



**STATE COLLEGE AREA SCHOOL DISTRICT
BOARD of SCHOOL DIRECTORS**

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To: Board of Directors

From: Penni Fishbaine and Amber Concepcion

Date : July 3, 2013

Re: Process for Downselecting Concepts

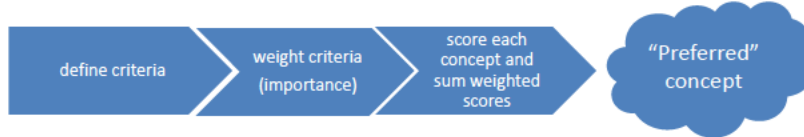
The attached documents include a proposed decision-making process and calendar for downselecting the concepts for the High School Project. The document also includes a refined Evaluation Matrix for board members to use as part of their analyses in preparation for the second level of the downselect process in late August or early September.

To help board members analyze the six different concepts, we charged the CCL (Culture Climate and Learning Subcommittee of the Board) to create an Evaluation Matrix using criteria established and later weighted by the CEAT (Community Engagement Action Team) and CACs (Citizen Advisory Committees). Board members were charged with weighting the criteria categories using a 100 pt scale. The presentation defines the various steps of the process proposed to assist the Board in narrowing the concepts.

It is our recommendation that the Board of Directors endorse this process for downselecting the concepts.

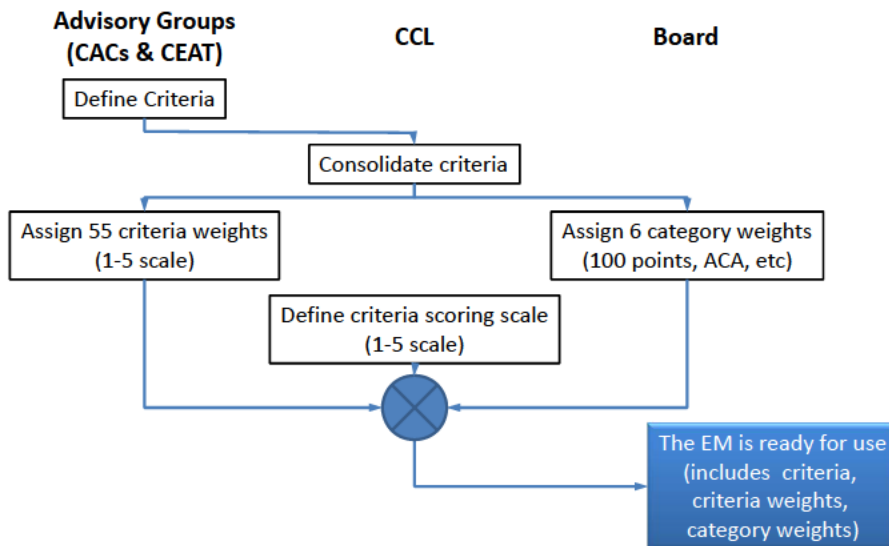
Developing the down-select process “what and why?”

- Goal: Provide a tool to systematically evaluate the concepts (and future options)
- The design team recommended a logical, common process to evaluate each concept against the others



- An excellent beginning, but the process needed refinement
 - Is the list of criteria complete?
 - Is there enough fidelity to help board decision-making?
 - How should the criteria be weighted?
 - What about cost?
- We are following the design team’s recommended process and optimizing it to meet our particular needs

Down-select process using an Evaluation Matrix “how?” (Part 1-building the EM)



Evaluation Criteria

A - Safety & Security

A1	Reduce the frequency of students, staff and faculty crossing a major thoroughfare
A2	Reduce the number of access points to building(s)
A3	Reduce the number of unsupervised areas
A4	Improve traffic control - eliminate mixing of car and bus traffic
A5	Eliminate unauthorized building and campus access
A6	Reduce foot traffic through parking lots during the school day
A7	Reduce student access to vehicles during the school day
A8	Minimize the response time of onsite and offsite security professionals
A9	Provide secure outside spaces (eating, playing, learning)
A10	Shorten sight lines in hallways

Evaluation Criteria

B - Educational Model

B1	Increase frequency of interactions between small groups of students, teachers, and staff
B2	Support project-based learning
B3	Support small learning communities
B4	Provide spaces for collaboration in small groups
B5	Provide private areas for confidential meetings
B6	Provide good access to health care providers who deliver on-site support services for students
B7	Has potential to develop a dedicated Community Education Center
B8	Provide flexibility to regroup students within the day
B9	Provide flexibility to adapt the educational model over years
B10	Minimize travel time across the campus and/or between the building(s) (compactness)
B11	Potential to use educational spaces beyond the regular school day
B12	Accommodate the Delta Program

Evaluation Criteria

C - Site & Location

C1	Improve vehicular traffic controls and accommodations for parent pick up and drop off
C2	Provide future expansion capability for the building(s) and site (extra- and co-curricular facilities)
C3	Accommodate student walkers and bikers
C4	Colocate all facilities on one site (academic buildings, playing fields, etc.)
C5	Central location
C6	Easy access to administration and resource teams (e.g., health professionals, student assistance program, social services)
C7	Good access to existing infrastructure (utilities, roads)
C8	Robust storm water management
C9	Building oriented appropriately for day-lighting
C10	Gentle topography
C11	Maximize site use for educational functions
C12	Adequate space for parking
C13	Residential and non-residential development patterns around the site are conducive to a school

Evaluation Criteria

D - Cost

D1	Minimize total project cost (first cost)
D2	Lower long-term operational and maintenance costs
D3	Lower utility costs
D4	Minimize staff needed to operate the school without compromising the educational model
D5	Minimize transportation requirement
D6	Maximize value (return on investment)

E - Constructability

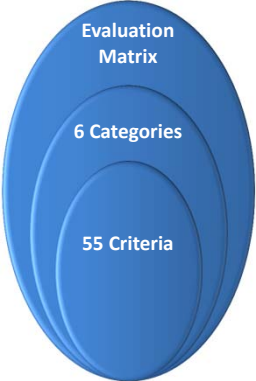
E1	Minimize construction time
E2	Minimize time to occupancy
E3	Maintain access to academic opportunities, support programs, extra-curricular opportunities, etc. during construction
E4	Minimize impact on facility use in the evenings and summer months
E5	Minimize classroom disruption and relocation during construction phasing
E6	Maximize simplicity, flexibility, and ease of construction
E7	Minimize the use of temporary buildings ("modulars")

Evaluation Criteria

F - Sustainability & Environment	
F1	(Re)use of existing facilities and infrastructure
F2	Good control of temperature and air quality
F3	Good acoustics
F4	Minimize footprint of the building (minimize impervious area)
F5	Abundant, diffuse natural light in all learning spaces
F6	Environmentally sustainable (minimizes use of natural resources)
F7	Attractive facility with good aesthetics

Glossary

- Evaluation Matrix**
 Used to evaluate any of the *concepts* (e.g., A-F)
 Could be used to evaluate future *options* that are developed from a concept (e.g., D1, D2, D3)
- Viable concept**
 >50% of survey respondents indicate a preference (sum of strongly support, support, & slightly support from Q6)
 Only viable concepts are scored
- Criteria:** 55 factors used to evaluate concepts or options; grouped into six categories
 Criterion weight
 - Importance of each criterion *within a category*
 - Provided by advisory groups
 Criterion score
 - 1-5 scale for each of the 55 criteria
 - Determined by board members for each *viable* concept
 Criterion-weighted score: criterion score x weight
- Category:** site & location, safety & security, construction, cost, educational model, environment & sustainability
 Category weight
 - Importance of the *entire category* to the overall score
 - Determined by board members
 Category total: Sum of category scores (unweighted)
 Category-weighted total: category total x category weight
- Total score (for each viable concept)**
 Sum of six category-weighted totals (1-100)



Scoring mechanics – each viable concept “who?”

provided by
advisory groups

determined by
board members

scored by board
members

provided by
advisory groups

Criteria		Category Weight	Criterion Score	Criterion Weight	Criterion Weighted Score
			1=low 5=high	1=unimportant 5=extremely important	
A - Safety & Security		15			
A1	Reduce the frequency of students, staff and faculty crossing a major thoroughfare			1	0
A2	Reduce the number of access points to building(s)			2	0
A3	Reduce the number of unsupervised areas				0
A4	Improve traffic control - eliminate mixing of car and bus traffic				0
A5	Eliminate unauthorized building and campus access			3	0
A6	Reduce foot traffic through parking lots during the school day			1	0
A7	Reduce student access to vehicles during the school day			2	0
A8	Minimize the response time of onsite and offsite security professionals			3	0
A9	Provide secure outside spaces (eating, playing, learning)			4	0
A10	Shorten sight lines in hallways			5	0
					0
					0.0

Example information only; weights TBD

Σ category-weighted totals = Score for each concept/option

The EM works with other information for decision-making

Survey of 6750 demographically selected households in the SCASD. The goals for this survey are to:

- Assist the board in narrowing the concepts
- Identify which preliminary concepts are most/least supported by the community
- Help the board understand how much the community is willing and able to invest in the high school project
- Educate the community about the status of the high school project
- Provide the board with evidence to narrow down the potential design concepts

Using survey data to establish a budget cap

1. Question 11

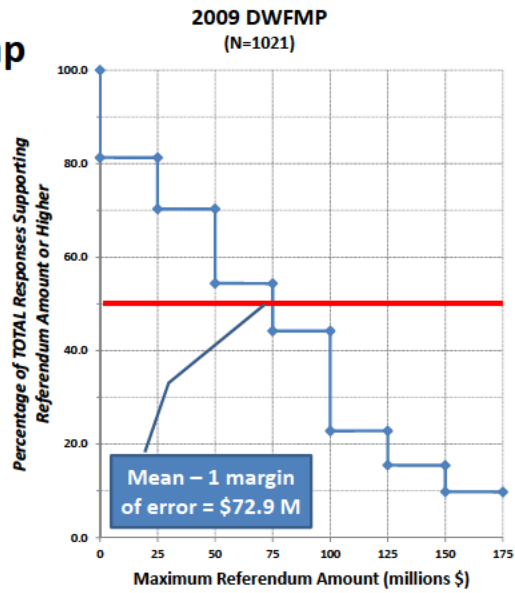
“What do you believe is an acceptable amount for the community to invest in our High School facility”

- None
- < \$70 million (specify)
- \$70 - \$80 million
- \$80 - \$90 million
- \$90 - \$100 million
- \$100 - \$110 million
- \$110 - \$120 million
- \$120 - \$140 million
- >\$140 million
- Need more information

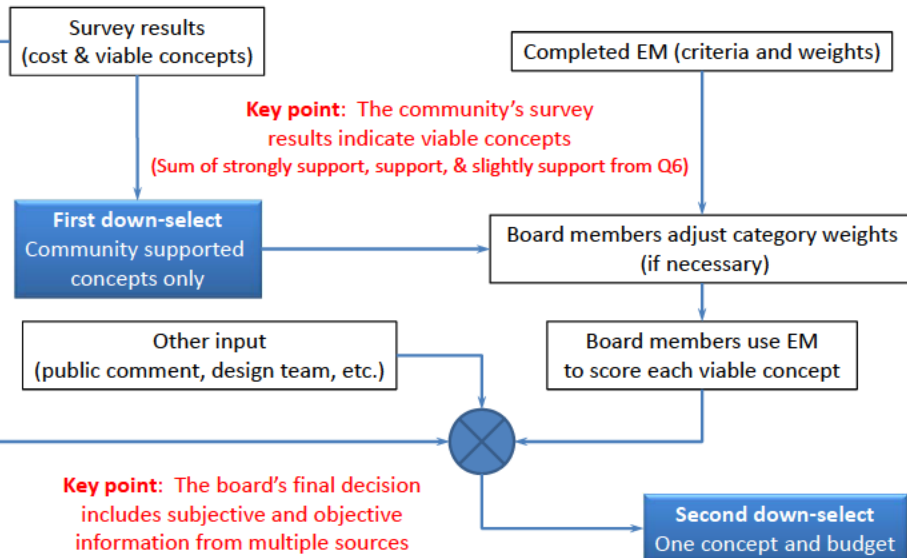
2. Plot frequency of responses

3. Budget cap =

Mean amount – 1 margin of error



Down-select process including an Evaluation Matrix “how?” (Part 2-decision-making)



Timeline

“when?”

- June 20 – July 12: Refine down-select process (criteria weighting)
- July 8: Endorse down-select process
- July 15: Work session - Receive and discuss survey results from SSRS
- July 22: Action Item - Discuss and vote first down-select
- August 7: Last date for board members to submit questions in preparation for August 12 work session
- August 12: Work session - Discuss preliminary results from concept evaluation in preparation for second down-select; include design team
- August 13: Community forum on viable concepts
- August 26: Discussion item – educational model and educational specifications
- September 9: Action item - Vote second down-select & establish budget
- September 11: Community forum on educational model

Revised 07-July-2013, 11:00 AM

Board members' homework for down-select 2

“where?”

1. You will receive an EM for each viable concept
Preloaded with criteria weights
2. Fill in your six category weights (total = 100)
3. Score each criterion for each viable concept
Spreadsheet will calculate category subtotals and total score
4. Report total score for each viable concept

Board endorsement of the selection process

- Do you agree with the criteria and categories?
- Are you comfortable using the survey results to inform the first down-select?
- Are you comfortable using this process (EM and other input) to establish a budget for the project?
- Does the process and timeline provide sufficient opportunities to evaluate viable concepts and make the second down-select ?