



Resource Guide

Overview

Staff

Commission Funding

Programs

Policies and Procedures

Ohio Facilities Construction Commission



1

Cover Photo Key

1. Campus International School, Cleveland Metropolitan Schools
2. Jackson Center Local Schools
3. Cincinnati Art Museum
4. Hocking Hills Visitor Center, Ohio Department of Natural Resources
5. Northwood Schools
6. Chillicothe Correctional Institution



2



3

6



4

5

Table of Contents

- Section 1 Overview of the Commission..... 3
- Section 2 Role of Commission Members..... 5
- Section 3 Role of Commission Staff..... 6
- Section 4 Commission Funding..... 11
- Section 5 Commission Programs 14
- Section 6 Key K-12 Policies and Procedures..... 18
- Section 7 Planning of Facility Projects..... 20
- Section 8 Design and Construction of Facility Projects 24
- Section 9 Post-Construction Process..... 27
- Section 10 Appendix..... 29

Resource Guide

Section 1 - Overview of the Commission

Vision, Mission, Goals

As part of the consolidation process in 2012, a team of OFCC employees developed the Vision-Mission-Goals statement reflecting the new agency's culture and values. That statement included the following:

Vision

To be the premier resource for public facilities construction.

Mission

To lead collaboration with our partners in the planning, design, and construction of public facilities through quality service, expertise, and knowledge sharing.

Goals

1. To build quality facilities that promote excellence.
2. To facilitate projects that are well planned, on time, and on budget.
3. To embrace innovation and encourage continuous growth.
4. To cultivate partnerships for success.

History of the Commission

The Commission merged the operations of the State Architect's Office (SAO) and the Ohio School Facilities Commission (OSFC) on September 10, 2012, combining the state's construction authority and resources within a single entity. The new Commission sets uniform rules, procedures, and standardized documents and is responsible for construction delivery methods, construction documents, and process and procedures.

On June 30, 2013, the state operating budget bill (Am. Sub. H.B. 59) was signed into law and abolished the Ohio Cultural Facilities Commission (OCFC). One of the provisions contained in the bill moved the oversight responsibilities of the OCFC to the OFCC and transferred the duties of the OCFC to the OFCC. The merger did not eliminate or reduce any current capital appropriations for cultural facilities projects.

The OFCC is responsible for guiding capital projects for state agencies, state-supported universities, and community colleges, including Ohio's comprehensive public K-12 school construction and renovation program, and managing the grants process for cultural facilities and school security grant programs.



Section 1 - Overview of the Commission (cont'd)

Chapter 3318 and Chapter 153 of the Ohio Revised Code (ORC) set forth the provisions of law governing the Commission and all of the programs administered by the Commission. This section covers the important powers and duties of the OFCC and its members.

General Overview - Meetings

Members are notified of the meetings in advance and are given an agenda, the meeting location, and other relevant information. At each meeting, Commission staff present items for Commission approval. Commission members have the opportunity to ask questions of staff members regarding specific projects, contracts, or other matters.

All meetings are open to the public and are subject to the Open Meeting Law.

Meeting Minutes

A member of the OFCC staff serves as the secretary of the Commission. The secretary keeps minutes of each meeting reflecting all official actions taken. At each meeting, the Commission approves the minutes taken at the previous meeting.

Public Testimony

Anyone requesting to present testimony is required to submit a Testimony Request Slip provided by the Commission. The Commission's secretary requests 10 copies of any written material to distribute. No person is permitted to testify unless acknowledged by the chair of the Commission.

Voting - Resolutions

All the proceedings of the Commission are governed by parliamentary rules as set forth in Robert's Rules of Order. Two voting members constitute a quorum. An affirmative vote of two members is necessary for approval of any action taken by the Commission.



Ohio Statehouse

When a vote of the Commission is required, a written resolution is presented to Commission members. Typically, staff members present each resolution and provide background on the action item. Members have the opportunity to discuss and ask questions. The chairman asks if there is a motion to approve the resolution, and a roll call vote is taken from the voting members. Resolutions are then approved, disapproved, or tabled for a later meeting.

Resource Guide

Section 2 - Role of Commission Members

Meetings

Including the organizational meeting, the OFCC shall meet at least once each calendar year.

Membership

Ohio Law sets forth Commission membership as follows:

- The Commission consists of seven members. All Commission members serve without compensation.
- The Commission has three voting members: the Director of Office of Budget and Management, the Director of Department of Administrative Services, and another department director as appointed by the governor.
- The Commission has four non-voting members from the General Assembly. Two must be appointed by the President of the Senate, and two must be appointed by the Speaker of the House of Representatives. Each chamber must have a representative from each of the political parties.
- Non-voting members serve for the legislative biennium in which they are appointed. If a legislative member ceases to be a member of the General Assembly, then the member shall cease to be a member of the Commission. Vacancies must be filled within 31 days of the end of the term of that member's predecessor.

Powers of the Commission

ORC Section 123.21 describes the powers of the Commission including contracting authority and the ability to appoint Commission staff. The Commission is a state agency and may perform the following essential government functions of the state:

- The Commission may in its own name sue and be sued, enter into contracts, and perform all the duties given to it by law, but it does not have authority for eminent domain.

- At its discretion and as it determines appropriate, the Commission may delegate to any of its members, executive director, or other employees, any of the Commission's powers and duties to carry out its functions.
- The Commission may contract with, retain the services of, or designate and fix the compensation of agents, accountants, consultants, advisors, and other independent contractors as may be necessary or desirable to carry out Commission programs.
- The Commission must appoint and fix the compensation of an executive director who serves at the pleasure of the Commission. The executive director is responsible for supervising the day-to-day operations of the Commission and performing duties as delegated by the Commission. The executive director employs and fixes the compensation of all other Commission employees.

Section 3 - Role of Commission Staff

Overview of Staff Functions

The Commission's staff is committed to excellence, customer satisfaction, quality construction, and innovation. The executive director oversees all operations and is supported by the executive assistant.

Planning

The Planning Division provides assistance in the development of plans for future facility and infrastructure needs and the development of capital funding requests. The OFCC manages the facilities and programming assessment process for capital project development, enabling agencies and institutions to develop more accurate scopes of work for their projects. OFCC staff provides design and program guidance, documentation of project needs, and impacts, and cost evaluation.

For state agency projects, planning staff are available to provide facility assessment and master planning that can be used during the capital improvement planning process to more efficiently focus funds to maximize benefit to the state and institutions.

In K-12 projects, planners are especially active in the development of the foundation of the state's school construction and renovation process: the Master Facilities Plan (MFP). Using their considerable expertise and the technical resources of various outside firms, planners work in conjunction with school administrators to develop an MFP that is comprehensive in terms of future needs, but is also unique for each school district. The MFP serves as the basis on which the budget is established for OFCC-funded projects.

Projects

The Projects Division directs the design and construction process for K-12 school districts, higher education, and state agency projects by coordinating and administering the design and construction phases.

Project managers lead the project team and oversee the budget, schedule, and overall progress of a school district's construction project. They monitor design conformance with the state contract and document language (as applicable), the provisions of the Ohio Facilities Construction Manual (OFCC Manual) and the Ohio School Design Manual (OSDM), and all relevant design and building codes. The project managers review progress of design and construction, and troubleshoot and expedite projects as they progress through various stages. The Projects staff facilitates conflict management, dispute resolution, and problem-solving during all phases of the project.

This division also oversees the public bidding and procurement process for Qualifications-Based Selection (QBS) and Best Value Selection (BVS) Requests for Qualifications/Requests for Proposals, public construction bid advertisements, and notices of commencement for public improvement projects. The Commission also maintains pre-qualified consultant lists to provide design and other services to any of our customers for small projects or specialized tasks.

Operations

The Operations Division provides budget, accounting, procurement, information technology (IT), and human resources (HR) services for the agency. It also provides forecasting services that determine the availability of funding for new K-12 projects. The staff works closely with school district treasurers to ensure timely payments for ongoing projects. The division monitors project expenditures, oversees project audits, and works on fiscal reconciliation once a project is complete.

The Operations Division oversees the technology staff, which provides comprehensive support for the effective use of IT throughout the Commission. IT provides desktop support services, including both hardware and software

Resource Guide

Section 3 - Role of Commission Staff (cont'd)

installation and maintenance, and local area network management. The IT staff develops and improves upon web-based tools that help manage the facilities projects.

Operations also oversees the Commission's HR through an HR manager who provides HR administrative support, develops HR policies and procedures, and manages the payroll and benefits function for the Commission.

Program Services

The Program Services Division has overall responsibility for the communications, grants, legislative, external affairs, and energy services programs of the Commission.

This division responds to public inquiries, maintains the public website (ofcc.ohio.gov), and provides information to stakeholders, community groups, the General Assembly, the Governor's Office, and the news media. The Communications staff works with OFCC's divisions and other state agencies to develop and coordinate various workshops, conferences, seminars, and webinars. The staff also coordinates, in consultation with the Legal Services Division, the Commission's response to public records requests. In addition, staff also coordinates the cultural facilities and other grant applications and funding process.

This division also includes the Energy Services section. This section provides clients with energy engineering and design services, as well as energy auditing and contracting opportunities for the cost-effective, efficient use of energy for state government facilities and operations. The Green Schools program at the OFCC has been in existence since September 2007, when the Commission adopted the U.S. Green Building Council's (USGBC) Leadership in Energy and Environmental Design (LEED) for Schools® Rating System as the standard for K-12 school projects. The rating system is a comprehensive tool that incorporates design and construction practices

including classroom acoustics, indoor air quality, selection of building materials, and energy efficiency.

Legal Services

The Legal Services Division serves as legal counsel for the OFCC and its employees. The Chief Legal Counsel, who heads the division, is also the Ethics Officer for the Commission.

Oversight and Management of Litigation

Matters that have progressed, or will likely progress, to active litigation are referred to the Attorney General's Office (AGO). Depending on the issue or complexity, the AGO may refer the matter to special counsel. The Legal Division works with the AGO related to discovery, witness preparation, and other non-court appearance matters. The Legal Division has client authority to make recommendations of settlement, upon advice and consent of the AGO's office, to the executive director and/or Commission if appropriate. Claims not yet in litigation, however, do not require AGO approval.

Most litigation is handled by the AGO's Construction Litigation Group (CLG), which is housed within the Court of Claim Defense Section. The OFCC supports the CLG by funding two attorneys and one paralegal. That funding annually is less than the OFCC spent on outside counsel costs before the AGO formed the CLG. Additional AGO staff are assigned to cases as needed depending on the type and subject matter of the litigation. In some instances, additional special counsel are assigned to matters by the AGO.

Section 3 - Role of Commission Staff (cont'd)

Article 8 Appeal Decisions

The OFCC Standard Conditions of Contract, used on all OFCC Projects, contain contractual provisions for a contractor to request an equitable adjustment of its contract, known as Article 8. Although it is the OFCC policy to attempt to resolve construction issues at the field level, or through the partnering/mediation process, contractors can choose to use the administrative appeal process under Article 8 of the contract. If a contractor chooses this route, it may appeal a lower-level decision and request a meeting with the Commission, which then decides the relative merits of the claim. The Executive Director typically delegates the management and oversight of a Commission appeal and the Article 8 process to the Legal Division.

Mediation and Claim Resolution Management

In recognition of the costs associated with litigation for all parties, the OFCC relies heavily on attempting to mediate its disputes to seek an earlier resolution. The Legal Division and AGO typically assist the Projects staff in managing this process and work with other client counsel as appropriate.

Contract Drafting and Approvals

The Legal Division oversees drafting of the OFCC's State of Ohio energy and construction contract templates before authorizing the contracts for publishing. Since construction reform in 2011, the OFCC has used a special counsel to assist in drafting and addressing specific contract issues related to the alternative delivery methods.

In addition to the OFCC form contracts, the Legal Division assists in the preparation of agreements for school projects and templates for the cultural facilities and community school facilities grant programs.

The Legal Division also works with other divisions requesting incorporation of contract modifications or supplemental conditions to provide approval for their inclusion in OFCC contracts. Other contracts for procurement or special services are reviewed by the Legal Division to ensure compliance with State of Ohio requirements.

Investigations of Misconduct on OFCC Projects

Allegations concerning misconduct on OFCC projects are normally evaluated through the Legal Division. These types of allegations could include collusion, bribery, impermissible conflicts of interest, illegal activities, deliberate circumvention of OFCC legal requirements, or other areas of misconduct.

Day-to-Day OFCC Project Advice

The Legal Division works with the Projects Division's staff to respond to potential day-to-day issues in an effort to keep projects moving and avoid potential long-term legal issues. These issues cover a variety of project issues ranging from bidding and procurement issues, attempted contract/form modifications, EDGE issues, non-performance notices, liens, and insurance claims. Project managers consider a quick determination/resolution to the particular issue at hand to be crucial to that individual project.

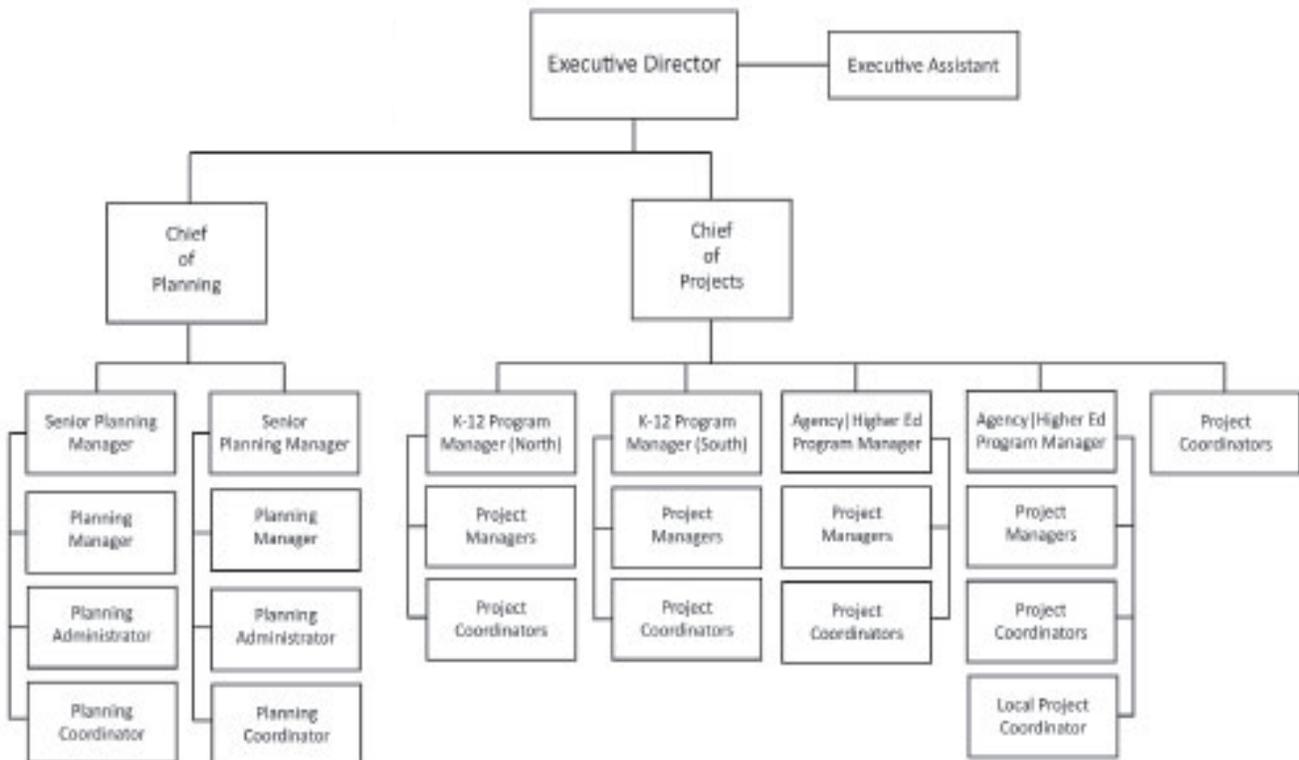
This function also includes constituent inquiries or concerns. General inquiry calls, emails, and/or letters are often directed to the Legal Division for direct response or to draft a letter for other's signature. Many of the inquiries come from current legislators, while others may come from residents of a school district, contractors, industry groups, or other interested parties.

Resource Guide

Section 3 - Role of Commission Staff (cont'd)



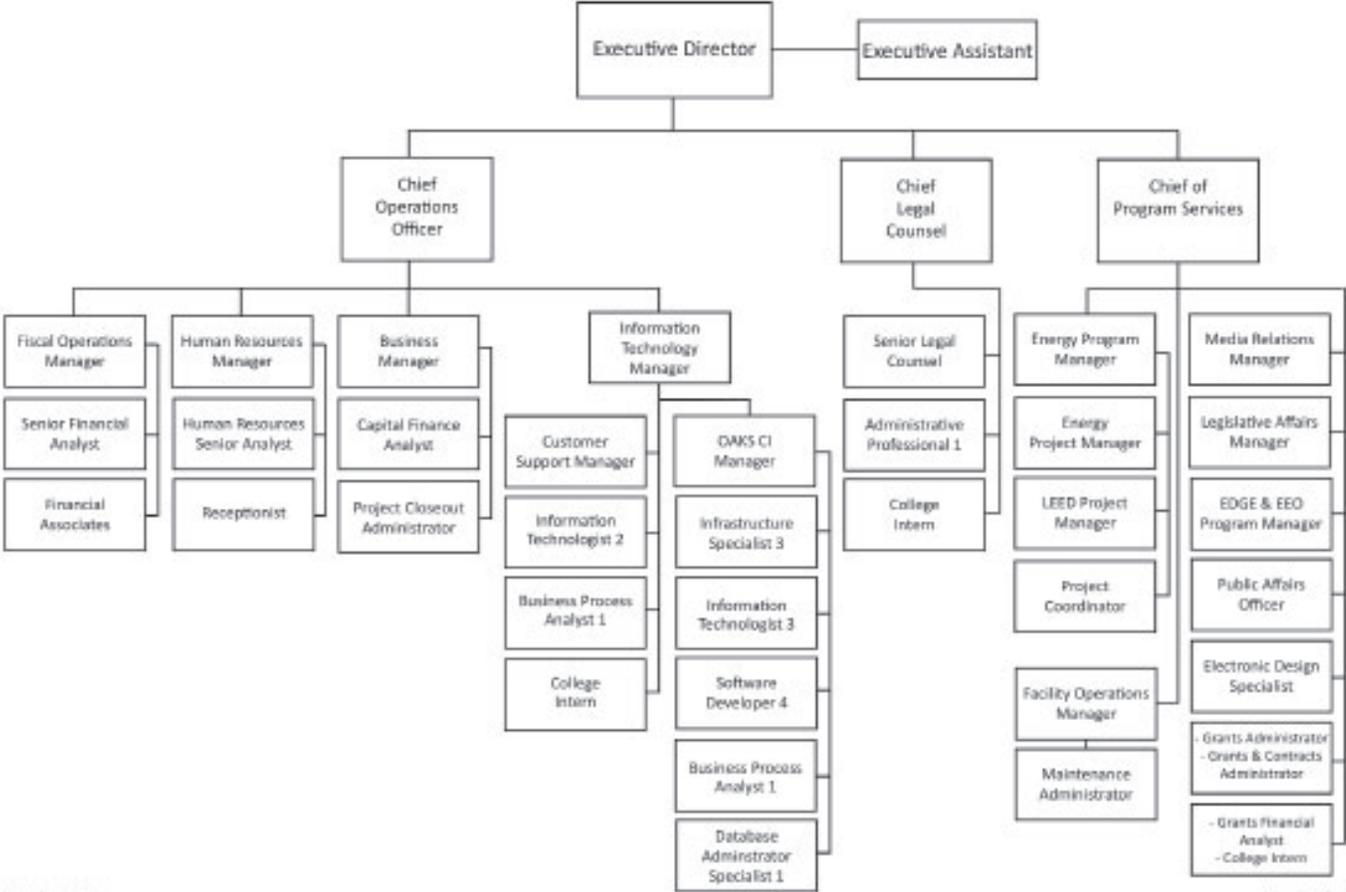
Table of Organization



Section 3 - Role of Commission Staff (cont'd)



Table of Organization



Resource Guide

Section 4 - Commission Funding

Funding for Programs and Projects

Commission K-12 programs are funded primarily through three sources of revenue:

- State of Ohio General Obligation Bonds
- Special Revenue Fund
- General Revenue Fund

Agency and university projects managed by the Commission are funded through capital or other appropriations made directly to those state entities. The contracts are held and payments made by each individual agency or university.

Appropriations for cultural projects are made directly to the Commission and projects are managed by the local sponsor.

Appropriations for K-12 projects are encumbered as dictated by project cash flow projections and are disbursed to school districts on a quarterly basis. As projects progress, payments are made by the school district treasurer to contractors and other vendors.

In 1999, the General Assembly adopted the practice of phased funding for K-12 projects. Phased funding requires that each year only the dollars needed for one year of capital expenditures on a particular project need be set aside for that project. Because of this system, most of the appropriations for a new fiscal year are used to encumber funds for districts previously approved, and remaining appropriations are then used to start new district projects.

Operating Budget

An overwhelming majority (96%) of the operating budget is debt service payments appropriated to pay off previous school district and cultural projects. The operating costs for the Commission, other than debt service, are funded through fees charged on agency and university projects, and through General Revenue Fund appropriations.

The operating budget allows funding for 100 state employees who develop policies and procedures, provide critical oversight and accountability for a large network of contractors working across the state, and develop and support the technology needed to oversee numerous projects.

The operating expenses of the Commission are paid out of four funds as follows:

1. K-12 Operating Fund (Fund 5E30) is supported by interest earnings and transfers from K-12 capital funds.
2. Agency and Higher Education Operating Fund (Fund 1310) is supported by fees charged to agencies and universities for Commission project management.
3. Cultural Facilities Administration Fund (Fund 4T80) is supported by interest earnings and transfers from cultural facilities capital funds.
4. General Revenue Fund (GRF) supports the functions of the agency that cannot be funded from the other sources.

Capital Budget

Capital funding for the Commission's construction programs comes primarily from State of Ohio General Obligation Bond proceeds. Funds for K-12 and cultural projects are appropriated directly to the Commission through the state's capital appropriations cycle every two years. Funds for agency and university projects are appropriated directly to the owner agency or university.

Over the past 20 years, school construction has received more capital funding than any other Ohio program, and in many years has received over half of the state's capital budget.

Resource Guide

Section 4 - Commission Funding (cont'd)

Disbursements by Program	FY 98-FY 14	FY 15	FY 16	FY 17	FY 18	Total
Classroom Facilities Assistance	\$9,372,901,352	\$329,796,620	\$263,156,037	\$236,152,656	\$391,370,657	\$10,593,377,322
Exceptional Needs	\$701,627,504	\$28,447,169	\$17,246,093	\$12,994,853	\$19,803,077	\$780,118,696
Vocational Facilities Assistance	\$222,007,670	\$12,696,925	\$5,817,948	\$226	\$100,000	\$240,622,769
STEM Facilities Assistance	\$4,271,335	-	-	\$7,797,651	\$5,132,669	\$17,201,655
Emergency Repair (program closed)	\$114,686,489	-	-	-	-	\$114,686,489
Big 8	\$119,999,999	-	-	-	-	\$119,999,999
Schools for the Deaf & Blind	\$41,127,834	\$152,251	\$57,365	\$1,095,762	-	\$42,433,213
Disability Access (program closed)	\$9,826,105	-	-	-	-	\$9,826,105
Emergency Assistance	\$5,314,421	-	-	-	-	\$5,314,421
Federal Emergency Repair (program closed)	\$27,730,770	-	-	-	-	\$27,730,770
Hardship Loan	\$5,931,834	-	-	-	-	\$5,931,834
Charter School Guaranteed Loan	\$985,425	-	-	-	-	\$985,425
Career Tech Loan (program closed)	\$1,000,000	-	-	-	-	\$1,000,000
ODOT School Access*	\$2,427,246	-	-	\$361,170	-	\$2,788,417
Corrective Action Program	\$3,302,351	-	-	\$417,199	-	\$3,719,550
Statehouse Debt	\$2,987,006	-	-	-	-	\$2,987,006
The School for the Creative & Performing Arts (Cincinnati)	\$4,000,000	-	-	-	-	\$4,000,000
School Security Grant	\$3,525,362	\$7,728,180	\$2,194,326	\$2,315,229	-	\$15,763,097
Community School Classroom Facilities Grant	\$0	-	-	\$6,437,425	\$9,856,915	\$16,294,340
Lead Plumbing Fixture Replacement Assistance Grant	\$0	-	-	\$303,855	\$216,808	\$520,663
	\$10,643,652,704	\$378,821,145	\$288,471,769	\$267,876,026	\$426,480,125	\$12,005,301,769

*Ohio Department of Transportation, State Highway Improvements at Entrances to Public Schools Grant

Resource Guide

Section 4 - Commission Funding (cont'd)

OFCC Design and Construction Administration Fees

Effective July, 2016 for all state agency and higher education projects

Fee Type	Rate	Range	Based On
Project Administration Fee	3.00%	Up to \$4M	Construction cost
	1.00%	\$4M - \$20M	Construction cost
	0.75%	Over \$20M	Construction cost
Criteria AE Fee	1.50 - 3.00%	All	Construction cost
Energy Fee	*2.00%	All	Construction cost
	**9.00%	All	Construction cost
Consultant List Fee	10%	All	Consultant's fee
Local Administration Fee	1%	Up to \$1.5M	Total project costs
Master Planning Fee	0%	All	----

* Project Administration
 ** Design



Section 5 - Commission Programs

The Commission works with four different types of public owner partners in their capital projects: state agencies, state-supported colleges and universities, K-12 public school districts, and public and private owners for cultural facilities projects.

State Agencies/Colleges and Universities

For state agencies and state-supported colleges and universities, the funding comes from a direct appropriation from the General Assembly. For those clients, the Commission offers a variety of direct services, including:

Capital Project Development

OFCC assists state agencies and state-supported colleges and universities in the development of Master Facilities Plans for funding requests for capital projects. Our staff provides design and program guidance, facility assessments, documentation of project needs and impacts, and cost evaluation.

Project Administration

The OFCC also directs the construction process for K-12 school districts, higher education, and state agency projects by coordinating and administering the design and construction phases. Project managers lead the project team and oversee the budget, schedule, and overall progress of a school district's construction project.

Higher Education Certification Program

To maintain approval of local administration institutional certification, a college/university/state agency must have the institutional designee, project manager, project coordinator, fiscal officer, and fiscal staff successfully complete the OFCC's two-day training program. The OFCC issues a certificate of training to each paid registrant upon completion of the two full days of training. Each individual must attend and complete both days of training.

Facilities Assessment and Planning Support

The OFCC manages the facilities assessment and programming process for capital project development, enabling agencies and institutions to develop more accurate scopes of work for their projects.

Fiscal Management of Projects

The OFCC manages the fiscal operations of capital projects for state agencies and institutions. This includes vouchering, pay request reviews, escrow management, lien management, and project financial reporting and reconciliation.

K-12

Funding for K-12 projects is provided through capital improvement appropriations by the Ohio General Assembly. The OFCC oversees the planning and development function for the agency's public K-12 school renovation and building initiative. It administers a number of programs, including:

Alternative Facilities Assistance Program (AFAP)

In June 2017, the General Assembly established the 1:1 School Facilities Option Program (commonly known as the Alternative Facilities Assistance Program or AFAP), with program guidelines approved by the Commission in October 2017. Under this program, the Commission provides a reduced portion of projected state funds to assist eligible districts in constructing, acquiring, reconstructing, or making additions to any feature of a classroom facility consistent with the district's Master Facilities Plan (MFP) and meeting the standards of the Ohio School Design Manual (OSDM). In consideration for the reduced state share, the district has more flexibility to create its own reduced scope of work for the project.

Corrective Action Program

The Corrective Action program is used to correct or remediate work found to be defective in or omitted

Resource Guide

Section 5 - Commission Programs (cont'd)

from a facility constructed with Commission assistance. In order to be eligible for the program, a school district must notify the Executive Director of the Commission within five years of the occupancy of the affected project.

The Commission evaluates the defective or omitted work and determines a scope of work to be funded proportionately through state and local funding. The Commission also assesses responsibility for the defective or omitted work and seeks cost recovery, if applicable, from the responsible parties. Any funds recovered are to be credited first to the school district in the amount of its share of the remedial work, and then to the Commission.

Classroom Facilities Assistance Program (CFAP)

Established in 1997, CFAP eligibility is based on the assessed property valuation per student. That property wealth factor determines the state and local share of the facilities project. CFAP takes a comprehensive approach with local districts by addressing the entire facility needs of a district from kindergarten through 12th grade.

Expedited Local Partnership Program (ELPP)

Developed as a pilot program in 1999, ELPP is designed to give districts not yet participating in CFAP the opportunity to move ahead with portions of their project that best fit the district's need at that time. Once a district enters CFAP, they receive credit toward their required local contribution for the work completed under ELPP. A school district must be more than two years away from participation in CFAP to be eligible.

School districts interested in participating in the program must submit an application to the Commission. A facilities assessment and an enrollment projection are conducted; the district and the Commission use this information to develop an MFP. The district then chooses a specific part of the

scope of work defined by the plan to pursue through ELPP. Any project approved must be compliant with the OSDM. ELPP projects are funded entirely by the district, and the construction of the project is administered by the district.

Exceptional Needs Program (ENP)

ENP is a building replacement program that identifies facilities in most need of replacement from among the eligible applicants. Districts submit an application and go through a two-step ranking and evaluation process to determine priority. The program has a single building orientation, so it will not necessarily fund a district's entire facilities needs (though that may occur in some instances).

Emergency Assistance Program (EAP)

EAP, a part of ENP, provides assistance to districts that experience damage resulting from "acts of God." Funding from the program supplements actual cost of repairs and renovations as well as monies received from insurance and other state or private assistance.

Vocational Facilities Assistance Program (VFAP)

This program provides assistance to Joint Vocational School Districts for the improvement of classroom facilities suitable to their vocational education programs.

Vocational Facilities Assistance Program Expedited Local Partnership Program (VFAP ELPP)

The VFAP Expedited Local Partnership Program has been designed to give joint vocational school districts not yet participating in the Vocational Facilities Assistance Program (VFAP) the opportunity to move ahead with portions of their projects using local resources.

The program structure is very similar to the Expedited Local Partnership Program used for local, city, and exempted village school districts. Once a district becomes eligible for VFAP, their expenditures under VFAP ELPP will be credited against their projected local share of project costs.

Section 5 - Commission Programs (cont'd)

Facilities Assessment Program

Through the Facilities Assessment program, school districts have the opportunity to request that the OFCC assess the facility needs of the district prior to their eligibility for state assistance. The OFCC provides an on-site evaluation, enrollment projections, and an initial master plan with an estimate of project cost.

The information provided does not constitute any agreement to proceed with a project.

STEM Public School Facilities Program

Established in 2011, the STEM Public School Facilities Program allows the Commission to provide funding to assist Science, Technology, Engineering, and Mathematics (STEM) schools. STEM schools not governed by a single school district board of education may apply for assistance in constructing, reconstructing, repairing, or making additions to classroom facilities. The STEM school must secure at least 50 percent of the total cost from non-state sources. In general, Vocational Facilities Assistance Program policies and procedures apply to STEM school facilities unless otherwise provided in law or waived by the Commission.

College-Preparatory Boarding School Facilities Program

The program requires the Commission to offer funding to college-preparatory boarding schools established under Chapter 3328 of the ORC once an operator of a college-preparatory boarding school has a contract with the Ohio Department of Education (ODE) to operate the school and a governing board has been established. Funding from the Commission is limited to academic facilities only.

Energy Programs

School Performance Contracts

This program allows K-12 and career-tech school districts to borrow money to make energy-saving facilities improvements. The cost of the improvements may not exceed the savings in energy, operating, and

maintenance costs over a 15-year period. This program does not involve state funds.

The Commission performs technical reviews on these projects to ensure that the proposed project design can generate adequate savings. It continues to be a popular program with Ohio's school districts. During FY 2018, seven districts were approved for projects. The \$11 million in construction and renovation work is expected to result in \$921,924 in annual savings for the life of the projects, which is typically 15 years. The average payback period for this group of projects is 12.7 years.



School Alternative Fuel Program

The School Alternative Fuel Program, created in law through House Bill 49, became effective on September 28, 2017. This program allows school districts to include alternative fuel vehicles and infrastructure into the School Performance Contracting for Schools Program. Ohio's school districts can finance alternative fuel improvements to their transportation fleet or facilities and use the cost savings to pay for those improvements out of energy and operational savings. Alternative fuels such as propane, compressed natural gas, hydrogen, clean diesel technologies, plug-in hybrid and electric, and biofuels provide health, sustainability, and environmental benefits over conventional fuels.

Resource Guide

Section 5 - Commission Programs (cont'd)

State Agency and Higher Education Energy Projects

The agency performance contracting program allows state agencies and institutions of higher education to make self-financed, energy-saving facility improvements, like the program for schools. The Commission has a comprehensive role on these projects, including the initial project assessment, selecting a design-build contractor, monitoring construction progress, and verifying the guaranteed savings. Since the program was established in 1998, it has provided an estimated \$47 million in utility and operational cost savings for state agencies and institutions of higher education.

In FY 2018, three performance contract projects at five correctional facilities began construction. The total cost for these projects exceeds \$20 million, with guaranteed annual savings of \$1,892,564 over 15 years. The average payback period for this group of projects is 10.8 years.

The Commission also receives capital appropriations from the General Assembly to fund energy projects for state agencies that return the original investment within a seven-year period. During FY 2018, four capital energy projects received funding of \$987,961, with estimated annual savings of \$163,094. The average payback period for this group of projects is 6.1 years.

Project Administration - CFAP, ENP, VFAP

The OFCC project managers lead the project team and oversee the budget, schedule, and overall progress of a school district's construction project. They monitor design conformance with the state contract and document language, the provisions of the Ohio School Design Manual (OSDM), and all relevant design and building codes. The project managers review progress of design and construction, and troubleshoot and expedite projects as they progress through various stages. The Projects staff facilitates conflict management, dispute resolution, and problem-solving during all phases of the project.



Cultural and Sports Facilities

Officials from cultural and sports facilities around the state frequently inquire about the possibility of obtaining project funding from the Commission. However, the Commission does not have control over discretionary funds that can be awarded to facilities.

All of the projects that are funded through the agency are assigned to the Commission by the General Assembly and governor in the biennial capital improvements bill. This bill, which usually is enacted in even-numbered years, appropriates money for the acquisition, construction, or renovation of buildings and facilities. While most of the money is devoted to projects such as state agency offices, prisons, public schools, and university facilities, some funding is normally set aside for community projects such as theaters, museums, historical sites, and publicly owned professional sports facilities. Cultural and sports facilities may be considered for funding. The individual entity is responsible for approaching its representatives in the General Assembly.

Projects that are successful in securing support are appropriated a specific amount of funds in a line item in the capital budget. Eligible projects are then assigned to the Commission for funding oversight.

Section 6 - Key K-12 Policies and Procedures

Facilities Assessment

A facilities assessment will reveal the condition of existing buildings. Assessors examine every aspect of the structure including, but not limited to, mechanical and electrical systems, educational adequacy, and hazardous material abatement.

Two-Thirds Guideline

In 1999, the Commission established a threshold to replace rather than repair or renovate an existing facility. When the cost of renovating a school facility exceeds two-thirds the cost of replacing the facility, the Commission will recommend a new facility. However, a waiver to this guideline may be granted. If a district chooses to retain and renovate this type of facility, the OFCC will co-fund the construction costs up to 100% of the cost to construct a new facility. Any renovation expense over that amount is solely funded by the school district.

One-Third Waiver

In recognition that some districts have either recently renovated or are relatively new facilities, this waiver allows districts to forego part or all of the renovation work identified by the facilities assessment report if the budget for renovation is less than one-third of the cost of a new facility.

350 Enrollment Rule

State law requires that buildings have a minimum enrollment of 350 students in order to be constructed under a state-funded program; however, there are some exceptions to the rule where it might be impossible to achieve 350 students due to scarcity of populations and other conditions.

Design Manual Tolerance

The OFCC has a standard classroom size. Elementary schools were allowed a 10% tolerance to create other configurations in their academic space. In 2007, districts were able to apply this tolerance at the middle and high

school levels. This gives architects the ability to design for lower student/teacher ratios for targeted academic programs like foreign language, advanced math and science, and special education.

Green Schools Initiative

In 2007, the OFCC passed a resolution for projects completed under the Commission to use the USGBC's LEED for Schools® rating system as a roadmap for documenting and measuring the progress of the Green Schools Initiative for high performing, energy-efficient buildings. LEED for Schools certification is a national benchmark and provides students, teachers, and the community with a report card for their school buildings—verifying that the school has been built to meet a high level of energy performance and environmental sustainability.

Ohio leads the nation in the number of LEED-certified schools. As of October 2018, the OFCC has completed 322 LEED-certified school buildings in Ohio.



Mahesh Ramanujam, CEO, US Green Building Council, presenting OFCC Executive Director, David Williamson, recognition for achieving 300 Green Schools in Ohio.

Resource Guide

Section 6 - Key K-12 Policies and Procedures (cont'd)

Design Standards - High Performance Learning Environments

The Commission considers the extent to which design standards of facilities support the trends in educational delivery methods, including digital access and blended learning. The Commission also supports the alignment of facility construction with the educational needs of 21st century education and educational delivery methods.

Priority Order of Funding

The Commission adopted the concept of the Priority Order of Funding as a means to manage the growing number of lapsed and deferred districts and the number of VFAP and ENP lapsed districts. The priority list determines the order in which the Commission serves school districts when available funding limits the number of projects that can be approved in a year. When the names of new districts are added, they are added to the end of the list. A district's name is removed from the list when a project is conditionally approved for the district. District share is still determined by the current three-year average equity ranking list.

Segmenting

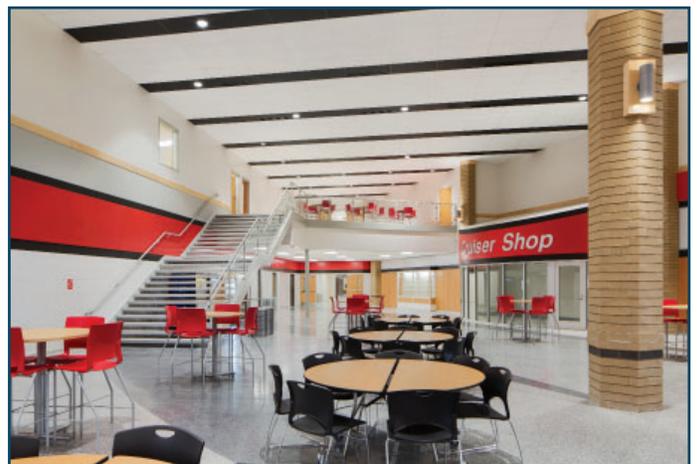
Upon notification of its eligibility for state funding under the CFAP, a district may opt to divide its entire classroom facilities needs into discrete segments. A segment must contain all the work to be done on any building included in that segment. With this option, the district can raise a small local share of the segment instead of the larger local share of the entire facilities plan and still obtain state matching funds for the segment.

Lapsed Project Period and Renewal Estimates

School districts have 13 months from the time of conditional funding approval to raise their local share. If a district is unable to secure its local share in that time frame, it is considered lapsed. Lapsed districts can request that the Commission update the district's scope and estimated project cost to use for bond issues. The estimate will be good for 13 months.



Northwood Local Schools, photo credit: Fanning Howey



Groveport Madison Schools, photo credit: VSWC Architects

Section 7 - Planning of Facility Projects

State Agencies / Colleges & Universities

The Commission manages the facilities assessment and programming process for capital project development, enabling agencies and institutions to develop more accurate scopes of work for their projects. The OFCC also manages the fiscal operations of capital projects for state agencies and institutions.

The OFCC assists state agencies and state-supported colleges and universities in the development of master facility plans and capital projects for funding requests. Staff provides design and program guidance, documentation of project needs and impacts, and cost evaluation.

In addition, the OFCC supports the Office of Budget and Management in the review of capital requests for agencies and state-supported colleges/universities.

K-12

School Facility Eligibility Ranking List (Equity List)

The Ohio Department of Education (ODE) is required to annually calculate the adjusted valuation per pupil of each district and ranks the districts into percentiles based on those figures. The ODE is then required to report these calculations to the Commission. The ODE performs a similar calculation for joint vocational school districts. The Commission is required to use the three-year average adjusted valuation per pupil figures and resulting percentile ranks to determine a district's eligibility for assistance. Districts are served in equity list order, from lowest wealth to highest. In April 2009, the Commission adopted guidance on translating the equity list into the exact priority order among school districts seeking funding.

State Funding Share

The Commission serves as a funding partner for school districts to finance their school rebuilding projects. The state provides the difference between the total cost and

the local share. The Commission begins new projects once funding is made available by the General Assembly.

The amount of state funds to be encumbered for a project in each fiscal biennium is determined by the Commission based upon a project's estimated construction schedule for that biennium. For each project, the Commission transfers funds quarterly to the Project Construction Fund held by the school district. The school district must submit quarterly draw requests to the Commission for approval.

Local Funding Share

Based on the district's position on the equity list, the district will pay a local share or the percentage of the total project budget that the district is responsible for securing. For most districts, the local share is the total cost of the project multiplied by the equity list percentile. The percentage of project cost cannot be less than 5% or greater than 95%.

For instance, a district in the 35th percentile will usually pay 35% of the cost. Districts can raise the local share of a school facilities project through a number of methods, including cash on hand or contributions from outside sources. The most common method of raising a local share is through the passage of a bond issue and property tax levy. The local share for joint vocational school districts calculation is 1% times the percentile in which the district ranks on the equity list developed by the ODE, except that the local portion shall not be less than 25% or greater than 95% of the basic project cost.

School districts, pursuant to statute, must also raise the equivalent of one-half mill for each dollar of valuation for the maintenance of the new or renovated facilities. The district may elect to satisfy its local maintenance requirement by earmarking the proceeds of an existing permanent improvement tax. A district can also satisfy the requirement by applying the proceeds of a property tax, an income tax, or a combination of the two.

Resource Guide

Section 7 - Planning of Facility Projects (cont'd)

Planning

Each district served begins with a standard and comprehensive planning process. Plans that will address the entire facilities needs of a district are developed according to uniform assessment criteria with a sophisticated internet-based assessment tool. The facility assessment report contains data about each building in the district such as site acreage, current grade configuration, capacity, condition, number of floors, number of teaching stations, total building square footage, and the dates of construction for the original building and additions. Another component of planning is the development of student enrollment projections. The 10-year enrollment history of the district is obtained and district demographics such as live birth statistics, housing starts, and survival rates are all combined to estimate the future enrollment of the district.

Facility Assessments

To determine the classroom facilities needs, the Commission must first assess the condition of each of a school district's existing facilities. To facilitate this condition assessment, the OFCC has developed a comprehensive, standardized facilities assessment program called Assessment Cost Guidelines. The program evaluates 23 separate building systems and components, which, when summarized, provide a thorough snapshot of the current condition of the facility. Additionally, each existing system or component is judged against the requirements outlined in the Assessment Cost Guidelines in order to determine a scope and budget required to upgrade the system or component to the OSDM standards.

Enrollment Projections

OFCC engages an educational planning firm to provide student enrollment projections for districts. Several factors are considered in the model, such as ten-year historical enrollment figures, district policies on open enrollment, new development, and available land for development and housing permits. The firm provides

a ten-year projection by grade and grade level. These figures are used to determine the space needs in the MFP.

Master Facilities Plan

After the facility assessment and enrollment studies are complete, the number of students assigned to each school is used to determine the total allowable gross square footage for each building consistent with the square-foot guidelines in the OSDM. The square footage is then multiplied by a cost-per-square-footage factor, established for various school sizes and grade configurations, to determine the budget.

The MFP document defines the scope of work and the budget for each of the district's classroom facilities and is a requirement for all districts participating in OFCC programs.



Norton High School, Norton City Schools, photo credit: C.T. Taylor Construction

Section 7 - Planning of Facility Projects (cont'd)

Master Facilities Plan (cont'd)

Elements in the MFP include projected enrollment, grade configurations, career technical space, reprogramming, cost to renovate or replace, and information about addition needs.

Project Budget

After the MFP and Scope of the Project have been determined, the Commission will provide a project budget. The new project budget contains construction and non-construction items. The construction components include the basic building construction cost, demolition and abatement, loose furnishings, technology, and construction contingency. The non-construction items include, among other items, project insurance, partnering, and professional design.

The construction contingency may only be used to pay costs resulting from unforeseen job conditions, to comply with rulings regarding buildings and other codes, to pay the costs related to design clarifications or corrections to contract documents, or to pay the cost of settlements and judgments related to the project. Should the construction contingency become depleted, the first source of money used to replenish it will be the investment earnings credited to the district's construction fund. If the fund, including all investment earnings credited to the fund, becomes depleted by payments of proper project costs, the school district and Commission agree to complete the project, with each contributing additional monies in proportion to their respective contribution to the fund.

The state and the school district are required by law to share any increase in the total project budget in proportion to their respective contributions to the Project Construction Fund. However, the amount of any proportional sharing obligation may only be determined after any interest earned on project funds is applied to the actual cost overrun.

Design

Each project gets underway after a comprehensive MFP is approved by the school district and the state. The plan describes the maximum square footage for a new facility and the budget for each component of a renovation project. Plans and specifications are developed that will be used by the contractors to bid and construct the building.

Locally Funded Initiative

A Locally Funded Initiative (LFI) is any portion of a project that is solely funded by the district as an addition to the MFP. The OFCC works with the district to integrate LFIs into the overall plan, but will not share the cost of additional items. Some examples of LFIs include extra gymnasium space, football stadiums, auditoriums, square footage for extra classrooms, or special design features that cannot be incorporated into the co-funded project budget. Most projects now include an LFI.

The Commission hires firms to conduct audits that typically occur once during the course of the project.

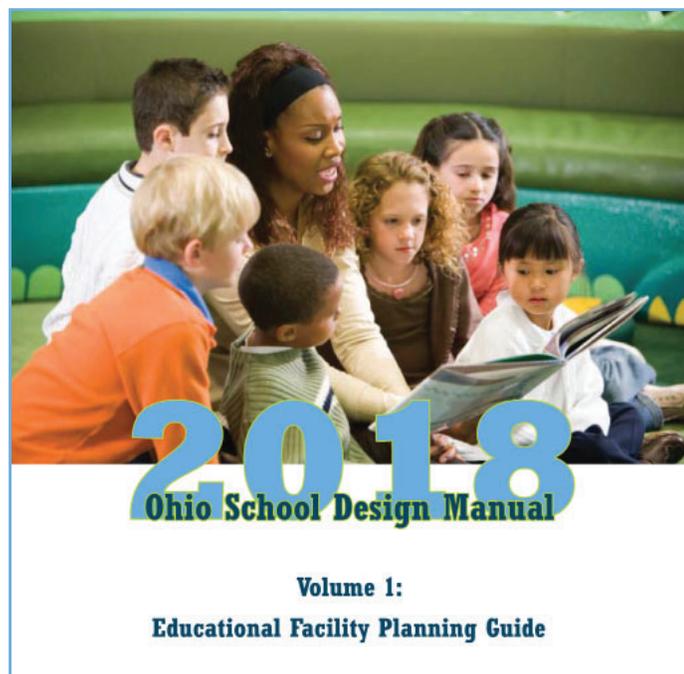
Resource Guide

Section 7 - Planning of Facility Projects (cont'd)

Ohio School Design Manual

The OSDM is an extensive document that sets construction standards for all OFCC projects to ensure statewide equity and a core level of quality for all school facilities. The manual was developed by OFCC staff in cooperation with architects and nationally recognized educational planners. The manual, after setting necessary minimum standards of quality for the state's educational facilities, provides a set of guidelines to serve the diverse needs of local school communities and the children they serve. The classrooms and other instructional spaces are anticipated to be flexible, expandable, and adaptable to the curricula of the future. Specifications for square footage allowances, technology needs, and building systems such as HVAC and security are currently included in the manual.

Staff update the OSDM standards annually. This is a process by which all interested parties (including school districts, vendors, private citizens, and others) provide input on desired changes or additions to the OSDM.



Outreach efforts include meetings in OFCC offices, and the opportunity for interested parties to give presentations on their products. The OSDM update committee evaluates the input, and makes recommendations to the Commission for their approval. Final recommendations are annually presented to the Commission for approval at the April Commission meeting.

Design Manual Tolerance Policy

The Commission, through its Design Manual Tolerance Policy, establishes a measure of flexibility for the interpretation of the OSDM. A range of flexibility is established for the square footage of spaces specified in the OSDM for academic uses. The policy allows school districts and their design firms the following flexibility:

- The total square footage of all selected academic spaces for the building shall equal or exceed the total square footage of those spaces specified in the OSDM.
- To accommodate local district needs for grades PK-12, all selected academic spaces may be reduced up to 10% below or 10% above the square footage of spaces specified in the OSDM.
- The total square footage of the academic core shall equal or exceed the total square footage of the academic core space specified in the OSDM.

Section 8 - Design and Construction of Facility Projects

Project Delivery Models

When implementing a facility project, there are four delivery options available to public authorities. These delivery models include:

1. Multiple Prime (MP)
2. General Contracting (GC)
3. Construction Manager at Risk (CMR)
4. Design-Build (DB)

Public authorities also have the option to utilize a Construction Manager as Agent (CMA) when implementing MP. Owner representatives or Owner Agents (OAs) can also be used within any delivery model to supplement the public authority staffing on projects.

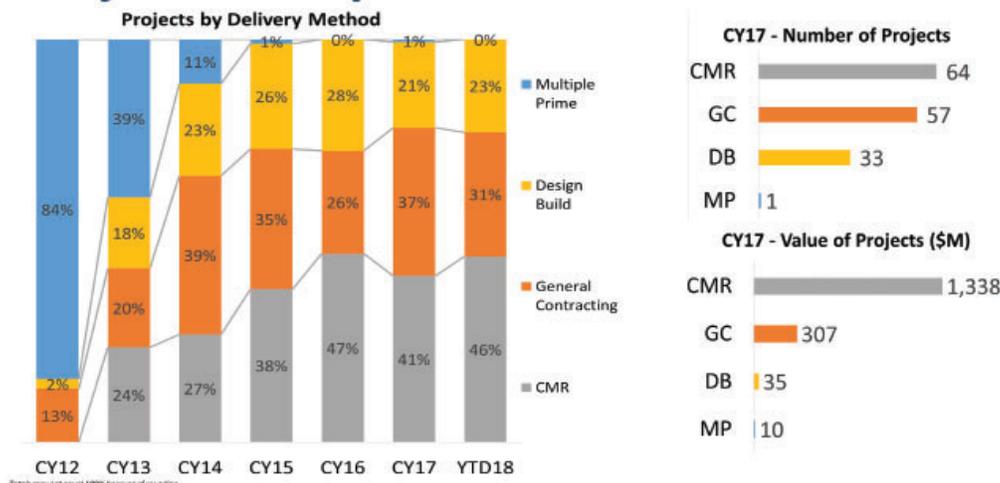
Selecting a delivery model for a specific project is an important decision by the owner team. Each delivery model has its own advantages and disadvantages, as summarized in the Project Delivery Method Comparison Guide in the Appendix. The owner team needs to carefully analyze the specific characteristics of each project to determine the best delivery model for the project. Some of the key project characteristics and

their general relationship to each delivery method are shown in the Project Delivery Method Selection Diagram in the Appendix. The OFCC Manual provides a detailed description of the standard processes used on capital improvement projects.

Project Schedule Considerations

Capital improvement projects vary in scope, size, and complexity, but in general they require a long duration to complete in comparison to other types of projects. A project's schedule is an important characteristic or element to plan and manage during its implementation. Since each delivery model has a slightly different process and transition among design, bidding, and construction stages, the overall project duration may change due to the delivery method. For example, CMR and DB offer more opportunity to overlap the design and construction stages by phasing the bidding of individual scopes of work. In general, CMR and DB can facilitate this fast-tracking of projects better than MP or GC due to the latter's requirements for complete plans and specifications prior to bidding. The Project Timelines graphic in the Appendix illustrates how this project schedule characteristic varies with each delivery model.

Project Delivery Methods



Resource Guide

Section 8 - Design and Construction of Facility Projects (cont'd)

Procurement

The Projects Division oversees the public bidding and procurement process for the Commission. Qualifications-Based Selection (QBS) and Best Value Selection (BVS) Requests for Qualifications/Requests for Proposals, public construction bid advertisements, and Notices of Commencement for Public Improvement projects are managed by the Projects Division staff. The Commission also maintains pre-qualified consultant lists to provide design and other services to any of our customers for small projects or specialized tasks.

Electronic Bidding

The OFCC uses an online bidding system that serves as a vehicle for submitting and processing sealed bids for OFCC-administered capital construction projects, including K-12 school projects.

Online training sessions are available, as well as a customer service help center to help contractors navigate the process of online bidding. A list of contractor training sessions can be found on the OFCC website.

Design Stage Considerations

During the design of a facility project, the design process will be divided into multiple stages. These stages include:

1. Program of Requirements
2. Schematic Design
3. Design Development
4. Construction Documents

With each stage, more information and level of detail is added. At the end of each stage, a comprehensive review is performed to ensure the scope of work has not changed, the design meets any required design standards stated for the project, it can be constructed efficiently by the contractors, and the design is aligned with the owner's project budget.

An important design characteristic to consider very early is the incorporation of environmental and energy conservation measures. For K-12 projects, The OFCC elected to use the USGBC's LEED for Schools rating system, with all schools meeting LEED Silver Certification as a minimum and LEED Gold Certification as the goal, with an emphasis on energy conservation.

The Ohio School Design Manual (OSDM) is an extensive document that sets construction standards for all OFCC K-12 projects to ensure statewide equity and a core level of quality for all schools. Although the OSDM provides options and flexibility, a design firm may provide data to support the use of new and improved products through a design manual variance request. In addition, several state agencies and universities have developed their own design standards that meet their operation and maintenance planning needs.

Construction Stage

Construction stage activities include execution of the work required by the contract documents, commencing with a Notice to Proceed and through Substantial Completion of All Work when the facility can be used for its intended purpose, and finishing with a Certificate of Contract Completion. Construction involves the project owner, architect/engineer, one or more contractors, and various additional participants for the common goal of designing and constructing a project that meets the owner's objectives.

The details of this stage of a project include many routine administrative tasks. Contracts and subcontracts are negotiated and executed; a schedule for the work is developed, reviewed, and approved to facilitate a logical and orderly sequence of construction operations; progress payments are requested, reviewed, and approved to allow bills to be paid; contract modifications are prepared, reviewed, and approved to allow changes in the contract scope, amount, and time; regular progress

Section 8 - Design and Construction of Facility Projects (cont'd)

meetings are held to coordinate and plan the upcoming work and shop drawings and other submittals are prepared, reviewed, and approved to demonstrate that the architect/engineer's design intent is understood and will be delivered in conformance with the contract documents.

Some administrative tasks occur infrequently, but still require great skill and attention to resolve. Claims for additional time or costs may be filed by a project participant due to delays they have experienced from various sources including extreme weather conditions, interference by another participant, or errors and omissions in the contract documents. Claims against project insurance rarely happen, but if they do, they must be carefully managed to avoid excessive costs and delays. When contractors complete their work, it must be inspected and approved before the project can be closed out and final payment issued.

Commissioning

Commissioning is a quality control process in which an independent third-party engineering professional service authority monitors, tests, and verifies that the facility

design intent has been realized, and that the facility is fully operational at the end of the construction process. The scope involves mechanical, electrical, plumbing, controls, building envelope, and maintenance associated with the environmental control system. The goal of commissioning is to provide a fully functional facility in a cost-effective manner. This will translate into operational savings for districts.

Maintenance Plan

The project manager will initiate the process for developing a preventive maintenance plan for the new or renovated facilities. The project team will have selected and engaged the commissioning agent in advance of the development of the owner project requirements.

The commissioning agent will assist in the development of a preventive maintenance and capital plan for the school district beginning with the design phase and continuing through the completion of the project.



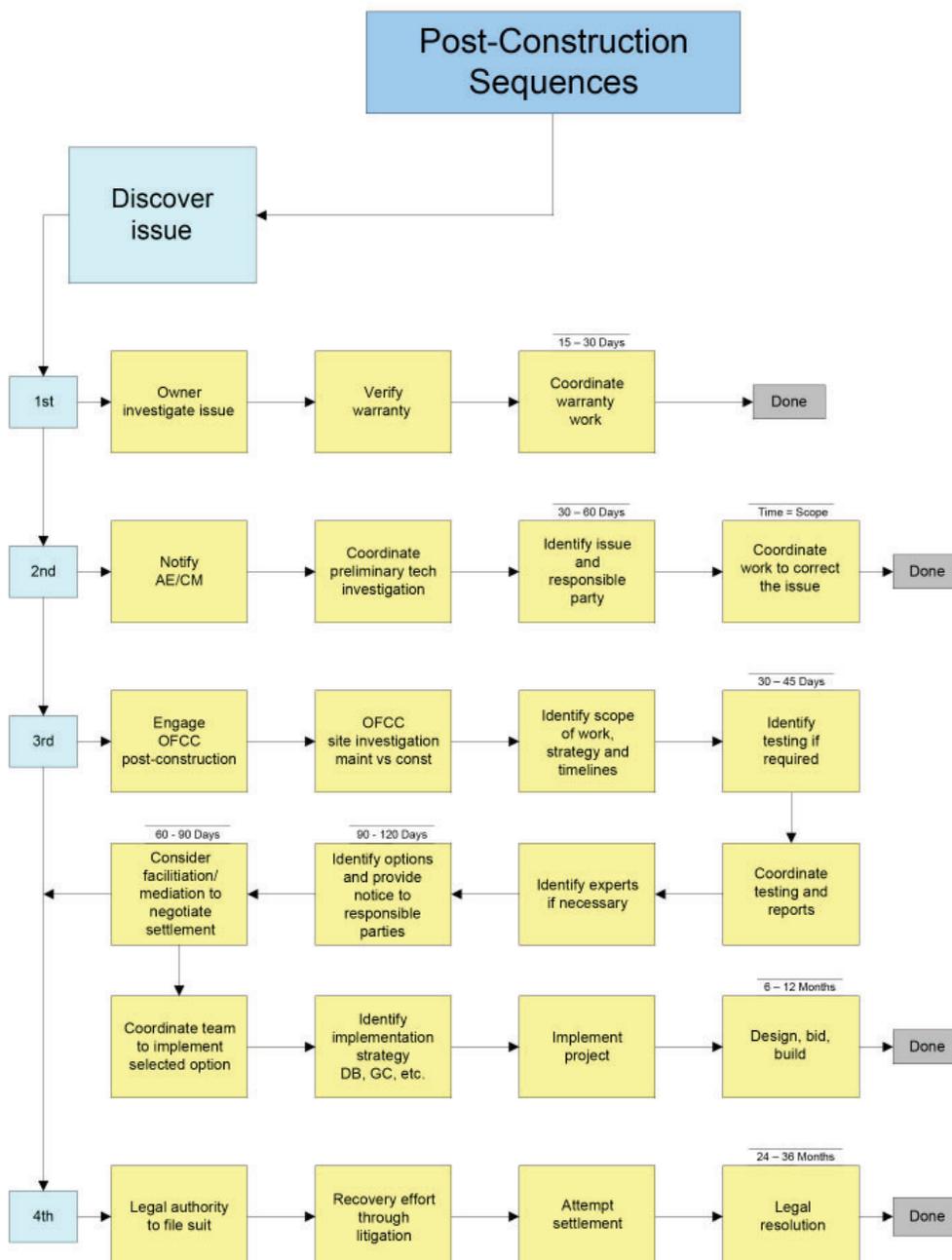
Resource Guide

Section 9 - Post-Construction Process

K-12 Post-Construction

OFCC ensures quality projects through the end of the construction process and expects accountability from all members of the project team. The Commission strives to

correct any post-construction issues that might exist, and will conduct a “responsibility analysis” to seek remediation from the proper party.



Section 9 - Post-Construction Process (cont'd)

Project Closeout

When a capital improvement project reaches Substantial Completion, which is the time when the owner can take beneficial use of the improvement, the closeout stage begins. In order to verify that all work is complete, the project teams use punch-lists to monitor the completion of remaining work. A Certification of Contract Completion marks the end of all contracted work and officially closes the construction contract.

After all work is completed by the contractors and each individual construction contract is closed, the owner then completes the accounting and financial closeout

of the project. On K-12 projects, this involves both co-owners (OFCC and school district) which requires reconciliation and mutual understanding of all expenses, both state funded and locally funded. Upon the approval of the Certificate of Contract Completion of the Project Agreement by both the Board and the Commission, the Commission's direct interest and participation in the construction project effectively ends.



Section 10 - Appendix

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Section 10 - Appendix: Administrative Rules

The Commission may adopt, amend, and rescind rules necessary for the administration of public construction and state energy conservation projects in accordance with Chapter 119 of the Ohio Revised Code (ORC). The rules for the Commission and energy

conservation can be found in Chapter 3318 of the Ohio Administrative Code (OAC). Rules for the administration of public construction can be found in Chapter 153:1 of the OAC.

Rule Number	Subject
3318-1	Organization
3318-1-01	Commission members
3318-1-02	Meetings
3318-1-03	Public notice of meetings
3318-2	Accessing confidential personal information
3318-2-01	Definitions
3318-2-02	Procedures for accessing confidential personal information
3318-2-03	Valid reasons for accessing confidential personal information
3318-2-04	Confidentiality statutes
3318-2-05	Restricting and logging access to confidential personal information in computerized personal information systems
3318-3	Requirements and procedures
3318-3-01	Purpose
3318-3-02	Definitions as used in this chapter
3318-3-03	Requirements
3318-3-04	Procedures and guidelines for new and renovated facilities
3318-3-05	Procedures and guidelines for leased facilities
3318-3-06	Requirements for building operator certification and tracking building energy consumption
3318-3-07	Requirements for local administration of installment payment energy conservation contracts
3318-1-1	Organization and procedures
3318:1-1-04	Procedure for consideration of projects
3318:1-1-05	Procedure for consideration of contracts
3318:1-3	Calculation of basic project cost
3318:1-3-01	Procedure for determining basic project cost
3318:1-3-02	Procedure for budget development and budget adjustments

Resource Guide

Appendix - Administrative Rules (cont'd)

Rule Number	Subject
3318:1-5	Exceptional increases in enrollment
3318:1-5-01	Additional classroom facilities assistance for an exception increase in enrollment
3318:1-5-02	Waiver of the two-thirds guideline for new construction vs renovation
3318:1-5-03	Variance from the provision of the design manual
3318:1-5-04	Limitations on state funding for the renovation of existing school buildings
3318:1-6	Vocational Facilities Assistance Expedited Local Partnership Program (VFAP ELPP)
3318:1-6-01	Vocational Facilities Assistance Expedited Local Partnership Program
3318:1-6-02	Assistance for districts that have entered into a vocational facilities assistance expedited local partnership agreement
3318:1-7	Community Schools Classroom Facilities Loan Program
3318:1-7-01	Community schools classroom facilities loan guarantee program procedure for application and risk management
3318:8	College-preparatory Boarding School Program
3318:1-8-01	Eligibility requirements
3318:1-8-02	Acquisition of classroom facilities
3318:1-8-03	Program procedure for application and approval
3318:1-8-04	Classroom facilities acquisition agreement
3318:1-9	Standards for solar ready roofs and equipment in school buildings
3318:1-9-01	Standards for solar ready roofs and equipment in school buildings
3318:1-10	Installment payment contracts
3318:1-10-01	Selection process for installment payment contracts

Appendix - Administrative Rules (cont'd)

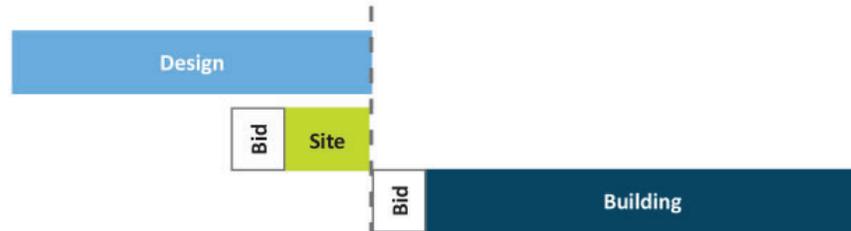
Rule Number	Subject
153:1-1	Professional design services
153:1-1-01	Announcement of professional design & design-build contracts & qualifications-based selection of professional design firms
153:1-1-02	Prequalification of professional design firms
153:1-1-03	Authority of a contracting authority in the award of qualifications-based selection
153:1-2	Document forms
153:1-2-01	Form of construction manager at risk contract documents
153:1-2-02	Form of design-build contract documents
153:1-3	Subcontract form
153:1-3-01	Definitions
153:1-3-02	Form of subcontract
153:1-4	Surety bonds
153:1-4-01	Definitions
153:1-4-02	Type and amount of surety bonds
153:1-5	Advertising for construction manager
153:1-5-01	Electronic advertising
153:1-6	Best Value Selection
153:1-6-01	Best Value Selection of a construction manager at risk
153:1-6-02	Best Value Selection of a design-build firm
153:1-6-03	Authority of a contracting authority in the award of best value selection
153:1-7	Prequalification of prospective bidders
153:1-7-01	Prequalification of prospective bidders on subcontracts
153:1-8	Electronic bidding
153:1-8-01	Electronic bidding
153:1-9-1	Inflation adjustment
153:1-9-01	Adjusting the public bidding threshold for inflation

Resource Guide

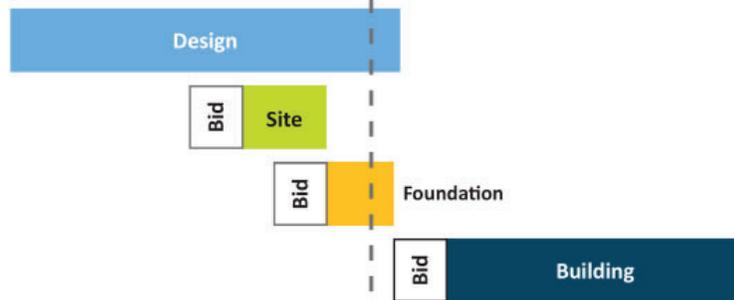
Appendix - Project Timelines

Project Timelines

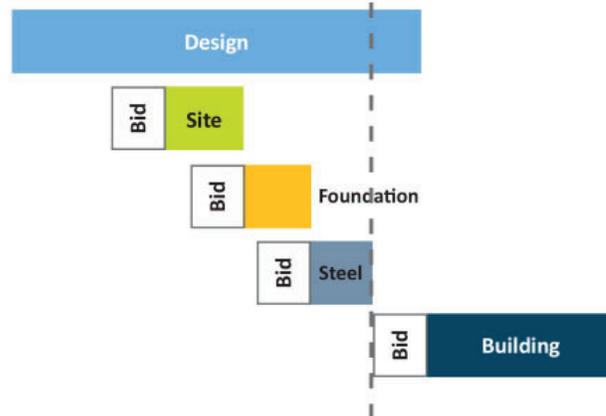
Multiple Prime and General Contracting (MP & GC)



Construction Manager at Risk (CMR)



Design-Build (DB)



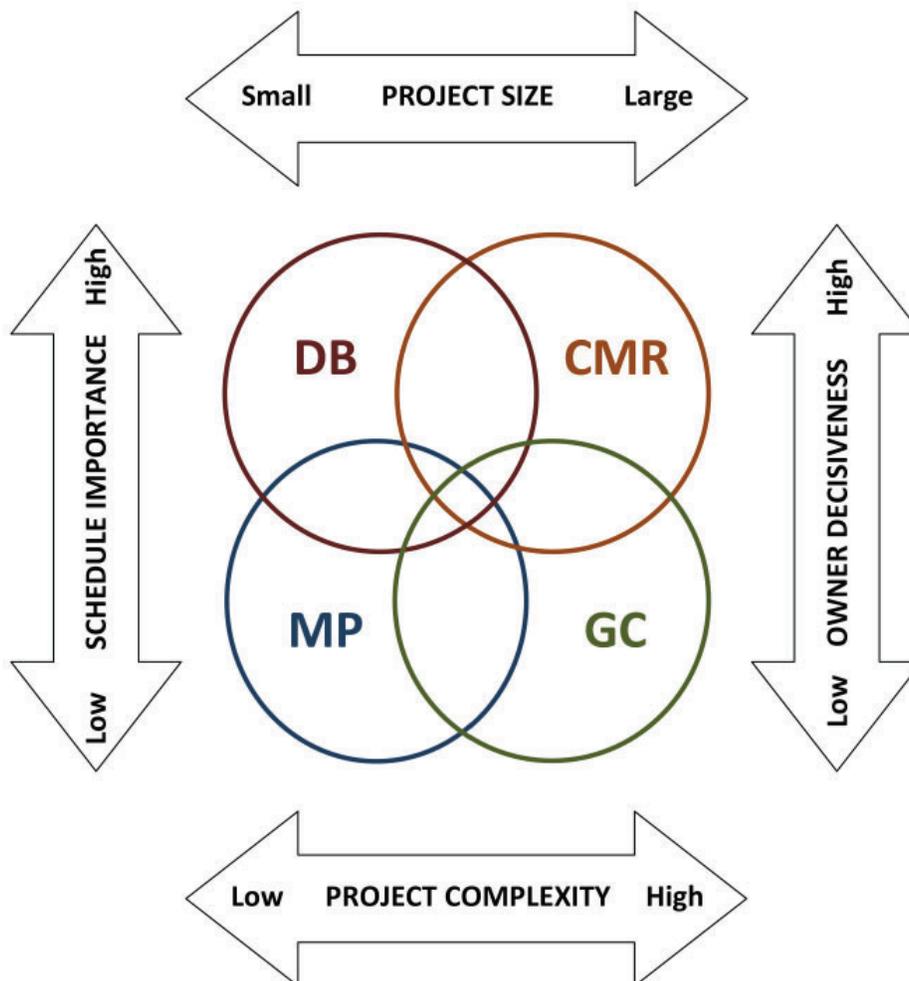
Appendix - Project Delivery Method

Project Delivery Method Comparison Guide			
	Description	Advantages	Disadvantages
MULTIPLE PRIME	Traditional approach in which the owner hires an A/E to fully document the project criteria and design prior to bidding. Multiple packages are separately bid and awarded to the lowest responsive and responsible prime contractors. The owner holds all prime contracts and is responsible for coordination during construction.	<ul style="list-style-type: none"> Familiar delivery method Fully defined project scope Both designer and contractor accountable to owner Creates most prime bidding opportunities (lowest bonding) Lowest initial price Good for simple projects that are not schedule-driven and not subject to change 	<ul style="list-style-type: none"> Linear process means longer schedule Limited control over contractor and subcontractor selection No design or cost input from contractor Lack of flexibility for change Can be adversarial in nature Not good for complex projects that are schedule-driven
CM as AGENT	An owner's agent is hired through a qualifications-based selection process during the design phase. The owner's criteria and full design is documented by a separate A/E. The CMA provides estimates during design, assists with bidding, and coordinates prime contractors during construction. The owner bids and holds all contracts for construction.	<ul style="list-style-type: none"> Fully defined project scope Supplements owner's staff Independent professional services & expertise for owner Creates most prime bidding opportunities (lowest bonding) 	<ul style="list-style-type: none"> Adds level of bureaucracy Limited control over contractor and subcontractor selection Owner still holds contracts for construction Not suited for small projects Drawbacks common to the design-bid-build process
GENERAL CONTRACTING	A linear design-bid-build process in which the owner selects an A/E to fully document the project criteria and design prior to bidding. The lowest responsive and responsible GC (single prime) is awarded the contract. The owner holds a single contract with the GC.	<ul style="list-style-type: none"> Familiar delivery method Fully defined project scope Both designer and contractor accountable to owner Simple procurement method Single contractor to manage Good for simple to moderately complex projects that are not schedule-driven 	<ul style="list-style-type: none"> Sequential process means longer schedule Limited control over contractor and subcontractor selection No design or cost input from contractor Can be adversarial in nature Not good for complex projects that are schedule-driven Bonding requirements
CM at RISK	A contractor is hired through a best value selection process during the design phase. The owner's criteria and full design is documented by a separate A/E. The CMR provides a guaranteed maximum price prior to bidding. The CMR bids to prequalified subcontractors and holds all subcontracts for construction.	<ul style="list-style-type: none"> Contractor input on design Selection of contractor-based qualifications and price Open-book GMP Faster project delivery than traditional design-bid-build Provides flexibility to handle changes during design phase Good for large or complex schedule-driven projects More control selecting subs 	<ul style="list-style-type: none"> Relationship changes during design to construction phase Increased contingency for assumption of risk Difficult to determine if best price has been achieved Bonding requirements Disputes if GMP scope not clear
DESIGN-BUILD	A single entity is hired through a best value selection process to deliver a complete project. The owner's criteria and design intent is documented by a separate criteria architect. The design is completed by the DB entity and a guaranteed maximum price is provided prior to bidding. The DB entity bids to prequalified subcontractors and holds all subcontracts for construction.	<ul style="list-style-type: none"> Single point of responsibility for design and construction Contractor selection based on qualifications and price Fastest project delivery Open-book GMP No change orders for design errors and omissions Good for new construction that is time sensitive and not subject to change Good for less complex projects More control selecting subs 	<ul style="list-style-type: none"> Owner has less control over selecting designer Owner has less input in details Overemphasis on price may compromise quality Difficult to determine if best price has been achieved Owner required to make quick decisions Changes difficult & expensive Bonding requirements Disputes if criteria not clear

Resource Guide

Appendix - Project Delivery Method (cont'd)

Project Delivery Method Selection Diagram



Appendix - OFCC 21C studio



A PERSONAL INVITATION

You are invited to become a member of a new and dynamic experience as Ohio education and design communities create, lead, and share a vibrant conversation on the future of learning and learning environments.

Welcome to the OFCC 21C studio

The OFCC 21C studio is an online community dedicated to understanding, developing, and sustaining high-performance learning environments throughout the state of Ohio and beyond.

The 21C studio is an engaging, robust, collaborative platform for research, sharing best practices and experiences, and professional development to assist in the design and implementation of innovative school campuses.

The 21C studio seeks to develop an understanding of the new language of learning as we begin to create models that engage and adapt to today's and tomorrow's learners.

This community thrives on your participation and the collective voice of its members.

How can you participate? By...

**BEING ACTIVE
EMPATHIZING
ASKING WHAT IF?
BUILDING ON IDEAS
and SHARING**

Your voice and experience are essential to the future.



JOIN the 21C studio
<http://osfc21cstudio.ning.com>

Resource Guide

Notes Page

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Updated December 2018