exterior circulation in replacement projects
- New and improved guidance

# Policy Decisions

- Every college can submit one proposal
- Every proposal that gets at least 70 points will be added to the pipeline in rank order below projects already in the pipeline
- Pipeline order is construction order
- Projects added to the pipeline stay in the pipeline until funded for construction
- WACTC is working on appeal process

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# Scores from Last Two Selections

| for 2015-17 | |
|---|---|
| Score | Rank |
| 89.784 | 1 |
| 87.888 | 2 |
| 84.305 | 3 |
| 82.535 | 5 |
| 81.853 | 4 |
| 81.684 | 7 |
| 80.376 | 6 |
| 80.304 | 8 |
| 78.947 | 9 |
| 78.872 | 10 |
| 77.599 | 11 |
| 76.320 | 12 |
| 72.214 | 13 |
| 68.411 | 14 |
| 67.614 | 15 |
| 67.380 | 16 |
| 64.947 | 17 |
| 63.449 | 18 |
| 61.298 | 19 |

| for 2017-19 | |
|---|---|
| Score | Rank |
| 80.150 | 1 |
| 78.607 | 2 |
| 77.986 | 3 |
| 77.755 | 4 |
| 76.411 | 5 |
| 75.227 | 6 |
| 73.183 | 7 |
| 72.368 | 8 |
| 71.786 | 9 |

# 70 Point Minimum Score

| Biennium | Score | Rank |
|---|---|---|
| 2015-17 | 89.784 | 1 |
| 2015-17 | 87.888 | 2 |
| 2015-17 | 84.305 | 3 |
| 2015-17 | 82.535 | 5 |
| 2015-17 | 81.853 | 4 |
| 2015-17 | 81.684 | 7 |
| 2015-17 | 80.376 | 6 |
| 2015-17 | 80.304 | 8 |
| 2017-19 | 80.150 | 1 |
| 2015-17 | 78.947 | 9 |
| 2015-17 | 78.872 | 10 |
| 2017-19 | 78.607 | 2 |
| 2017-19 | 77.986 | 3 |
| 2017-19 | 77.755 | 4 |
| 2015-17 | 77.599 | 11 |
| 2017-19 | 76.411 | 5 |
| 2015-17 | 76.320 | 12 |
| 2017-19 | 75.227 | 6 |
| 2017-19 | 73.183 | 7 |
| 2017-19 | 72.368 | 8 |
| 2015-17 | 72.214 | 13 |
| 2017-19 | 71.786 | 9 |
| 2015-17 | 68.411 | 14 |
| 2015-17 | 67.614 | 15 |
| 2015-17 | 67.380 | 16 |
| 2015-17 | 64.947 | 17 |
| 2015-17 | 63.449 | 18 |
| 2015-17 | 61.298 | 19 |

Proposals from the last two major project selections were added to the pipeline based on anticipated funding.

WACTC Capital Committee recommend we add projects from the next selection based on meeting a minimum score.

About 77.8 points is the effective threshold for adding project to pipeline in the last two selections.

70 points is the minimum score WACTC recommended for adding projects to the pipeline based on scoring for the 2019-21 budget request.

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# Implications

- Use 2015 facility condition scores for major project proposals
  http://www.sbctc.edu/colleges-staff/programs-services/capital-budget/facility-condition-survey-reports.aspx

- Aspirational budget request

  Pipeline with Governor's 2017-19 proposal plus 34 new designs in 2019-21
  $278M + (34 x $3.7M) = **$404M** 2019-21 request

  2021-23 request if 2019-21 request is fully funded
  $133M + (34 x $35M) = **$1,323M** 2021-23 request

- How to score 34 proposals

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# Scoring Scenario

- 34 proposals, 34 college scorers and 4 state board scorers
- 9 scorers per proposal
- 306 score sheets
- 50% overlap between scorers per proposal
- No one scores a proposal from their district
- 6 to 10 projects to score per scorer
- Trustee oversight

# Every major project scored on a 100 point scale

**Overarching Criteria**

*Applies to every project. Has 23 potential points.*

**Matching Criteria**

For projects with non-state funding.

**Infrastructure Criteria**

For projects with non-building infrastructure.

**Renovation Criteria**

For projects that include renovation of existing space.

**Replacement Criteria**

For projects that will demolish existing space and replace it with new construction.

**New Area Criteria**

For projects that increase the square footage of a campus.

*Category-specific criteria always totals 77 potential points.*

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# Enrollment Projections

Review methodology and how State Board's baseline projections are presented to reduce subjectivity in scoring college projections. Include more information about how colleges might affect outcomes. Maybe provide some examples.

*The task force provided guidance for preparing and evaluating enrollment projections. The State Board provided baseline enrollment projections. A small RPC group will provide feedback to colleges on their alternative enrollment projections by July 2017.* ***See "New Area" criteria and Appendix G.***

# Utilization Reporting

Review methodology and streamline reporting. Make sure block teaching arrangements, as are common at technical colleges, are fairly represented.

*The task force toured block instruction spaces and provided additional examples to clarify how they can be represented in the existing utilization methodology. The task force recommended colleges work with State Board staff to calculate utilization by July 2017 for use in development of their proposals.* ***See Appendix C.***

# Unintended Consequences

Make sure the ongoing maintenance and repair of buildings does not detract from major project scoring in an un-intended way.

*The task force reviewed the intent of the major project selection criteria and then looked for evidence that a) any college had neglected a building in order to improve a future proposal's score and b) if a college could have a building that was in "too good" of condition to score well but still did not meet programmatic needs. The task force found no evidence that ongoing maintenance and repair of buildings detracted from major project scoring in an un-intended way. Minor program project did not have a significant effect on a building's overall facility score. And, there was no evidence that colleges have neglected buildings or manipulated facility condition scores to improve proposal scoring.*

# Complexity

Look at changes in process or materials to reduce complexity or improve understanding of the category weighting.

*Changes made to align with OFM's new predesign format reduced the complexity of the PRR. The task force added four new appendixes to the guidelines to explain "Future Utilization," "Enrollment Forecasting," "Exterior Circulation Space," and "Allowable Scope Changes after Scoring." The task force also provided additional examples to illustrate how "Existing Utilization" is determined.* ***See Appendices D, G, H, I and C, respectively****.*

# Relative Difficulty of Each Category

Review previous scoring results and other data to assure points are equally hard to get in each category.

*The task force found points for the renovation, replacement and new area portions of proposals from 2015-17 and 2017-19 selections were equally hard to get. The primary evidence for this was the top three proposals in 2017-19 were renovation, replacement and new area projects. However, the actual points earned for new area tended to be lower because colleges generally did not have the level of growth necessary to receive higher scores. The task force also performed statistical analysis on the 2017-19 scores and identified criteria that could be improved by providing additional guidance in the criteria, like what is meant by "partnerships with K-12, 4yrs business, etc..." in the Overarching criteria.* ***See "Overarching Criteria."***

# Follow New Predesign Format and Content

Look at changes in structure and content of the Project Request Report to keep it aligned with OFM's new predesign guidelines. This will assure a project funded for design can build on the work in PRR for the predesign.

*The task force found the following changes were needed to conform to new predesign guidelines The number of sections in the PRR were reduced from 11 to 7 by aligning with OFM's new predesign format. Information about how the proposed project relates to goals was moved into Problem Statement. Added new requirement to include a cost estimate for each alternative. Moved LEED checklist from optional to mandatory attachments. Deleted redundant requirement to identify funding sources also in Executive Summary. Deleted redundant requirement for schedule information also in cost estimate. Deleted unnecessary information on budget timing and college priority.* ***See "PRR Outline."***

# Master Plan Cost

Look at developing a methodology for colleges to easily and consistently estimate the cost over the next ten years for their facility master plan. If submitted with college major project requests, this could be used to illustrate our system's long term capital funding needs for decision makers.

*The task force surveyed colleges to find out if each college had a facility master plan and the level of detail in those that do. The survey found only one-half of the 27 colleges that responded had ten, or more, years remaining in their current plans; 90% had only five years remaining. Almost all of the plans included renovation and replacement based on the condition of existing facilities but only 85% included future facility needs based on enrollment growth. Only about half of the common infrastructure elements were included in the plans. Based on the survey results, the task force developed a methodology for colleges to price their ten year facility needs even if they do not have ten years remaining in their master plan. The methodology has relatively simple inputs and can produce consistent results across colleges.*

# Past versus New Growth

Look at changes in relative weighting of Utilization and Enrollment Projections to give equal opportunity to projects based on past enrollment growth and to projects based on projected growth. Consider splitting past and new growth into two separate categories relative to the additional complexity of the scoring process.

*The task force made a significant change to the New Area criterion that eliminates the timing of growth from the potential score. This approach has colleges project their utilization ten years into the future based on projected enrollment and the number of lab and classroom workstations to be added in the proposed project.* ***See "New Area" criteria and Appendix D.***

# Scope Changes after Scoring

Clarify what scope should not be changed after a project is added to the pipeline and what the consequences are for improperly changing the scope.

*The task force provided guidance on allowable scope changes that balance the need to avoid changes that are likely to have changed the proposal's score with the need for flexibility to address changes that are more likely to occur the longer a project waits for funding.* ***See Appendix I.***

# Exterior Circulation

Look at how to include the area of existing exterior circulation in the allowable replacement area so it does not have to be justified as net new area when circulation is moved into the building.

*The task force recommended the area of a replacement project should be allowed to be bigger than the building area being replaced by an amount equal to the exterior circulation area of the building being replaced. The exterior circulation area is defined as the length of each exterior wall that has at least one classroom door that is the only student-access to the classroom, times ten-feet.* ***See "Project Parameters" and Appendix H.***

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# Scoring Worksheet
# Master Plan Cost Worksheet

# College Timeline

- ❑ March/April 2017
  - 2019-21 budget development workshops
    - East or West
    - Invite project managers and consultants
- ❑ By May 2017
  - State Board 2016-26 enrollment projections
  - Preliminary capital asset model
- ❑ By July 2017
  - College 2016-26 enrollment projections
  - Fall 2016 utilization
- ❑ By December 2017
  - Submit major project proposals
  - Complete facility condition surveys
- ❑ By March 2018
  - Submit minor program proposals

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