

# CHENEY PUBLIC SCHOOLS

## - CRAIG ROAD ELEMENTARY SCHOOL PROGRESSIVE DESIGN-BUILD PROJECT

1. In Question 2A regarding the project budget, where are permit fees being accounted for? Will the district pay for the permits or will the PDB team?
  - a. The permits are included in the \$39 million construction costs. The language below is typically standard in a Perkins Coie Design Build agreement. However, until we develop the agreement we do not have it defined but are including the costs in the construction line item.

**GC-3.7.1** Unless otherwise provided in the Design-Build Documents including this Section GC-3.7.1, the Design-Builder shall secure and pay as a Cost of the Work within the GMP for all permits fees, licenses, and inspections by government agencies necessary for the proper execution and completion of the Work, including without limitation Subcontractor fees, review and application fees for Shop Drawings, inspection and reinspection fees, and renewal fees and penalties, excepting only any permits and fees that the Owner has specifically listed as the Owner's responsibility in the Design-Build Documents. The Design-Builder shall obtain any permit renewals during the course of the Work at no change in the GMP. The Design-Builder will be responsible without reimbursement for any penalties arising from the building permit or any other required permit unless such penalties are caused by the Owner. The Owner shall pay all utility connection fees. The Design-Builder shall also be responsible, as part of its design responsibilities, for preparing and submitting in a timely manner to avoid delay in construction, all permit applications, including any design documents needed for permit applications. The Design-Builder shall submit all documentation needed to secure all permits that are required for the Work.

2. Please explain how the funding status discussed in Question 2B of the application meets the requirement of RCW 39.10.280(c)(iv) for "necessary and appropriate funding and time to manage the job and complete the project"
  - a. We are requesting approval prior to passing the bond so we do not lose 2 months of time in starting the process in an unreliable market with many fluctuations. Rest assured the district is not going to involve any teams or start anything until we know the bond will pass. If the bond appears to be close to passing the district will adjust the schedule to allow the bond to be certified prior to beginning the process.
3. In question 3 of the application, can you explain the line item "PDB RFQ Advertisement #2" which occurs one week after "PDB RFQ Advertisement #1"?
  - a. We always advertise twice so that we make sure to receive maximum notification. The district has always done it this way.
4. In question 4 of the application, you mention utilizing lessons learned from other PDB projects in the area. What are the lessons learned you will be incorporating into your project?
  - a. One important lesson learned is the need to adjust the scoring for the following.
    - i. We will never be able to emphasize the importance of outreach to our teams if the owner does not show the importance of it to them. We will be developing a score system that emphasizes the importance of it. We have been meeting with Tacoma Public Schools to understand how they approach this. With the lack of MWBE firms in eastern WA one item we will be focusing on is small businesses, as there are plenty here. With that show of

importance, we begin to show firms the district is serious and then our outreach efforts results begin to grow.

- ii. Teaming agreements will be required from all teams. We want to see how they will work together. Far too often we see teams comprised of firms who work GC/CM or DBB together but have never contractually been tied together and we want to make sure they have thought about how to work together.
  - iii. We are also looking for more effective ways to score the teams where it truly is a qualifications-based selection and does not end up being a fee competition (low fee wins) process. Best value comes from a high functioning team, who can deliver greater savings than fractions of savings with a low functioning team.
  - iv. Principals meet monthly to evaluate the project, process, and team continuity. I believe having the major stakeholders (directors of programs and the superintendent as well as DB advisor and DB team leadership) meet regularly to improve the process and team shows commitment that will be transmitted down through the project.
5. The CPARB Business Equity/Diverse Business Inclusion Committee issued a [report to the Washington State Legislature in June 2022](#). The report focused on three important elements to improving business equity enterprise participation in public projects: 1) Access to opportunities: Engage involvement by small and diverse businesses. 2) Access to Capital: Offer support to small and diverse businesses to ensure that they can be successful financially during the project. 3) Access to Training: Training, mentoring, and support by established firms to ensure success of small and diverse businesses on the project and in future. I share this information to raise awareness of these recommendations.

The answer to question 10, Subcontractor Outreach, adequately addresses access to opportunities and acknowledges a commitment to training. What other strategies will Cheney Public Schools use under a progressive design-build delivery to maximize business equity enterprise participation?

- a. As stated above we recognize the need to improve, and we are going to focus on small businesses as recommended by Tacoma Public Schools and then beginning to make progress that way. We need to show the AEC community that the owner values it as an important item and then we can drive interest from others when they see we are practicing what we are talking about.
- b. We have also reached out to Lehka Fernandez to request information on how to improve our outreach. She has shared some names who reside in Eastern Washington with whom to speak with and help to develop an outreach program worthy enough to being to make a difference.