



PLANCON

PART A: PROJECT JUSTIFICATION

COMMONWEALTH OF PENNSYLVANIA
Department of Education
Bureau of Budget and Fiscal Management
Division of School Facilities
333 Market Street
Harrisburg, PA 17126-0333

PART A: PROJECT JUSTIFICATION

If there are any questions regarding the completion of these materials, contact the Division of School Facilities at (717) 787-5480.

CHANGES AND CLARIFICATIONS

The following highlights the changes and clarifications of procedures reflected in this document.

1. Page 5 Instructions - "SITE DEVELOPMENT" definition has been revised.
2. Page 16 Instructions - Pre-K certification requirements have been revised.
3. Page A02 Form - Added Energy Portfolio Survey questions.
4. Page A17 Form - Added columns PDE use for acknowledging Form PDE-320/PDE-286 approvals and Craft Committee Recommendation (CCR) approvals.
5. Page A21 Form - Cost Per Square Foot is now \$174.
6. Page A22 Form - Modified to include comparative design analysis adjustment calculations. The Scheduled Area pro-rated deduction calculation is included.

The sample worksheets Attachment F the "FTE Adjustment for Additions to a Middle School" and Attachment G "Comparative Design Analysis Adjustment," have been eliminated.

7. Attachment C and Page A23 Form - Added Energy Portfolio Survey requirements.

GENERAL INSTRUCTIONS

A separate Part A is required for each project building submitted.

To determine the applicability of the "20-year" rule on a project building, calculate the number of years from the bid opening date of the previous reimbursable project to the bid opening date of the new project.

Part B documents consisting of the Project Site Plan, the Project Building Floor Plan, Educational Specifications, and Scheduled Area Floor Plan must be included with the Part A submission.

The scale of the schematic site and floor plans must permit reasonable understanding of the design objectives identified under Part B "Schematic Design." Each space should be clearly labeled within, and not by number and legend. Schematic drawings may be done in free-hand. See the instruction in PlanCon Part E "Design Development" for additional information on the Scheduled Area Floor Plan.

Department of Environmental Protection Notification: The Department of Environmental Protection stresses the importance of beginning the Environmental Health and Safety review early in the planning process to avoid delay. Many approvals, such as sewage planning module, involve many steps and require a substantial amount of time. To assist school districts in meeting applicable requirements in a timely manner, the Division of School Facilities advises the Department of Environmental Protection about planned school construction with the approval of PlanCon Part A "Project Justification" for all PlanCon projects.

NATIONAL REGISTER OF HISTORIC BUILDINGS - If any buildings, structures, site conditions or site features on this site are more than 50 years old, the school district should contact the Bureau for Historic Preservation in the Pennsylvania Historical and Museum Commission at (717) 783-8946 to determine their historical significance. School districts should take all reasonable efforts to preserve and protect school buildings that are on or eligible for local or national historic registers. If for safety, educational, economic, or other reasons, it is not feasible to renovate an existing school building, school districts are encouraged to develop an adaptive reuse plan for the building that incorporates a historic easement or covenant to avoid the building's abandonment or demolition.

Pages A01 and A11-A15 - If the project building houses grades K-8 or 1-8, the school district must complete both the elementary and middle/secondary room schedules; exceptions may be granted on a case-by-case basis. Any rooms that are shared by both the elementary and middle school students should be included on the elementary room schedule. Also, the school district should note the grades being included on each room schedule on Page A01 under "Grades" by reporting the grades on the elementary room schedule on the first line and the grades on the middle/secondary room schedule on the second line provided, i.e. if the elementary room schedule is for grades K-5 and the middle/secondary room schedule is for grades 6-8, Page A01 would appear as follows: "Grades: K-5 - 6-8."

Page A07, A08 and A09 - if a school district leases an entire building or rooms in a building to a charter school, an intermediate unit or any other entity, no FTE should be reported for those rooms or building on Pages A07 and A08 and on Page A09 in Columns #5 or #9.

Page A21 - Based on the provisions of BEC 24 P.S. § 7-733, if the Adjusted Alteration Costs for this project fall below 20% of the replacement value at the time this project is bid and a variance of the 20% rule is not approved by the Department, the alteration work will be non-reimbursable. If the school district still receives reimbursement for any additions, the project building will not be eligible for reimbursement for alterations for the next 20 years unless a request for a variance is approved by the Department. As per BEC 24 P.S. § 7-733, the entire building must be brought up to prevailing educational standards and reasonably current construction standards regardless of the reimbursable basis.

COMPLETING TWO ROOM SCHEDULES FOR ONE PROJECT BUILDING: If the project building houses grades K-8, 1-8 or K-12, the school district must complete both the elementary and middle/secondary room schedules; exceptions may be granted on a case-by-case basis. Any rooms that are shared by both the elementary and middle/secondary school students should be included on the elementary room schedule. For art, music, and computer rooms to receive secondary FTE capacity, the project building must have one for elementary and one for middle/secondary use. The project building must have separate rooms for the cafeteria, the multi-purpose room (elementary) and the gym (middle/secondary) for the gym to receive FTE capacity; if the multi-purpose room serves as a cafeteria for all students, no capacity will be given for a gym even if the gym is physically separate unless an exception is granted.

NEW AND EXISTING AREA DETERMINATIONS: "New" and "existing" scheduled and/or architectural areas for room schedules and Act 34 of 1973 calculations are determined as follows: An area is considered "new" construction if it is newly constructed or if an existing structure above an area to be rebuilt is lost or demolished. The area is considered "existing" if spaces are built within or under the existing structure (i.e. a roof, canopy, or cover). See definitions below for additional information and examples. If further clarification is needed, call the Division of School Facilities at (717) 787-5480.

ROOMS THAT ARE PARTIALLY EXISTING AND PARTIALLY NEW - Pages A11, A12, A13, A14, A15 and A18 - If a school district plans to add onto an existing room (that is, part of the room's area will be "existing" and part "new") the FTE, square footage, and number of units for this "hybrid" room should be prorated between "existing" and "new". Prorating these factors will produce a room schedule that closely mirrors the actual project building's floor plan.

First determine if the total area for a "hybrid" room meets minimum square footage requirements. To receive FTE capacity, the total area - new and existing - for each room must be 660 square feet or greater for all rooms except Industrial Arts Shops and Tech Ed rooms which must be 1,800 square feet or greater, gymnasiums which must be 6,500 or greater and auxiliary gymnasiums which must be 2,500 square feet or greater. If the total area does meet the minimum, then its total area should be reported in Columns #3 and #7. The number of units in Columns #4 and #8 is determined by dividing the "existing" area for Column #4 and the "new" area for Column #8 by the total (existing plus new) area, rounded to the nearest tenth. **FOR THE COMPUTERIZED VERSION** - In Column #4, type "=(the existing area)/(the total area)" and in Column #8, type "=(the new area)/(the total area)." For example, if a school district planned to add on 480 square feet to an existing Tech Ed room with 1,540 square feet for a total of 2,020 square feet, the calculation for Column #4 would be "=1540/2020" and the calculation for Column #8 would be "=480/2020." Contact the Division of School Facilities if additional clarification is needed.

BUILDING PURCHASE - In order to receive reimbursement, the following must be submitted:

- For the purchase and additions/alterations of a building, a school district must complete PlanCon Parts A through H.
- For a building purchase with no additions or alterations, all parts except Parts B, E and F need to be submitted. With the PlanCon Part A submission, the school district must submit educational specifications and a separate floor plan drawing identifying spaces listed on the room schedule with calculated area noted therein and perimeter of each scheduled area clearly marked in a contrasting color. PlanCon Parts A and D may be approved by the board at the same meeting with PlanCon Parts G and H approved at a subsequent meeting. PlanCon Part C may be approved by the board either before or at the same time as PlanCon Part A. Written PDE approval of PlanCon Part C must be obtained prior to the date of settlement or the filing of the Declaration of Taking if reimbursement is being sought.

Information pertaining to the capacity and areas of the purchased building should be treated as if the building to be purchased were already owned by the school district. For example, costs for the purchased building and any planned alterations to the existing structure should be provided under the heading of "Existing" in PlanCon documents; the purchase price of the building should be listed separately under "Existing" for Structure Costs. Costs for planned additions should be reported under the heading of "New." Costs associated with site acquisition must be designated separately.

The Department will consider separate reimbursement for site acquisition (in addition to the purchase of a building for school use) under certain circumstances. It will be incumbent for the school district to produce adequate documentation (such as separate appraisals for land and buildings) if separate reimbursement for site costs is sought. In many cases, the amount of reimbursement generated by the maximum reimbursable formula amount will make it unnecessary to consider site costs separately.

As per Basic Education Circular 24 P.S. § 7-733, a district-wide facility study must be completed prior to, and within two years of the date of the PlanCon Part A submission.

BUILDING LEASES ELIGIBLE FOR STATE REIMBURSEMENT (facilities owned by other entities but leased by the school district for school use) - Under 24 P.S. § 7-703.1 of the Public School Code of 1949, as amended, school districts have the authority to lease for five or more years existing buildings or buildings constructed or renovated for school use. By law, Department approval of the lease agreement is required before the building lease is executed. 24 P.S. § 25-2574.2 provides reimbursement for buildings leased under § 7-703.1.

As defined in Section 25-2574.2, reimbursement for approved leases of buildings constructed for school use is based on the lesser of (1) the annual rental multiplied by the ratio of the scheduled area to architectural area or (2) the rated pupil capacity multiplied by \$160 for elementary schools, \$220 for secondary schools, and \$270 for area vocational technical schools. Reimbursement for approved leases of existing buildings altered for school use is based on the lesser of (1) the annual rental multiplied by the ratio of the scheduled area to architectural area or (2) the rated pupil capacity multiplied by \$112 for elementary schools, \$154 for secondary schools, and \$189 for area vocational technical schools.

For leases authorized by Section 7-703.1 to qualify for state reimbursement, the following must be submitted: (1) PlanCon Part A "Project Justification" except Page A21; (2) a draft lease agreement; (3) the number of rooms to be leased; (4) a scheduled area floor plan drawing of the building showing door swings and identifying scheduled spaces with the calculated area noted therein and perimeter clearly marked; (5) a Department of Labor and Industry Certificate of Occupancy. During the term of the building lease, updated information must be submitted on an annual basis if the lease provisions permit the lease amount, the number of rooms or square footage to change. Amendments affecting lease costs or room use must also be submitted for our review and approval.

As per Basic Education Circular 24 P.S. 7-733, a district-wide facility study must be completed prior to, and within two years of the date of the PlanCon Part A submission.

RELOCATABLE CLASSROOMS - 24 P.S. § 25-2574 of the Public School Code of 1949 provides reimbursement for "approved permanent improvements to the school plant including...the cost of providing needed additions or alterations to existing buildings..." Some relocatables, however, can meet this requirement and be considered the same as traditional permanent construction. Attachment D, Reimbursement for Permanent Modularized Construction, in the PlanCon Part A instructions lists the conditions which must be satisfied for a relocatable facility to be considered "permanent" and thus eligible for reimbursement.

DEFINITIONS

ARCHITECTURAL AREA - The sum of the areas of several floors, including basements, mezzanine and intermediate floored tiers and penthouses of headroom height (6'6" minimum), measured from the exterior faces of exterior walls or from the center line of walls separating buildings; covered walkways, open roofed-over areas that are paved shall have the architectural area multiplied by an area factor of 0.50; architectural area does not include such features as pipe trenches, exterior terraces or steps, chimneys, and roof overhangs.

SCHEDULED AREA - Measure the area of the rooms which are included on the room schedule, Pages A11 through A19. Also reference Attachment E, Scheduled Area Space Descriptions and Measurements.

The general rules for measuring spaces for room schedule areas are:

1. measure to the surface of the walls within the room, to behind the cabinets, wardrobe units and the back of closets which would be comparable to cabinets. Do not include storage rooms; and

2. measure to the surface of perimeter walls of spaces such as health suites, kitchen, administration/guidance, tech ed, family and consumer science and vocational education.

NEW AND EXISTING AREA DETERMINATIONS - For reimbursement and Act 34 of 1973 calculations, "New" and "Existing" scheduled and architectural areas are determined as follows:

NEW - An area is considered "new" construction if it is newly constructed or if an existing load-bearing overhead structure (i.e., the structural beams, joists, or any other primary structural system of an existing roof, canopy, or overhead covering) above an area to be renovated or rebuilt will be permanently removed, relocated, lost or demolished in a manner that completely exposes that floor area to the open sky.

EXISTING - An area is considered "existing" if spaces are built within or under an existing load-bearing overhead structure (i.e., the structural beams, joists, or any other primary structural system of an existing roof, canopy, or overhead covering) that will remain permanently in a manner that does not completely expose that floor area to the open sky.

Examples:

1. Demolish existing structure to slab, build new structure on existing slab - treat as New Area
2. Renovate interior only of existing gymnasium to create two floor levels of classrooms - treat each floor level as Existing Area

ROOF REPLACEMENT - The term "Roof Replacement" shall include all work, including repairs, on a project building's roof.

SITE DEVELOPMENT - In general, work that is five feet beyond the project building's footprint is to be considered site development. Geothermal well fields, photovoltaic energy generation systems (ground or roof mounted), wind energy generation systems (ground or roof mounted) and green roofs are to be considered site development.

NEW AND EXISTING SITE DEVELOPMENT DETERMINATION - For reimbursement and Act 34 of 1973 calculations, "New" and "Existing" site development is determined as follows:

NEW - Any completely new feature on the site, or any existing feature that will be reconstructed on the site but at a different location will be treated as a "new" cost.

EXISTING - Any work that is limited to the repair or complete replacement of an existing site feature at the same location will be treated as an "existing" cost.

EXAMPLES:

1. Resurface existing parking lots/driveways - treat as Existing
2. Relocate existing tennis courts to new location - treat as New

PROJECT BUILDING - For reimbursement and Act 34 of 1973 purposes, a project building, in general, shall constitute the entire building, or buildings, on one site needed to provide the educational program for the grades housed as well as to make the building itself operational, i.e., HVAC, electrical, roofing, sanitary sewage disposal, and plumbing systems. A school building with sections or wings that are structurally and mechanically integrated shall

be treated as one building even if separate and distinct educational programs are offered in that building. Internal access between the separate building sections is not required. By doing this, the Department is hopefully ensuring that the entire building is brought up to reasonably current construction standards, as required on all reimbursable projects.

Examples:

1. elementary and middle school educational programs housed in one building with separate building sections for each educational unit, but structurally and mechanically integrated - treat as one project building
2. CTC structurally and mechanically integrated with high school - treat as one project building
3. middle school physically connected, but educationally, structurally and mechanically separate from high school - treat as two separate project buildings
4. elementary educational program housed in one building and middle school educational program housed in another building on same site with no physical, structural or mechanical connection - treat as two separate project buildings
5. elementary educational program housed in one building and middle school educational program housed in another building on same site with no physical, structural or mechanical connection, but sharing the middle school gymnasium and library - treat as one project building
6. high school educational program housed in two or more buildings on the same site - treat all of the buildings needed for the high school educational program on that site as one project building

For reimbursement and Act 34 purposes, a natatorium must be treated as an addition to an existing building only if internal access between the natatorium and the existing school building is provided unless an exception is granted. A natatorium with no internal access to an existing school building, even if located on a site with other school buildings, shall be treated as a stand-alone building for reimbursement and Act 34 purposes.

For reimbursement and Act 34 purposes, a district administration office (DAO), in general, will be treated as an addition to an existing building only if internal access between the district administration office and the existing school building is provided unless an exception is granted. A district administration office with no internal access to an existing school building, even if located on a site with other school buildings, shall be treated as a stand-alone building for reimbursement and Act 34 purposes. To be counted as a district administration office for reimbursement and Act 34 purposes, the superintendent, business manager and support staff must be housed in this office; exceptions will be reviewed on a case-by-case basis. Other administrative positions may or may not be housed in this office depending upon administrative requirements.

Examples -

1. DAO connected to existing elementary school with internal access between DAO and school - treat as one project building
2. DAO connected to existing elementary school, but with no internal access between DAO and school - treat as two separate project buildings

3. separate DAO to be built on same site with other school buildings - treat DAO as separate project building
4. DAO to be built on its own site (no other school buildings on that site) - treat as one project building

Requests for clarifications to any of these definitions must be submitted to the Division of School Facilities for its review as early in the planning process as possible and preferably before the submission of PlanCon Part A "Project Justification."

PART A TRANSMITTAL, Page A01

Complete Page A01 in order to formally submit PlanCon Part A after the board has adopted a specific plan. Unofficial drafts, which may be submitted for discussion purposes only, do not require this form. Note the following:

PROJECT #: The Project Number is assigned by PDE after submission and approval.

PROJECT BUILDING NAME: Enter the name of the building for which construction, alteration or purchase is planned and for which reimbursement is sought.

GRADES: Enter the grades to be housed in the project building. If both room schedules are completed, indicate on A01 under "Grades" which grades are on the Elementary Room Schedule and which grades are on the Middle/Secondary Room Schedule by reporting the grades on the elementary room schedule on the first line and the grades on the middle/secondary room schedule on the second line provided, i.e. if the elementary room schedule is for grades K-5 and the middle/secondary room schedule is for grades 6-8, Page A01 would appear as follows: "Grades: K-5 - 6-8."

Enter an "X" or "N/A" for each of the blanks listed under NON-VOC or VOC on the page. Although this page lists the attachments normally required, feel free to add to the list of attachments.

The following pages are required if the project building contains only district administration offices: Pages A01-A09, A10 (Lines G-I only), A16, A19-A23, the Project Site Plan Drawing, the Project Building Floor Plan Drawing, the Educational Specifications, and the Scheduled Area Floor Plan indicating all staff locations.

The following pages are required if the project building is a **comprehensive CTC**: Pages A01-A04, A10 (Lines G-I only), A13-A15, A17-A20, A22 and A23, the Project Site Plan Drawing, the Project Building Floor Plan Drawing, and the Educational Specifications, as well as the Bureau of Career and Technical Education's form PDE-320 and the Craft Committee Recommendations for each vocational program.

PROJECT DESCRIPTION Pages A02 and A03

The DISTRICT/CTC, PROJECT BUILDING NAME and GRADES, for this page and all subsequent pages, should be completed in the same manner as Page A01.

The description should be brief. The purpose of this form is to describe WHY planned work must be done and to describe WHAT work is proposed. Be aware that basic decisions as to whether the proposed project will be eligible for reimbursement will be made on the basis of this description.

Provide information on the project site and the surrounding area, and any characteristics which may impact on the project building's location, design

and the health and safety of students, educators, administrators and the community. If the total number of acres included in the proposed site is not currently owned by the school district/CTC, provide information on the number of additional acres to be acquired and any potential problems that may be encountered in acquiring the additional land.

If a project involves the renovation of a structure of more than one story which has wood framing (interior or exterior framing that is wholly or partially of wood), provide a description of the construction plans and methods designed to meet health and safety standards related to the use of wood in this building (BEC 24 P.S. § 7-733).

PROJECT ACCOUNTING BASED ON ESTIMATES, Page A04

Report cost and revenue information for this project. Round amounts to the nearest thousand dollars. For projects involving the construction of a new building or an addition to a building, record all costs associated with the new construction or addition in the "NEW" column. For alterations to an existing building, record all alteration costs in the "EXISTING" column. For projects involving the purchase of a building, record all costs associated with the building purchase in the "EXISTING" column. For the renovation of a purchased building, record all renovation costs in the "EXISTING" column. Designate building purchase costs separately from the alteration costs. Record costs for additions to purchased buildings in the "NEW" column.

Line A - Costs for partial demolition should be listed as "Structure Costs" under "Existing." **Fixed equipment costs** should be reported on Line A, Structure Costs, and not on Line C, Movable Fixtures and Equipment. **Rough grading to receive the building** is part of the general contract and should be reported on Line A, Structure Costs. Report all costs for **asbestos abatement**, including those for asbestos removal, encapsulation and enclosure and AHERA clearance air monitoring if and only if the school district plans to seek reimbursement for this work as part of this project; costs should not be reported if this work will be completed as a non-reimbursable project.

Line E - Sanitary Sewage Disposal includes estimated costs for an on-site sewage treatment plant, charges for tap-ins to a municipal sewer authority and reserve capacity charges (if required by the local sewer authority). All costs for Site Acquisition should also be reported on Line E. However, PlanCon Part C must be submitted and approved for site acquisition costs to be reimbursable.

Line G - If the project is a new building and includes total demolition of an entire existing structure, list costs under "Additional Construction-Related Costs." Fees for **construction management** should be shown on Line G, Additional Construction-Related Costs. Off-site demolition costs should not be included.

Line J - Site Development should be included as part of the Detailed Structure Costs. This cost should only include "alterations" to the existing site such as resurfacing driveways and sidewalks or changes to existing playgrounds or athletic fields. Any existing sidewalks or athletic fields that have to be replaced due to new construction should be listed under "Existing." Do not include "new" work such as the construction of a new running track or the existing site features being reconstructed at new locations.

Line K - **Asbestos Abatement** should include the EPA-certified project designer's fee on asbestos abatement.

Line L - **Roof Replacement** should include the architect's fee on roof replacement and repair.

Line M - If the project involves the **purchase of a building**, provide the estimated cost.

Line N - If the project will involve the **acquisition of land**, provide the estimated cost.

Line O - Is provided for the **proposed bid opening date** for the project.

ELEMENTARY BUILDING CAPACITY, Page A07

This page provides room for calculating the capacity for up to eight elementary schools. Copy the page if there are more than eight elementary buildings. Each school building must have its own summary/section on A07 or A08. Columns #3 and #4 will be blank if a new building is being proposed, while Columns #5 and #6 will provide the capacities of the new building.

As per column #1, only kindergarten and regular classrooms 660 square feet or greater should be reported. There is no capacity for kindergarten and regular classrooms that are normally considered to be **substandard or non-permanent** (i.e., less than 660 square feet or relocatable.) **Although special education rooms and pre-school rooms may be eligible for capacity, these spaces should not be included in the room counts reported above. The following spaces do not receive reimbursable capacity and therefore should not be included in the capacities for an elementary school building: science labs, alternative education, computer rooms, art rooms, music rooms, small and large group instruction rooms, and multi-purpose rooms.**

Column #2 provides a UNIT CAPACITY. These numbers represent a PDE system for calculating capacities for reimbursement purposes and **MUST** be used regardless of actual room capacities. The unit capacity for half-time kindergarten is 50 and the unit capacity for full-time kindergarten is 25.

Column #3 is the NUMBER OF UNITS, normally rooms, described in the first column that are currently in the building.

Column #4 is the TOTAL FULL TIME EQUIVALENT (FTE) capacity of the spaces. Multiply Column #2 by Column #3.

Column #5 represents the NUMBER OF UNITS planned to be in the building at the completion of the project including any additions. If there are no changes from the present, enter "SAME". If the building is going to be closed, enter "CLOSE".

Column #6 represents the TOTAL FTE of spaces upon completion of the project. Multiply Column #2 by Column #5.

Total the capacities at the bottom of Columns #4 and #6 for each building. These totals are transferred to Page A09, SUMMARY OF OWNED BUILDINGS AND LAND, described below.

MIDDLE/SECONDARY BUILDING CAPACITY, Page A08

Instructions for this page are essentially the same as Page A07. However, note the following:

To receive FTE capacity, the total area - new and existing - for each room must be 660 square feet or greater for all rooms except Industrial Arts Shops and Tech Ed rooms which must be 1,800 square feet or greater, gymnasiums which must be 6,500 or greater and auxiliary gymnasiums which must be 2,500 square feet or greater.

Office Practice and Typing Room should be listed under "Business Lab."

Alternative Ed Rooms that are 660 square feet or larger receive a FTE capacity of 20.

TV Studios used for instruction and 660 square feet or larger should be listed under "TV Instructional Studio" with 20 FTE capacity.

Rooms for I.A. Shop/Tech Ed that are less than 1800 square feet should not be listed on this page.

A line is provided for "Other." This should be used only after confirming with the Division of School Facilities that the room needs to be listed on this page and does not fit under one of the other headings.

Separate lines are provided for Planetarium, Band Room, Orchestra Room, Choral Room and Driver's Ed.

A FTE capacity of 66 students is applied for **Gymnasiums** 6500+ square feet. An additional capacity of 33 is applied for each additional teacher station of 3250 square feet or greater. Additional capacity may be assigned on a case-by-case basis based on the layout and programmatic use of the space.

Multiply the BUILDING TOTAL (the next to the last line) by .9 in order to arrive at the MIDDLE SCHOOL/SECONDARY UTILIZATION (MS/SEC UTILIZATION) on the last line. Round to the nearest whole number. Transfer these numbers to Page A09, SUMMARY OF OWNED BUILDINGS AND LAND, described below.

SUMMARY OF OWNED BUILDINGS AND LAND, Page A09

This page brings together information provided on the enrollment projections, building capacity pages and additional information on ALL BUILDINGS AND LAND owned or planned to be owned by the school district. **Note that Columns #2-#5 describe present conditions while Columns #6-#11 describe planned conditions.**

This page should list ALL (permanent) district-owned buildings, including those leased to charter schools, intermediate units and other entities, and land. Do not include temporary structures such as trailers or relocatable classrooms. Leased facilities, i.e., facilities owned by other entities but leased by the school district for school use, should not be reported. If the school district owns a CTC, it should be included on A09; however, the Building FTE should not be reported in Columns #5 or #9. Columns #2 through #5 will be blank if a new building is planned. In this case, only Columns #1 and #6 through #11 will have entries for the new building. Columns #7 through #11 will be blank for buildings that are, or will be, closed.

Enter elementary buildings first and provide subtotals for each group of buildings with similar grade alignments (e.g., K-5, 6-8, 9-12) for Columns #5, #9, #10 and #11.

Column #2, CONSTRUCTION AND/OR RENOVATION DATES - enter the years (**year(s) project bids were opened**) in which the building was built (indicate "B"), added to (indicate "A"), and/or underwent a major renovation (indicate "R") for which the school district received reimbursement.

Column #3 - SITE SIZE (ACRES) - Enter the approximate size of the site in acres on which the building or buildings are situated.

Column #4 - GRADE LEVELS - Enter the grades currently housed in each building.

Column #5 - BUILDING FTE - Enter the BUILDING TOTAL, Column #4, from Page A07 and MS/SEC UTILIZATION, Column #4, from Page A08.

Column #6 - CONVERSION/DISPOSITION & PLANNED COMPLETION DATE - Describe what is to be done with each building, e.g., new building, close, convert,

maintain, addition, alteration. Include the completion date (month and year) of any planned conversion or disposition.

Column #7 - PLANNED SITE SIZE (ACRES) - Enter the approximate size of the new site in acres or any additions to the site listed in Column #6.

Column #8 - GRADE LEVELS - Enter the grades to be housed in each building upon completion of this project.

Column #9 - PLANNED BUILDING FTE - Enter the BUILDING TOTAL, Column #6, from Page A07 and MS/SEC UTILIZATION, Column #6, from Page A08.

Column #10 - PDE PROJECTED GRADE LEVEL ENROLLMENT 10 YEARS INTO THE FUTURE - Enter the PDE projected enrollment for the year that is 10 years into the future for each grade structure, (e.g. K-5, 6-8, 9-12). Do not project the enrollment for each building.

Column #11 - FTE MINUS ENROLLMENT - Enter the difference between the Planned Building FTE (Column #9) and the PDE Projected Grade Level Enrollment (Column #10).

Total Columns #5, #9, #10 and #11 at the bottom of the page.

Note: If column #11, Total, or any one grade alignment, is ± 300 , check the appropriate action(s).

**ENROLLMENT PROJECTIONS BY GRADE LEVEL/ACT 34 OF 1973: SUBSTANTIAL
ADDITION DETERMINATION, Page A10**

Enrollment projections provided by the Department can be accessed via the Department's website at www.education.state.pa.us. On the left, click on "Data and Statistics," then click on "Enrollment Projections." Questions concerning the Department's enrollment projections should be directed to the Division of Data Quality at (717) 787-2644. The enrollment projections provided by the Department should be compared to locally-generated historical and projected data. All available information should be considered in determining future needs. A document titled "ENROLLMENT PROJECTIONS MODEL", available at the above website, provides detailed information on the enrollment projection model.

All figures used on this page should include total school district enrollment and building capacities for the project grades. Do not break out by individual buildings.

Line A1 - Include the entire school district enrollment for grades K-12 from the most recent PDE enrollment projections. If the school district chooses to use enrollments for the current school year, the school district must submit a copy of the "October 1 Enrollment, Low Income, and LEP Data LEA Profile and ACS" PIMS Report of the current school year.

Line A2 - Use the current enrollment from the most recent PDE enrollment projections or from the PDE data collection system for October of the most recent school year. Enrollment data based on other dates is NOT acceptable. The total enrollment for all buildings with grades that overlap with the project building must be counted. For example, if the project building is an elementary school with grades K-6 and the middle school in the school district has grades 6-8, then the grade grouping for the project is K-8. If the project building is a middle school with grades 5-8 and the school district has one or more elementary schools with grades K-6 and a high school with grades 7-12, then the grade grouping for the project is K-12.

Line A3 - Multiply Line A2 times 1.10 if Line A1 is greater than 1500. Multiply Line A2 times 1.15 if Line A1 is equal to or less than 1500.

Line B - Use the highest projected enrollment for one specific year for project grades from the most current PDE enrollment projections, which are normally generated once a year.

Line C - Complete this information only if current district-generated enrollment projections are being used. If district-generated enrollment projections are being used, the projections for kindergarten through grade 12 and supporting documentation must be provided. The documentation must include: (1) the assumptions on birth rates, grade progression ratios and other factors used in developing the projections; (2) a brief description of the methodology and information sources; (3) the enrollment projections for grades K-12 inclusive; (4) the name of a contact person at the school district with a working knowledge of the school district's enrollment projection model; and the date the projections were prepared. Projections by building will not be accepted. Only projections 10 years into the future will be used. The documentation should provide sufficient information so that all calculations can be replicated. **District-generated projections and supporting documentation must be submitted and approved by this office prior to PDE approval of PlanCon Part F "Construction Documents."**

Line D - Enter the highest figure from Lines A3, B or C.

Line E - Enter the planned capacity for project grades from Page A09, Project Grades Subtotal.

Line F - Divide Line D by Line E. Line F is critical in calculating reimbursement. This calculation will be transferred to Page A18, ENROLLMENT/CAPACITY ADJUSTMENT FACTOR. The maximum to be reported on Line F is 1.0000.

Line G - Enter the Architectural Area of the addition. This number will be carried over to Page A20, Line E2. The definition of architectural area is provided under "Definitions" in these instructions.

Line H - Enter the Architectural Area of the existing structure. If part of an existing building is to be demolished, do not include the architectural area of that space. This number will be carried over to Page A20, Line E1.

Line I - Enter the result of Line G divided by Line H multiplied by 100.

If the architectural area of the proposed addition is less than or equal to 20% but greater than 18% of the existing building, the project architect must provide appropriate documentation to substantiate the figure. Documentation should include:

1. copy of the floor plan showing all levels of the building, noting the method of calculation; and
2. copy of calculations and conclusions. This can be included on the floor plan along with the areas noted. These calculations must be submitted prior to the Part D submission and again with the Part F submission if the architectural area is still greater than 18%, but less than or equal to 20%. If there are any questions, contact the PDE reviewing architect.

ROOM SCHEDULE FOR PROJECT BUILDING, Pages A11-A15

The Elementary Room Schedule pages or the Middle/Secondary Room Schedule pages are required for the project building only. See "Completing Two Room Schedules For One Project Building" in these instructions if the project building houses K-8, 1-8 or K-12. Do not complete these pages for buildings for which no reimbursement is sought.

The "OTHER" blanks on these pages are for scheduled areas only. Do not enter spaces which do not meet the definition of "scheduled area", described on Pages 4 and 5 of these instructions.

These pages are similar to the Building Capacity pages with the addition of Columns #3, #5, #7, #9 and #11 which ask for the area of the unit described. Note that there are no provisions for present capacity or areas of the building. All entries should be used to describe the planned building when completed.

Project Planned Spaces, EXISTING (Columns #3-#6), describe the existing portion of the building based on the completed project. **Project Planned Spaces, NEW (Columns #7-#10), describe the area to be built** and existing spaces where the structure above must be removed. Make no entries to describe "present" conditions.

If a project is a new building, only the NEW (Columns #7-#10) and the TOTAL (Columns #11-#12) should be completed. An alteration project which has no addition should have no entries in the NEW columns.

If the project building has a **multi-purpose room rather than a cafeteria**, enter the number of students that the multi-purpose room will seat when tables are set up under "CAFETERIA TO SEAT:".

Column #1 - provides the names of spaces normally found in an elementary or secondary building. Do not add names of other kinds of rooms in the spaces identified as "OTHER" unless it has been confirmed with the Division of School Facilities.

Column #2 - provides a UNIT FTE CAPACITY. These numbers represent a PDE system of calculating capacities and must be used regardless of the actual number of students that will occupy the room.

Do not list **Special Education** rooms at this time. Capacity for Special Education rooms (district or intermediate unit) is added at the end of the calculations.

No capacity is provided for rooms that are normally considered to be **substandard or nonpermanent** (i.e., less than 660 square feet or relocatable.)

To receive FTE capacity, the total area - new and existing - for each room must be 660 square feet or greater for all rooms except Industrial Arts Shops and Tech Ed rooms which must be 1,800 square feet or greater, gymnasiums which must be 6,500 or greater and auxiliary gymnasiums which must be 2,500 square feet or greater.

Column #3 - is the individual UNIT AREA of spaces designated in Column #1.

Column #4 - is the NUMBER OF UNITS described in the first column that will be in the existing portion of the building when this project is complete.

Column #5 - is the TOTAL AREA (Column #3 multiplied by Column #4).

Column #6 - is the TOTAL FTE CAPACITY of the spaces (Column #2 multiplied by Column #4).

Columns #7-#10 - continue the same process as in Columns #3-#6. Columns #7-#10 are used for additions or new construction.

Column #11 - represents the sum of planned existing and planned new areas (Column #5 plus Column #9).

Column #12 - represents the sum of planned existing and planned new FTE capacities (Column #6 plus Column #10).

Total the AREA SQ FT and the FTE capacities at the bottom of each column, (Columns #5-#6 and #9-#12).

The total FTE capacity (Page A12 or A15, Column #12) should correspond to the total FTE capacity (Page A07 or A08, Column #6) for the project building.

Page A11 or A13, rooms designed for elementary and/or secondary students to conduct science experiments, with or without gas and water utilities must be scheduled as "Science Labs," not as regular or science classrooms. If a room is designed for students to conduct experiments, with or without utilities, and also for instruction in a classroom setting, the entire space must be scheduled as a "science lab," and not as a regular or science classroom.

Page A11 or A13, alternative education rooms for elementary students must be scheduled as "Alternative Ed Rooms" with zero FTE capacity; alternative education rooms 660 square feet or greater for secondary students must be scheduled with 20 FTE capacity.

Page A11 or A13, a Library Classroom that has no access from the hall should be listed under "Other" with no FTE capacity. If the room is accessible from the hall, it should be listed as a regular classroom.

Page A11 or A13, list group instruction rooms with less than 850 square feet as "Small Group;" list group instruction rooms 850 square feet or larger as "Large Group Instruction."

Page A12, classrooms for elementary students that will be used solely for music instruction must be scheduled as "Music Room". Band rooms, instrument rooms, choral rooms, orchestra rooms and other rooms for music performance and practice for elementary students must be listed under "Other" with zero FTE capacity.

Page A14, list Office Practice and Typing Rooms as "Business Lab." List the type of lab in column #1.

Page A14, lines are provided for Technology Education.

Page A14, a line is provided for IA/Shop and Tech Ed <1800 sq. ft. These rooms receive zero FTE capacity.

CENTRAL DISTRICT ADMINISTRATION OFFICE, Page A16

This page is to be completed if the project building houses central district administration office staff. For the space to be counted as Central District Administration, the superintendent, business manager and support staff must be housed in this office; exceptions will be reviewed on a case-by-case basis. Other administrative positions may or may not be housed in this office depending upon administrative requirements.

To receive FTE capacity, the entire District Administration Office must be housed in contiguous space (horizontally and/or vertically) in the project building.

No district administration office positions should be reported for a CTC project.

Reimbursement for district administration staff is limited to those positions that are exclusively central district administration office staff and are located in a single, contiguous area. Maintenance staff and bus drivers should not be included.

Provide the position for each staff member who will be working in the central district administration office. For vacant or new positions, indicate the prospective employment date. Only vacant or new positions with an expected fill date through, but not after the school year of substantial completion should be listed. **Complete the number of positions to be housed in the existing and new portions of the building on Lines B and C** At the bottom of the page, multiply the total number of staff listed by 1.2 for the FTE (full time equivalent).

VOCATIONAL ROOM SCHEDULE FOR PROJECT BUILDING, Page A17

This page is to be completed if the project building is either a vocational education building or a building which houses **8 or more approved vocational education programs**. If there are less than 8 vocational programs, report each room as a secondary space on Pages A13-A15.

List the names of approved vocational programs in Column #1, the CIP Code in Column #2 and the unit capacities in Column #3. Refer to FULL TIME EQUIVALENT FACTORS FOR APPROVED VOCATIONAL PROGRAMS, Attachment A, for information on unit capacities. Contact PDE if a program area will have more than two teacher stations.

Complete Columns #4-#13 in the same manner as Pages A11-A15, Columns #3-#12. To receive FTE capacity, the total area - existing and new - for each room must be 660 square feet or greater.

The Craft Committee Recommendations for existing programs must be submitted with Part A "Project Justification." The recommendations for new programs must be submitted prior to or with the submission of Part F "Construction Documents." Craft Committee Recommendations can be prepared by an advisory committee or an individual or group that represent the trade(s) and sign off on each program or group of related programs (i.e., Health Science, Automotive, Business, Information Technology, etc.). Advisory committees generally meet at least once a year to discuss and make recommendations on such matters as the need for a particular shop, laboratory, occupation, equipment, curriculum, labor management coordination, business and industrial requirements or selections of personnel.

The Bureau of Career and Technical Education's form PDE-320 or a vocational program approval letter from the Bureau of Career and Technical Education must be submitted for vocational capacity to be reported. The Bureau of Career and Technical Education's form PDE-286 must be submitted for vocational capacity to be reported for a post-secondary LPN program.

Both existing and newly approved vocational programs receive FTE capacity. New programs without Bureau of Career and Technical Education approval and without Craft Committee Recommendations approval will not receive capacity.

FTE capacity for approved vocational programs is calculated as follows: (1) one teacher station for each shop/lab with structural separation from other contiguous vocational spaces; a combination classroom/lab will be counted as one teacher station unless an exception is justified; and (2) two teacher stations for a program housed in an area with clearly separate instructional spaces for two teachers.

In order to receive reimbursement and Act 34 capacity for vocational education programs, the project building must house at least 8 programs that have received Bureau of Career and Technical Education approval prior to the approval of PlanCon Part F "Construction Documents." The approved programs must be housed in the project building for at least one entire school year following substantial completion of the PlanCon project. Failure to house at least 8 programs in the project building for at least one entire school year following substantial completion of the PlanCon project will result in the

re-evaluation and revision to the state level of reimbursement for the PlanCon project.

ROOM SCHEDULE ADJUSTMENTS, Page A18

NOTE: This page has two major sections. Complete the ELEMENTARY section if Pages A11-A12 were completed. Complete the MIDDLE/SECONDARY section if Pages A13-A15 were completed.

REGULAR PRE-SCHOOL ROOMS: A FTE capacity of 25 students is applied to each **Regular Pre-School Room** 660 square feet or greater if the program meets the following requirements:

1. The pre-school facilities must be available to all age-eligible children in the school district. Age-eligible children are those children in the school district who are at least 3 years of age and at least within two years of the starting age for kindergarten in the school district as of September 1;
2. The pre-school facilities must comply with regulations of the Department of Education and the Department of Public Welfare for Pre-Kindergarten or subsequent regulations as agreed to by the Departments of Public Welfare and Education; and
3. The pre-school facilities must be open a minimum of 180 days of instruction during the school year.

The school district must submit a letter verifying that the Regular Pre-School Room(s) meets the above requirements.

A Regular Pre-School Room that is used for a Pre-K program that is jointly provided by a school district and a community-based provider, such as Head Start or child care, would meet the above requirements if the room is used for the Pre-K program more than 50% of the school day.

Regular pre-school rooms that do not meet the above requirements should be listed on Page A11 under "Other" with zero capacity. Head Start is a federal program and does not meet the above requirements.

SPECIAL EDUCATION PRE-SCHOOL ROOMS: A FTE capacity of 25 students is applied to each **special education pre-school room** 660 square feet or greater if the program is approved by the Bureau of Special Education. **To receive this capacity, the school district must submit an approval letter from that bureau.** If the program has not been approved by the Bureau of Special Education, these rooms should be listed on Page A11 or A13 under "Other" with zero FTE capacity.

The headings below refer to lines in Column #1.

PROJECT ELEM CAP: Enter the BUILDING TOTAL (Columns #5-#6 and #9-#12) from Page A12 for **elementary projects**.

PROJECT MS/SEC UTILIZATION: Enter the BUILDING TOTAL (Columns #5, #9 and #11) and MS/SEC UTILIZATION (Columns #6, #10 and #12) from Page A15 for **middle/secondary projects**.

KINDERGARTEN DEDUCT FOR HALF-TIME PRGM: Deduct 25 FTE capacity for each kindergarten room listed on Page A11 if the project building houses a half-time kindergarten program.

ENR/CAP ADJ FACTOR: Enter the ENROLLMENT/CAPACITY ADJUSTMENT FACTOR from Page A10, Line F, as appropriate, for either Elementary or Middle/Secondary.

JUSTIFIED ELEM or JUSTIFIED MS/SEC: is the ADJUSTED ELEMENTARY CAPACITY or PROJECT MS/SEC UTILIZATION multiplied by the ENR/CAP ADJ FACTOR.

SP ED 660+ SQ FT: Full-time special education rooms are those used by full-time special education students who are educated in those rooms for more than 60 percent of the day. Special Education exceptionalities that may require full-time special education rooms are limited to the following: Blind/Visual Impairment; Deaf/Hearing Impairment; Learning Support; and Speech/Language Support. Add 25 FTE for each room designated exclusively for a full-time special education class (as opposed to a resource room) if the classroom is equal to or greater than 660 square feet. Rooms provided for an IU-operated (Fair Share) program receive capacity if the classes will include this school district's students.

SP ED Resource Room > 400 SQ FT: Special education resource rooms are those in which students who attend regular classes are placed for at least 21 percent of the day, but no more than 60 percent of the day. Capacity is given for one special education resource room which is >400 square feet of scheduled area. Capacity is calculated by dividing the JUSTIFIED ELEMENTARY or JUSTIFIED MS/SECONDARY capacity (Column 12) by 25. The maximum FTE capacity that may be reported on any project in Column #12 is 25. For projects with additions and alterations, the entire capacity is assigned to the larger of Existing or New Area.

SP ED < 401 SQ FT: Special education rooms with less than 401 square feet of scheduled area receive no capacity.

PROJECT FULL TIME EQUIVALENTS, Page A19

ADJUSTED ELEMENTARY or ADJUSTED MS/SEC: Carry over the entries from the same line headings on Page A18 to columns #5, #6, #9, #10, #11 and #12.

Lines titled **NATATORIUM, LOCKER ROOM, DRYING & SHOWER RM** are to be completed if there is a natatorium in the building. **A natatorium receives a FTE capacity of "31" if there is only one pool in the school district and it is for district-wide use. If there are two or more natatoriums in the school district, there is no capacity for any pool.**

DIST ADMIN OFFICE: Entries, if any, for this line are to be carried over from Page A16.

VOCATIONAL: Entries, if any, for this line are to be carried over from Page A17.

COMPARATIVE DESIGN ANALYSIS, Page A20

The purpose of this page is to determine conformity with school building standards and efficiency of design. Complete the entire page for all regular school buildings. Complete Lines E through G only for buildings that house only vocational-technical schools or district administration offices.

Line A - Enter the PLANNED SCHEDULED AREA - TOTAL carried over from Page A19, Column #11, ADJUSTED ELEMENTARY or ADJUSTED MIDDLE SCHOOL/SECONDARY.

Line B1 - Enter the ADJUSTED ELEMENTARY or the ADJUSTED MIDDLE SCHOOL/SECONDARY carried over from Page A19, Column #12. Do not separate the elementary and secondary FTE's for a middle school; include the total FTE under the MS/SEC column.

Line B3 - Enter the result of Line B1, ADJUSTED FTE, multiplied by Line B2, RECOMMENDED SQUARE FEET PER STUDENT.

Line C - Enter the difference between Line A, PLANNED SCHEDULED AREA, and Line B3, RECOMMENDED SCHEDULED AREA.

Line D - Enter the result of Line C, DIFFERENCE BETWEEN PLANNED AND RECOMMENDED SCHEDULED AREAS, divided by Line B3, RECOMMENDED SCHEDULED AREA, multiplied by 100, rounded to 2 decimal places.

If Line D is greater than plus or minus 10% (in absolute terms), check the appropriate line(s). If the variance on Line D is greater than minus 10% (in absolute terms), the school district should be aware that Chapter 349, School Building Standards § 349.5 Building space allocation reads as follows:

(d) Adjustments to approved project enrollment. The Department will make proportionate deduction adjustments in approved enrollment for any departure from expectancy levels for scheduled space which does not receive its approval.

Thus, if the planned scheduled area for the project building does not meet expected levels, the FTE for the project building will be proportionately reduced unless an exception is granted. See the Comparative Design Analysis Adjustment on top of the A22 form for this calculation.

Line E1 - Enter the PLANNED ARCHITECTURAL AREA in the existing building as determined on Page A10, Line H. The definition of architectural area is given under "Definitions" in these instructions.

Line E2 - Enter the PLANNED ARCHITECTURAL AREA in the new building or the addition to the existing building as determined on Page A10, Line G.

Line E3 - Enter the sum of Line E1, EXISTING ARCHITECTURAL AREA, plus Line E2, NEW/ADDITION ARCHITECTURAL AREA.

Line F - Enter the PLANNED SCHEDULED AREA from Page A19, PROJECT BUILDING TOTAL, Column #11.

Line G - Enter the result of Line E3, PLANNED ARCHITECTURAL AREA, divided by Line F, PLANNED SCHEDULED AREA, rounded to 3 decimal places. **If Line G is greater than 1.58, check the appropriate box.**

20% RULE FOR ALTERATION COSTS FOR NON-VOCATIONAL PROJECTS, Page A21

This page provides for the calculation of replacement value of a building in order to determine if alterations or renovations should be reimbursable. Note that the 20% rule does not apply to career and technical centers (CTCs) or leased buildings. **Also note that the median construction cost per square foot is \$174.**

An alteration project will not be eligible for reimbursement where the costs for alterations (excluding costs for building purchase, movable fixtures and equipment, asbestos abatement, roof replacement and site development, and architect's fees thereon) are less than 20% of the project building's replacement value. Based on the provisions of BEC 24 P.S. § 7-733, **if the Adjusted Estimated Alteration Costs for this project fall below 20% of the replacement value at the time this project is bid and a variance of the 20% rule is not approved by the Department, the alteration work will be non-reimbursable. If the school district still receives reimbursement for any additions, the project building will not be eligible for reimbursement for alterations for the next 20 years unless a request for a variance is approved by the Department.**

If the alteration costs are less than 20% of the replacement value, the school district may request a variance, as addressed in BEC 24 P.S. § 7-733, as part of this submission. The request for the variance should include the options the school district considered and why this is the best option for the school district.

FULL TIME EQUIVALENTS CONVERTED TO RATED PUPIL CAPACITY, Page A22

The Public School Code of 1949, as amended, provides that reimbursement will be calculated based on the "Rated Pupil Capacity" of a building as determined by the Department. This page provides for the conversion of the Full Time Equivalent capacity of a building to "Rated Pupil Capacity". Rated Pupil Capacity will be used in later parts of PlanCon to determine reimbursement.

COMPARATIVE DESIGN ANALYSIS ADJUSTMENT: Complete this section only if A20, Line D is greater than -10%. For example, if the value is -9.9%, this section must not be completed; however, if the value is -10.1%, this section must be completed.

ELEMENTARY-SECONDARY-VOCATIONAL CAPACITY: Fill in only the sections (i.e. Elementary, Secondary or Vocational) that apply to this project building.

ADJUSTED ELEMENTARY FTE OR ADJUSTED MIDDLE/SECONDARY FTE: Enter the FTE from Page A19, Column #12, under the appropriate section.

RPC FACTOR: The Rated Pupil Capacity Factor is the number by which the Full Time Equivalent (FTE) Capacity is multiplied to determine the Rated Pupil Capacity (RPC). Refer to the FTE TO RPC CONVERSION CHARTS, Attachment B, for the appropriate factor.

The FTE CAPACITY multiplied by the RPC FACTOR equals the RPC.

DISTRICT WIDE FACILITY STUDY CERTIFICATION, Page A23

Basic Education Circular (BEC) 24 P.S. § 7-733, "School Construction Reimbursement Criteria," states:

School districts must develop a complete building facility study of all district educational facilities including the district administration office. The study must be completed prior to, and within two years of, the Department's receipt of the PlanCon Part A "Project Justification" submission. The study must provide an appraisal as to each facility's ability to meet current and planned educational program requirements, the degree to which the present facilities meet reasonably current construction standards, and an estimated cost of necessary repairs and improvements. Facility studies must contain documentation regarding the authors' credentials for producing the document.

The Department no longer requires the entire facility study to be submitted. In lieu of the study, Page A23, District-Wide Facility Study Certification, must be submitted. The Department of Education, however, reserves the right to request a copy of the entire district-wide facility study. Completion of a district-wide facility study is a prerequisite to submission of Part A. Refer to DISTRICT-WIDE FACILITY STUDY GUIDELINES, Attachment C, for the information that must be contained in a district-wide facility study.

**FULL TIME EQUIVALENT FACTORS
FOR APPROVED VOCATIONAL PROGRAMS**

| <u>CIP CODE</u> | <u>PROGRAM NAME</u> | <u>FTE-ONE TEACHER STATION</u> | <u>FTE-TWO TEACHER STATION</u> |
|---------------------|---|--|--|
| 52.0302 | ACCOUNTING TECHNOLOGY/TECHNICIAN AND BOOKKEEPING | 19 | 33 |
| 52.0401 | ADMINISTRATIVE ASSISTANT AND SECRETARIAL SCIENCE, GENERAL | 29 | 51 |
| 19.0702 | ADULT DEVELOPMENT AND AGING | 24 | 42 |
| 01.0401 | AGRICULTURAL AND FOOD PRODUCTS PROCESSING | 26 | 46 |
| 01.9999 | AGRICULTURE, AGRICULTURE OPERATIONS AND RELATED SCIENCES, OTHER | 48 | 84 |
| 01.0201 | AGRICULTURAL MECHANIZATION, GENERAL | 48 | 84 |
| 01.0301 | AGRICULTURAL PRODUCTION OPERATIONS, GENERAL | 48 | 84 |
| 01.0105 | AGRICULTURAL/FARM SUPPLIES RETAILING AND WHOLESALING | 26 | 46 |
| 01.0000 | AGRICULTURE, GENERAL | 40 | 70 |
| 01.5999 | AGRICULTURE/NATURAL RESOURCES TECHNOLOGY | 26 | 46 |
| 47.0608 | AIRCRAFT POWERPLANT TECHNOLOGY/TECHNICIAN | 43 | 75 |
| 19.0905 | APPAREL AND TEXTILE MARKETING MANAGEMENT | 24 | 42 |
| 47.0106 | APPLIANCE INSTALLATION AND REPAIR TECHNOLOGY/TECHNICIAN | 24 | 42 |
| 01.0601 | APPLIED HORTICULTURE/HORTICULTURAL OPERATIONS, GENERAL | 40 | 70 |
| 15.1303 | ARCHITECTURAL DRAFTING AND ARCHITECTURAL CAD/CADD | 21 | 37 |
| 47.0603 | AUTOBODY/COLLISION AND REPAIR TECHNOLOGY/TECHNICIAN | 43 | 75 |
| 47.0604 | AUTOMOBILE/AUTOMOTIVE MECHANICS TECHNOLOGY/TECHNICIAN | 43 | 75 |
| 12.0501 | BAKING AND PASTRY ARTS/BAKER/PASTRY CHEF | 24 | 42 |
| 12.0402 | BARBERING/BARBER | 20 | 40 |
| 26.1201 | BIOTECHNOLOGY | 24 | 42 |
| 46.0499 | BUILDING/CONSTRUCTION FINISHING, MANAGEMENT AND INSPECTION, OTHER | 36 | 63 |
| 46.0401 | BUILDING/PROPERTY MAINTENANCE | 29 | 51 |
| 52.5999 | BUSINESS/INFORMATION/COMPUTER TECHNOLOGY | 24 | 42 |
| 48.0703 | CABINETMAKING AND MILLWORK | 36 | 63 |
| 46.0201 | CARPENTRY/CARPENTER | 36 | 63 |
| 19.0708 | CHILD CARE AND SUPPORT SERVICES MANAGEMENT | 29 | 51 |
| 50.0602 | CINEMATOGRAPHY AND FILM/VIDEO PRODUCTION | 24 | 42 |
| 15.1304 | CIVIL DRAFTING AND CIVIL ENGINEERING CAD/CADD | 21 | 37 |
| 51.0802 | CLINICAL/MEDICAL LABORATORY ASSISTANT | 24 | 42 |
| 50.0402 | COMMERCIAL ADVERTISING ART | 21 | 37 |
| 50.0406 | COMMERCIAL PHOTOGRAPHY | 21 | 37 |
| 50.5999 | COMMUNICATIONS TECHNOLOGY | 24 | 42 |
| 11.0201 | COMPUTER PROGRAMMING/PROGRAMMER, GENERAL | 24 | 42 |
| 11.0901 | COMPUTER SYSTEMS NETWORKING AND TELECOMMUNICATIONS | 29 | 51 |
| 15.1202 | COMPUTER TECHNOLOGY/COMPUTER SYSTEMS TECHNOLOGY | 21 | 37 |
| 49.0202 | CONSTRUCTION/HEAVY EQUIPMENT/EARTHMOVING OPERATION | 29 | 51 |
| 46.5999 | CONSTRUCTION TECHNOLOGY | 36 | 63 |
| 46.9999 | CONSTRUCTION TRADES, OTHER | 36 | 63 |
| 19.5999 | CONSUMER SERVICE TECHNOLOGY | 24 | 42 |
| 12.0401 | COSMETOLOGY/COSMETOLOGIST, GENERAL | 36 | 63 |
| 43.0107 | CRIMINAL JUSTICE/POLICE SCIENCE | 21 | 37 |
| 50.0301 | DANCE, GENERAL | 24 | 42 |
| 51.0601 | DENTAL ASSISTING/ASSISTANT | 24 | 42 |
| 09.0702 | DIGITAL COMMUNICATIONS AND MEDIA/MULTIMEDIA | 24 | 42 |
| 15.1301 | DRAFTING AND DESIGN TECHNOLOGY/TECHNICIAN, GENERAL | 21 | 37 |
| 15.0399 | ELECTRICAL AND ELECTRONIC ENGINEERING TECHNOLOGIES/TECHNICIANS, OTHER | 32 | 56 |
| 46.0399 | ELECTRICAL AND POWER TRANSMISSION INSTALLERS, OTHER | 36 | 63 |
| 47.0199 | ELECTRICAL/ELECTRONICS MAINTENANCE AND REPAIR TECHNOLOGY, OTHER | 19 | 33 |
| 15.0303 | ELECTRICAL, ELECTRONIC AND COMMUNICATIONS ENGINEERING TECHNOLOGY/TECHNICIAN | 21 | 37 |
| 15.0403 | ELECTROMECHANICAL TECHNOLOGY/ELECTROMECHANICAL ENGINEERING TECHNOLOGY | 32 | 56 |
| 15.5999 | ENGINEERING TECHNOLOGY | 21 | 37 |
| 15.9999 | ENGINEERING TECHNOLOGIES/TECHNICIANS, OTHER | 21 | 37 |
| 52.0701 | ENTREPRENEURSHIP/ENTREPRENEURIAL STUDIES | 20 | 35 |
| 15.0507 | ENVIRONMENTAL ENGINEERING TECHNOLOGY/ENVIRONMENTAL TECHNOLOGY | 32 | 56 |
| 19.0101 | FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES, GENERAL | 24 | 42 |
| 19.9999 | FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES, OTHER | 24 | 42 |
| 03.0511 | FORESTRY TECHNOLOGY/TECHNICIAN | 48 | 84 |
| 03.0599 | FORESTRY, OTHER | 48 | 84 |
| 52.0408 | GENERAL OFFICE OCCUPATIONS AND CLERICAL SERVICES | 29 | 51 |

**FULL TIME EQUIVALENT FACTORS
FOR APPROVED VOCATIONAL PROGRAMS**

| <u>CIP CODE</u> | <u>PROGRAM NAME</u> | <u>FTE-ONE TEACHER STATION</u> | <u>FTE-TWO TEACHER STATION</u> |
|---------------------|--|--|--|
| 10.0399 | GRAPHIC COMMUNICATIONS, OTHER | 32 | 56 |
| 51.0899 | HEALTH/MEDICAL ASSISTING SERVICES, OTHER | 24 | 42 |
| 51.5999 | HEALTH CARE TECHNOLOGY | 24 | 42 |
| 51.0707 | HEALTH INFORMATION/MEDICAL RECORDS TECHNOLOGY/TECHNICIAN | 24 | 42 |
| 51.9999 | HEALTH PROFESSIONS AND RELATED CLINICAL SCIENCES, OTHER | 24 | 42 |
| 47.0201 | HEATING, AIR CONDITIONING, VENTILATION AND REFRIGERATION MAINTENANCE TECHNOLOGY/TECHNICIAN (HAC, HACR, HVAC, HVACR) | 29 | 51 |
| 47.0302 | HEAVY EQUIPMENT MAINTENANCE TECHNOLOGY/TECHNICIAN | 29 | 51 |
| 19.0605 | HOME FURNISHINGS AND EQUIPMENT INSTALLERS | 29 | 51 |
| 51.2602 | HOME HEALTH AIDE/HOME ATTENDANT | 24 | 42 |
| 43.9999 | HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTER & RELATED PROTECTIVE SERVICES, OTHER | 21 | 37 |
| 19.0699 | HOUSING AND HUMAN ENVIRONMENTS, OTHER | 24 | 42 |
| 19.0799 | HUMAN DEVELOPMENT, FAMILY STUDIES AND RELATED SERVICES, OTHER | 24 | 42 |
| 15.1103 | HYDRAULICS AND FLUID POWER TECHNOLOGY/TECHNICIAN | 32 | 56 |
| 47.0303 | INDUSTRIAL MECHANICS AND MAINTENANCE TECHNOLOGY | 29 | 51 |
| 15.0699 | INDUSTRIAL PRODUCTION TECHNOLOGIES/TECHNICIANS, OTHER | 36 | 63 |
| 12.0508 | INSTITUTIONAL FOOD WORKERS | 24 | 42 |
| 32.0105 | JOB-SEEKING/CHANGING SKILLS | 21 | 37 |
| 46.0303 | LINEWORKER | 43 | 75 |
| 52.0203 | LOGISTICS, MATERIALS & SUPPLY CHAIN MANAGEMENT | 24 | 42 |
| 48.0503 | MACHINE SHOP TECHNOLOGY/ASSISTANT | 24 | 42 |
| 48.0501 | MACHINE TOOL TECHNOLOGY/MACHINIST | 36 | 63 |
| 52.1201 | MANAGEMENT INFORMATION SYSTEMS, GENERAL | 24 | 42 |
| 46.0101 | MASON/MASONRY | 36 | 63 |
| 12.0506 | MEAT CUTTING/MEATCUTTER | 24 | 42 |
| 47.0613 | MEDIUM/HEAVY VEHICLE & TRUCK TECHNOLOGY/TECHNICIAN | 43 | 75 |
| 47.5999 | MECHANICS/INSTALLERS/REPAIRERS TECHNOLOGY | 21 | 37 |
| 51.0801 | MEDICAL/CLINICAL ASSISTANT | 24 | 42 |
| 03.0299 | NATURAL RESOURCES MANAGEMENT AND POLICY, OTHER | 26 | 46 |
| 51.3902 | NURSE/NURSING ASSISTANT/AIDE AND PATIENT CARE ASSISTANT | 24 | 42 |
| 46.0408 | PAINTING/PAINTER AND WALL COVERER | 29 | 51 |
| 15.0903 | PETROLEUM TECHNOLOGY/TECHNICIAN | 32 | 56 |
| 46.0503 | PLUMBING TECHNOLOGY/PLUMBER | 29 | 51 |
| 48.0599 | PRECISION METAL WORKING, OTHER | 21 | 37 |
| 48.9999 | PRECISION PRODUCTION, OTHER | 36 | 63 |
| 10.0303 | PREPRESS/DESKTOP PUBLISHING AND DIGITAL IMAGING DESIGN | 21 | 37 |
| 48.5999 | PRODUCTION INDUSTRIES TECHNOLOGY | 21 | 37 |
| 52.1801 | SALES DISTRIBUTION AND MARKETING OPERATIONS, GENERAL | 24 | 42 |
| 43.0109 | SECURITY AND LOSS PREVENTION SERVICES | 21 | 37 |
| 48.0506 | SHEET METAL TECHNOLOGY/SHEETWORKING | 24 | 42 |
| 15.0305 | TELECOMMUNICATIONS TECHNOLOGY/TECHNICIAN | 24 | 42 |
| 48.0507 | TOOL AND DIE TECHNOLOGY/TECHNICIAN | 36 | 63 |
| 52.1905 | TOURISM AND TRAVEL SERVICES MARKETING OPERATIONS | 24 | 42 |
| 48.0303 | UPHOLSTERY/UPHOLSTERER | 24 | 42 |
| 52.1907 | VEHICLE AND VEHICLE PARTS AND ACCESSORIES MARKETING OPERATIONS | 43 | 75 |
| 47.0699 | VEHICLE MAINTENANCE AND REPAIR TECHNOLOGIES, OTHER | 43 | 75 |
| 51.0808 | VETERINARY/ANIMAL HEALTH TECHNOLOGY/TECHNICIAN AND VETERINARY ASSISTANT | 24 | 42 |
| 50.9999 | VISUAL AND PERFORMING ARTS, OTHER | 24 | 42 |
| 99.9999 | VOCATIONAL-TECHNICAL EDUCATION, OTHER | 24 | 42 |
| 11.0801 | WEB PAGE, DIGITAL/MULTIMEDIA AND INFORMATION RESOURCES DESIGN | 20 | 35 |
| 48.0508 | WELDING TECHNOLOGY/WELDER | 29 | 51 |
| 48.0799 | WOODWORKING, OTHER | 29 | 51 |

ELEMENTARY FTE TO RPC CONVERSION CHART
RPC FACTOR = 1.4000 IF FTE LESS THAN OR EQUAL TO 500

FTE 1-450

| FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 1 | 76 | 106 | 151 | 211 | 226 | 316 | 301 | 421 | 376 | 526 |
| 2 | 3 | 77 | 108 | 152 | 213 | 227 | 318 | 302 | 423 | 377 | 528 |
| 3 | 4 | 78 | 109 | 153 | 214 | 228 | 319 | 303 | 424 | 378 | 529 |
| 4 | 6 | 79 | 111 | 154 | 216 | 229 | 321 | 304 | 426 | 379 | 531 |
| 5 | 7 | 80 | 112 | 155 | 217 | 230 | 322 | 305 | 427 | 380 | 532 |
| 6 | 8 | 81 | 113 | 156 | 218 | 231 | 323 | 306 | 428 | 381 | 533 |
| 7 | 10 | 82 | 115 | 157 | 220 | 232 | 325 | 307 | 430 | 382 | 535 |
| 8 | 11 | 83 | 116 | 158 | 221 | 233 | 326 | 308 | 431 | 383 | 536 |
| 9 | 13 | 84 | 118 | 159 | 223 | 234 | 328 | 309 | 433 | 384 | 538 |
| 10 | 14 | 85 | 119 | 160 | 224 | 235 | 329 | 310 | 434 | 385 | 539 |
| 11 | 15 | 86 | 120 | 161 | 225 | 236 | 330 | 311 | 435 | 386 | 540 |
| 12 | 17 | 87 | 122 | 162 | 227 | 237 | 332 | 312 | 437 | 387 | 542 |
| 13 | 18 | 88 | 123 | 163 | 228 | 238 | 333 | 313 | 438 | 388 | 543 |
| 14 | 20 | 89 | 125 | 164 | 230 | 239 | 335 | 314 | 440 | 389 | 545 |
| 15 | 21 | 90 | 126 | 165 | 231 | 240 | 336 | 315 | 441 | 390 | 546 |
| 16 | 22 | 91 | 127 | 166 | 232 | 241 | 337 | 316 | 442 | 391 | 547 |
| 17 | 24 | 92 | 129 | 167 | 234 | 242 | 339 | 317 | 444 | 392 | 549 |
| 18 | 25 | 93 | 130 | 168 | 235 | 243 | 340 | 318 | 445 | 393 | 550 |
| 19 | 27 | 94 | 132 | 169 | 237 | 244 | 342 | 319 | 447 | 394 | 552 |
| 20 | 28 | 95 | 133 | 170 | 238 | 245 | 343 | 320 | 448 | 395 | 553 |
| 21 | 29 | 96 | 134 | 171 | 239 | 246 | 344 | 321 | 449 | 396 | 554 |
| 22 | 31 | 97 | 136 | 172 | 241 | 247 | 346 | 322 | 451 | 397 | 556 |
| 23 | 32 | 98 | 137 | 173 | 242 | 248 | 347 | 323 | 452 | 398 | 557 |
| 24 | 34 | 99 | 139 | 174 | 244 | 249 | 349 | 324 | 454 | 399 | 559 |
| 25 | 35 | 100 | 140 | 175 | 245 | 250 | 350 | 325 | 455 | 400 | 560 |
| 26 | 36 | 101 | 141 | 176 | 246 | 251 | 351 | 326 | 456 | 401 | 561 |
| 27 | 38 | 102 | 143 | 177 | 248 | 252 | 353 | 327 | 458 | 402 | 563 |
| 28 | 39 | 103 | 144 | 178 | 249 | 253 | 354 | 328 | 459 | 403 | 564 |
| 29 | 41 | 104 | 146 | 179 | 251 | 254 | 356 | 329 | 461 | 404 | 566 |
| 30 | 42 | 105 | 147 | 180 | 252 | 255 | 357 | 330 | 462 | 405 | 567 |
| 31 | 43 | 106 | 148 | 181 | 253 | 256 | 358 | 331 | 463 | 406 | 568 |
| 32 | 45 | 107 | 150 | 182 | 255 | 257 | 360 | 332 | 465 | 407 | 570 |
| 33 | 46 | 108 | 151 | 183 | 256 | 258 | 361 | 333 | 466 | 408 | 571 |
| 34 | 48 | 109 | 153 | 184 | 258 | 259 | 363 | 334 | 468 | 409 | 573 |
| 35 | 49 | 110 | 154 | 185 | 259 | 260 | 364 | 335 | 469 | 410 | 574 |
| 36 | 50 | 111 | 155 | 186 | 260 | 261 | 365 | 336 | 470 | 411 | 575 |
| 37 | 52 | 112 | 157 | 187 | 262 | 262 | 367 | 337 | 472 | 412 | 577 |
| 38 | 53 | 113 | 158 | 188 | 263 | 263 | 368 | 338 | 473 | 413 | 578 |
| 39 | 55 | 114 | 160 | 189 | 265 | 264 | 370 | 339 | 475 | 414 | 580 |
| 40 | 56 | 115 | 161 | 190 | 266 | 265 | 371 | 340 | 476 | 415 | 581 |
| 41 | 57 | 116 | 162 | 191 | 267 | 266 | 372 | 341 | 477 | 416 | 582 |
| 42 | 59 | 117 | 164 | 192 | 269 | 267 | 374 | 342 | 479 | 417 | 584 |
| 43 | 60 | 118 | 165 | 193 | 270 | 268 | 375 | 343 | 480 | 418 | 585 |
| 44 | 62 | 119 | 167 | 194 | 272 | 269 | 377 | 344 | 482 | 419 | 587 |
| 45 | 63 | 120 | 168 | 195 | 273 | 270 | 378 | 345 | 483 | 420 | 588 |
| 46 | 64 | 121 | 169 | 196 | 274 | 271 | 379 | 346 | 484 | 421 | 589 |
| 47 | 66 | 122 | 171 | 197 | 276 | 272 | 381 | 347 | 486 | 422 | 591 |
| 48 | 67 | 123 | 172 | 198 | 277 | 273 | 382 | 348 | 487 | 423 | 592 |
| 49 | 69 | 124 | 174 | 199 | 279 | 274 | 384 | 349 | 489 | 424 | 594 |
| 50 | 70 | 125 | 175 | 200 | 280 | 275 | 385 | 350 | 490 | 425 | 595 |
| 51 | 71 | 126 | 176 | 201 | 281 | 276 | 386 | 351 | 491 | 426 | 596 |
| 52 | 73 | 127 | 178 | 202 | 283 | 277 | 388 | 352 | 493 | 427 | 598 |
| 53 | 74 | 128 | 179 | 203 | 284 | 278 | 389 | 353 | 494 | 428 | 599 |
| 54 | 76 | 129 | 181 | 204 | 286 | 279 | 391 | 354 | 496 | 429 | 601 |
| 55 | 77 | 130 | 182 | 205 | 287 | 280 | 392 | 355 | 497 | 430 | 602 |
| 56 | 78 | 131 | 183 | 206 | 288 | 281 | 393 | 356 | 498 | 431 | 603 |
| 57 | 80 | 132 | 185 | 207 | 290 | 282 | 395 | 357 | 500 | 432 | 605 |
| 58 | 81 | 133 | 186 | 208 | 291 | 283 | 396 | 358 | 501 | 433 | 606 |
| 59 | 83 | 134 | 188 | 209 | 293 | 284 | 398 | 359 | 503 | 434 | 608 |
| 60 | 84 | 135 | 189 | 210 | 294 | 285 | 399 | 360 | 504 | 435 | 609 |
| 61 | 85 | 136 | 190 | 211 | 295 | 286 | 400 | 361 | 505 | 436 | 610 |
| 62 | 87 | 137 | 192 | 212 | 297 | 287 | 402 | 362 | 507 | 437 | 612 |
| 63 | 88 | 138 | 193 | 213 | 298 | 288 | 403 | 363 | 508 | 438 | 613 |
| 64 | 90 | 139 | 195 | 214 | 300 | 289 | 405 | 364 | 510 | 439 | 615 |
| 65 | 91 | 140 | 196 | 215 | 301 | 290 | 406 | 365 | 511 | 440 | 616 |
| 66 | 92 | 141 | 197 | 216 | 302 | 291 | 407 | 366 | 512 | 441 | 617 |
| 67 | 94 | 142 | 199 | 217 | 304 | 292 | 409 | 367 | 514 | 442 | 619 |
| 68 | 95 | 143 | 200 | 218 | 305 | 293 | 410 | 368 | 515 | 443 | 620 |
| 69 | 97 | 144 | 202 | 219 | 307 | 294 | 412 | 369 | 517 | 444 | 622 |
| 70 | 98 | 145 | 203 | 220 | 308 | 295 | 413 | 370 | 518 | 445 | 623 |
| 71 | 99 | 146 | 204 | 221 | 309 | 296 | 414 | 371 | 519 | 446 | 624 |
| 72 | 101 | 147 | 206 | 222 | 311 | 297 | 416 | 372 | 521 | 447 | 626 |
| 73 | 102 | 148 | 207 | 223 | 312 | 298 | 417 | 373 | 522 | 448 | 627 |
| 74 | 104 | 149 | 209 | 224 | 314 | 299 | 419 | 374 | 524 | 449 | 629 |
| 75 | 105 | 150 | 210 | 225 | 315 | 300 | 420 | 375 | 525 | 450 | 630 |

SECONDARY/VOCATIONAL FTE TO RPC CONVERSION CHART

RPC FACTOR = 1.1100 IF FTE LESS THAN OR EQUAL TO 1000, 1.1050 IF FTE GREATER THAN 1000

FTE 1-450

| FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 1 | 1 | 76 | 84 | 151 | 168 | 226 | 251 | 301 | 334 | 376 | 417 |
| 2 | 2 | 77 | 85 | 152 | 169 | 227 | 252 | 302 | 335 | 377 | 418 |
| 3 | 3 | 78 | 87 | 153 | 170 | 228 | 253 | 303 | 336 | 378 | 420 |
| 4 | 4 | 79 | 88 | 154 | 171 | 229 | 254 | 304 | 337 | 379 | 421 |
| 5 | 6 | 80 | 89 | 155 | 172 | 230 | 255 | 305 | 339 | 380 | 422 |
| 6 | 7 | 81 | 90 | 156 | 173 | 231 | 256 | 306 | 340 | 381 | 423 |
| 7 | 8 | 82 | 91 | 157 | 174 | 232 | 258 | 307 | 341 | 382 | 424 |
| 8 | 9 | 83 | 92 | 158 | 175 | 233 | 259 | 308 | 342 | 383 | 425 |
| 9 | 10 | 84 | 93 | 159 | 176 | 234 | 260 | 309 | 343 | 384 | 426 |
| 10 | 11 | 85 | 94 | 160 | 178 | 235 | 261 | 310 | 344 | 385 | 427 |
| 11 | 12 | 86 | 95 | 161 | 179 | 236 | 262 | 311 | 345 | 386 | 428 |
| 12 | 13 | 87 | 97 | 162 | 180 | 237 | 263 | 312 | 346 | 387 | 430 |
| 13 | 14 | 88 | 98 | 163 | 181 | 238 | 264 | 313 | 347 | 388 | 431 |
| 14 | 16 | 89 | 99 | 164 | 182 | 239 | 265 | 314 | 349 | 389 | 432 |
| 15 | 17 | 90 | 100 | 165 | 183 | 240 | 266 | 315 | 350 | 390 | 433 |
| 16 | 18 | 91 | 101 | 166 | 184 | 241 | 268 | 316 | 351 | 391 | 434 |
| 17 | 19 | 92 | 102 | 167 | 185 | 242 | 269 | 317 | 352 | 392 | 435 |
| 18 | 20 | 93 | 103 | 168 | 186 | 243 | 270 | 318 | 353 | 393 | 436 |
| 19 | 21 | 94 | 104 | 169 | 188 | 244 | 271 | 319 | 354 | 394 | 437 |
| 20 | 22 | 95 | 105 | 170 | 189 | 245 | 272 | 320 | 355 | 395 | 438 |
| 21 | 23 | 96 | 107 | 171 | 190 | 246 | 273 | 321 | 356 | 396 | 440 |
| 22 | 24 | 97 | 108 | 172 | 191 | 247 | 274 | 322 | 357 | 397 | 441 |
| 23 | 26 | 98 | 109 | 173 | 192 | 248 | 275 | 323 | 359 | 398 | 442 |
| 24 | 27 | 99 | 110 | 174 | 193 | 249 | 276 | 324 | 360 | 399 | 443 |
| 25 | 28 | 100 | 111 | 175 | 194 | 250 | 278 | 325 | 361 | 400 | 444 |
| 26 | 29 | 101 | 112 | 176 | 195 | 251 | 279 | 326 | 362 | 401 | 445 |
| 27 | 30 | 102 | 113 | 177 | 196 | 252 | 280 | 327 | 363 | 402 | 446 |
| 28 | 31 | 103 | 114 | 178 | 198 | 253 | 281 | 328 | 364 | 403 | 447 |
| 29 | 32 | 104 | 115 | 179 | 199 | 254 | 282 | 329 | 365 | 404 | 448 |
| 30 | 33 | 105 | 117 | 180 | 200 | 255 | 283 | 330 | 366 | 405 | 450 |
| 31 | 34 | 106 | 118 | 181 | 201 | 256 | 284 | 331 | 367 | 406 | 451 |
| 32 | 36 | 107 | 119 | 182 | 202 | 257 | 285 | 332 | 369 | 407 | 452 |
| 33 | 37 | 108 | 120 | 183 | 203 | 258 | 286 | 333 | 370 | 408 | 453 |
| 34 | 38 | 109 | 121 | 184 | 204 | 259 | 287 | 334 | 371 | 409 | 454 |
| 35 | 39 | 110 | 122 | 185 | 205 | 260 | 289 | 335 | 372 | 410 | 455 |
| 36 | 40 | 111 | 123 | 186 | 206 | 261 | 290 | 336 | 373 | 411 | 456 |
| 37 | 41 | 112 | 124 | 187 | 208 | 262 | 291 | 337 | 374 | 412 | 457 |
| 38 | 42 | 113 | 125 | 188 | 209 | 263 | 292 | 338 | 375 | 413 | 458 |
| 39 | 43 | 114 | 127 | 189 | 210 | 264 | 293 | 339 | 376 | 414 | 460 |
| 40 | 44 | 115 | 128 | 190 | 211 | 265 | 294 | 340 | 377 | 415 | 461 |
| 41 | 46 | 116 | 129 | 191 | 212 | 266 | 295 | 341 | 379 | 416 | 462 |
| 42 | 47 | 117 | 130 | 192 | 213 | 267 | 296 | 342 | 380 | 417 | 463 |
| 43 | 48 | 118 | 131 | 193 | 214 | 268 | 297 | 343 | 381 | 418 | 464 |
| 44 | 49 | 119 | 132 | 194 | 215 | 269 | 299 | 344 | 382 | 419 | 465 |
| 45 | 50 | 120 | 133 | 195 | 216 | 270 | 300 | 345 | 383 | 420 | 466 |
| 46 | 51 | 121 | 134 | 196 | 218 | 271 | 301 | 346 | 384 | 421 | 467 |
| 47 | 52 | 122 | 135 | 197 | 219 | 272 | 302 | 347 | 385 | 422 | 468 |
| 48 | 53 | 123 | 137 | 198 | 220 | 273 | 303 | 348 | 386 | 423 | 470 |
| 49 | 54 | 124 | 138 | 199 | 221 | 274 | 304 | 349 | 387 | 424 | 471 |
| 50 | 56 | 125 | 139 | 200 | 222 | 275 | 305 | 350 | 389 | 425 | 472 |
| 51 | 57 | 126 | 140 | 201 | 223 | 276 | 306 | 351 | 390 | 426 | 473 |
| 52 | 58 | 127 | 141 | 202 | 224 | 277 | 307 | 352 | 391 | 427 | 474 |
| 53 | 59 | 128 | 142 | 203 | 225 | 278 | 309 | 353 | 392 | 428 | 475 |
| 54 | 60 | 129 | 143 | 204 | 226 | 279 | 310 | 354 | 393 | 429 | 476 |
| 55 | 61 | 130 | 144 | 205 | 228 | 280 | 311 | 355 | 394 | 430 | 477 |
| 56 | 62 | 131 | 145 | 206 | 229 | 281 | 312 | 356 | 395 | 431 | 478 |
| 57 | 63 | 132 | 147 | 207 | 230 | 282 | 313 | 357 | 396 | 432 | 480 |
| 58 | 64 | 133 | 148 | 208 | 231 | 283 | 314 | 358 | 397 | 433 | 481 |
| 59 | 65 | 134 | 149 | 209 | 232 | 284 | 315 | 359 | 398 | 434 | 482 |
| 60 | 67 | 135 | 150 | 210 | 233 | 285 | 316 | 360 | 400 | 435 | 483 |
| 61 | 68 | 136 | 151 | 211 | 234 | 286 | 317 | 361 | 401 | 436 | 484 |
| 62 | 69 | 137 | 152 | 212 | 235 | 287 | 319 | 362 | 402 | 437 | 485 |
| 63 | 70 | 138 | 153 | 213 | 236 | 288 | 320 | 363 | 403 | 438 | 486 |
| 64 | 71 | 139 | 154 | 214 | 238 | 289 | 321 | 364 | 404 | 439 | 487 |
| 65 | 72 | 140 | 155 | 215 | 239 | 290 | 322 | 365 | 405 | 440 | 488 |
| 66 | 73 | 141 | 157 | 216 | 240 | 291 | 323 | 366 | 406 | 441 | 490 |
| 67 | 74 | 142 | 158 | 217 | 241 | 292 | 324 | 367 | 407 | 442 | 491 |
| 68 | 75 | 143 | 159 | 218 | 242 | 293 | 325 | 368 | 408 | 443 | 492 |
| 69 | 77 | 144 | 160 | 219 | 243 | 294 | 326 | 369 | 410 | 444 | 493 |
| 70 | 78 | 145 | 161 | 220 | 244 | 295 | 327 | 370 | 411 | 445 | 494 |
| 71 | 79 | 146 | 162 | 221 | 245 | 296 | 329 | 371 | 412 | 446 | 495 |
| 72 | 80 | 147 | 163 | 222 | 246 | 297 | 330 | 372 | 413 | 447 | 496 |
| 73 | 81 | 148 | 164 | 223 | 248 | 298 | 331 | 373 | 414 | 448 | 497 |
| 74 | 82 | 149 | 165 | 224 | 249 | 299 | 332 | 374 | 415 | 449 | 498 |
| 75 | 83 | 150 | 167 | 225 | 250 | 300 | 333 | 375 | 416 | 450 | 500 |

SECONDARY/VOCATIONAL FTE TO RPC CONVERSION CHART

FTE 451-900

| FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 451 | 501 | 526 | 584 | 601 | 667 | 676 | 750 | 751 | 834 | 826 | 917 |
| 452 | 502 | 527 | 585 | 602 | 668 | 677 | 751 | 752 | 835 | 827 | 918 |
| 453 | 503 | 528 | 586 | 603 | 669 | 678 | 753 | 753 | 836 | 828 | 919 |
| 454 | 504 | 529 | 587 | 604 | 670 | 679 | 754 | 754 | 837 | 829 | 920 |
| 455 | 505 | 530 | 588 | 605 | 672 | 680 | 755 | 755 | 838 | 830 | 921 |
| 456 | 506 | 531 | 589 | 606 | 673 | 681 | 756 | 756 | 839 | 831 | 922 |
| 457 | 507 | 532 | 591 | 607 | 674 | 682 | 757 | 757 | 840 | 832 | 924 |
| 458 | 508 | 533 | 592 | 608 | 675 | 683 | 758 | 758 | 841 | 833 | 925 |
| 459 | 509 | 534 | 593 | 609 | 676 | 684 | 759 | 759 | 842 | 834 | 926 |
| 460 | 511 | 535 | 594 | 610 | 677 | 685 | 760 | 760 | 844 | 835 | 927 |
| 461 | 512 | 536 | 595 | 611 | 678 | 686 | 761 | 761 | 845 | 836 | 928 |
| 462 | 513 | 537 | 596 | 612 | 679 | 687 | 763 | 762 | 846 | 837 | 929 |
| 463 | 514 | 538 | 597 | 613 | 680 | 688 | 764 | 763 | 847 | 838 | 930 |
| 464 | 515 | 539 | 598 | 614 | 682 | 689 | 765 | 764 | 848 | 839 | 931 |
| 465 | 516 | 540 | 599 | 615 | 683 | 690 | 766 | 765 | 849 | 840 | 932 |
| 466 | 517 | 541 | 601 | 616 | 684 | 691 | 767 | 766 | 850 | 841 | 934 |
| 467 | 518 | 542 | 602 | 617 | 685 | 692 | 768 | 767 | 851 | 842 | 935 |
| 468 | 519 | 543 | 603 | 618 | 686 | 693 | 769 | 768 | 852 | 843 | 936 |
| 469 | 521 | 544 | 604 | 619 | 687 | 694 | 770 | 769 | 854 | 844 | 937 |
| 470 | 522 | 545 | 605 | 620 | 688 | 695 | 771 | 770 | 855 | 845 | 938 |
| 471 | 523 | 546 | 606 | 621 | 689 | 696 | 773 | 771 | 856 | 846 | 939 |
| 472 | 524 | 547 | 607 | 622 | 690 | 697 | 774 | 772 | 857 | 847 | 940 |
| 473 | 525 | 548 | 608 | 623 | 692 | 698 | 775 | 773 | 858 | 848 | 941 |
| 474 | 526 | 549 | 609 | 624 | 693 | 699 | 776 | 774 | 859 | 849 | 942 |
| 475 | 527 | 550 | 611 | 625 | 694 | 700 | 777 | 775 | 860 | 850 | 944 |
| 476 | 528 | 551 | 612 | 626 | 695 | 701 | 778 | 776 | 861 | 851 | 945 |
| 477 | 529 | 552 | 613 | 627 | 696 | 702 | 779 | 777 | 862 | 852 | 946 |
| 478 | 531 | 553 | 614 | 628 | 697 | 703 | 780 | 778 | 864 | 853 | 947 |
| 479 | 532 | 554 | 615 | 629 | 698 | 704 | 781 | 779 | 865 | 854 | 948 |
| 480 | 533 | 555 | 616 | 630 | 699 | 705 | 783 | 780 | 866 | 855 | 949 |
| 481 | 534 | 556 | 617 | 631 | 700 | 706 | 784 | 781 | 867 | 856 | 950 |
| 482 | 535 | 557 | 618 | 632 | 702 | 707 | 785 | 782 | 868 | 857 | 951 |
| 483 | 536 | 558 | 619 | 633 | 703 | 708 | 786 | 783 | 869 | 858 | 952 |
| 484 | 537 | 559 | 620 | 634 | 704 | 709 | 787 | 784 | 870 | 859 | 953 |
| 485 | 538 | 560 | 622 | 635 | 705 | 710 | 788 | 785 | 871 | 860 | 955 |
| 486 | 539 | 561 | 623 | 636 | 706 | 711 | 789 | 786 | 872 | 861 | 956 |
| 487 | 541 | 562 | 624 | 637 | 707 | 712 | 790 | 787 | 874 | 862 | 957 |
| 488 | 542 | 563 | 625 | 638 | 708 | 713 | 791 | 788 | 875 | 863 | 958 |
| 489 | 543 | 564 | 626 | 639 | 709 | 714 | 793 | 789 | 876 | 864 | 959 |
| 490 | 544 | 565 | 627 | 640 | 710 | 715 | 794 | 790 | 877 | 865 | 960 |
| 491 | 545 | 566 | 628 | 641 | 712 | 716 | 795 | 791 | 878 | 866 | 961 |
| 492 | 546 | 567 | 629 | 642 | 713 | 717 | 796 | 792 | 879 | 867 | 962 |
| 493 | 547 | 568 | 630 | 643 | 714 | 718 | 797 | 793 | 880 | 868 | 963 |
| 494 | 548 | 569 | 632 | 644 | 715 | 719 | 798 | 794 | 881 | 869 | 965 |
| 495 | 549 | 570 | 633 | 645 | 716 | 720 | 799 | 795 | 882 | 870 | 966 |
| 496 | 551 | 571 | 634 | 646 | 717 | 721 | 800 | 796 | 884 | 871 | 967 |
| 497 | 552 | 572 | 635 | 647 | 718 | 722 | 801 | 797 | 885 | 872 | 968 |
| 498 | 553 | 573 | 636 | 648 | 719 | 723 | 803 | 798 | 886 | 873 | 969 |
| 499 | 554 | 574 | 637 | 649 | 720 | 724 | 804 | 799 | 887 | 874 | 970 |
| 500 | 555 | 575 | 638 | 650 | 722 | 725 | 805 | 800 | 888 | 875 | 971 |
| 501 | 556 | 576 | 639 | 651 | 723 | 726 | 806 | 801 | 889 | 876 | 972 |
| 502 | 557 | 577 | 640 | 652 | 724 | 727 | 807 | 802 | 890 | 877 | 973 |
| 503 | 558 | 578 | 642 | 653 | 725 | 728 | 808 | 803 | 891 | 878 | 975 |
| 504 | 559 | 579 | 643 | 654 | 726 | 729 | 809 | 804 | 892 | 879 | 976 |
| 505 | 561 | 580 | 644 | 655 | 727 | 730 | 810 | 805 | 894 | 880 | 977 |
| 506 | 562 | 581 | 645 | 656 | 728 | 731 | 811 | 806 | 895 | 881 | 978 |
| 507 | 563 | 582 | 646 | 657 | 729 | 732 | 813 | 807 | 896 | 882 | 979 |
| 508 | 564 | 583 | 647 | 658 | 730 | 733 | 814 | 808 | 897 | 883 | 980 |
| 509 | 565 | 584 | 648 | 659 | 731 | 734 | 815 | 809 | 898 | 884 | 981 |
| 510 | 566 | 585 | 649 | 660 | 733 | 735 | 816 | 810 | 899 | 885 | 982 |
| 511 | 567 | 586 | 650 | 661 | 734 | 736 | 817 | 811 | 900 | 886 | 983 |
| 512 | 568 | 587 | 652 | 662 | 735 | 737 | 818 | 812 | 901 | 887 | 985 |
| 513 | 569 | 588 | 653 | 663 | 736 | 738 | 819 | 813 | 902 | 888 | 986 |
| 514 | 571 | 589 | 654 | 664 | 737 | 739 | 820 | 814 | 904 | 889 | 987 |
| 515 | 572 | 590 | 655 | 665 | 738 | 740 | 821 | 815 | 905 | 890 | 988 |
| 516 | 573 | 591 | 656 | 666 | 739 | 741 | 823 | 816 | 906 | 891 | 989 |
| 517 | 574 | 592 | 657 | 667 | 740 | 742 | 824 | 817 | 907 | 892 | 990 |
| 518 | 575 | 593 | 658 | 668 | 741 | 743 | 825 | 818 | 908 | 893 | 991 |
| 519 | 576 | 594 | 659 | 669 | 743 | 744 | 826 | 819 | 909 | 894 | 992 |
| 520 | 577 | 595 | 660 | 670 | 744 | 745 | 827 | 820 | 910 | 895 | 993 |
| 521 | 578 | 596 | 662 | 671 | 745 | 746 | 828 | 821 | 911 | 896 | 995 |
| 522 | 579 | 597 | 663 | 672 | 746 | 747 | 829 | 822 | 912 | 897 | 996 |
| 523 | 581 | 598 | 664 | 673 | 747 | 748 | 830 | 823 | 914 | 898 | 997 |
| 524 | 582 | 599 | 665 | 674 | 748 | 749 | 831 | 824 | 915 | 899 | 998 |
| 525 | 583 | 600 | 666 | 675 | 749 | 750 | 833 | 825 | 916 | 900 | 999 |

SECONDARY/VOCATIONAL FTE TO RPC CONVERSION CHART

FTE 1351-1650

| FTE | RPC | FTE | RPC | FTE | RPC | FTE | RPC |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 1,351 | 1,493 | 1,426 | 1,576 | 1,501 | 1,659 | 1,576 | 1,741 |
| 1,352 | 1,494 | 1,427 | 1,577 | 1,502 | 1,660 | 1,577 | 1,743 |
| 1,353 | 1,495 | 1,428 | 1,578 | 1,503 | 1,661 | 1,578 | 1,744 |
| 1,354 | 1,496 | 1,429 | 1,579 | 1,504 | 1,662 | 1,579 | 1,745 |
| 1,355 | 1,497 | 1,430 | 1,580 | 1,505 | 1,663 | 1,580 | 1,746 |
| 1,356 | 1,498 | 1,431 | 1,581 | 1,506 | 1,664 | 1,581 | 1,747 |
| 1,357 | 1,499 | 1,432 | 1,582 | 1,507 | 1,665 | 1,582 | 1,748 |
| 1,358 | 1,501 | 1,433 | 1,583 | 1,508 | 1,666 | 1,583 | 1,749 |
| 1,359 | 1,502 | 1,434 | 1,585 | 1,509 | 1,667 | 1,584 | 1,750 |
| 1,360 | 1,503 | 1,435 | 1,586 | 1,510 | 1,669 | 1,585 | 1,751 |
| 1,361 | 1,504 | 1,436 | 1,587 | 1,511 | 1,670 | 1,586 | 1,753 |
| 1,362 | 1,505 | 1,437 | 1,588 | 1,512 | 1,671 | 1,587 | 1,754 |
| 1,363 | 1,506 | 1,438 | 1,589 | 1,513 | 1,672 | 1,588 | 1,755 |
| 1,364 | 1,507 | 1,439 | 1,590 | 1,514 | 1,673 | 1,589 | 1,756 |
| 1,365 | 1,508 | 1,440 | 1,591 | 1,515 | 1,674 | 1,590 | 1,757 |
| 1,366 | 1,509 | 1,441 | 1,592 | 1,516 | 1,675 | 1,591 | 1,758 |
| 1,367 | 1,511 | 1,442 | 1,593 | 1,517 | 1,676 | 1,592 | 1,759 |
| 1,368 | 1,512 | 1,443 | 1,595 | 1,518 | 1,677 | 1,593 | 1,760 |
| 1,369 | 1,513 | 1,444 | 1,596 | 1,519 | 1,678 | 1,594 | 1,761 |
| 1,370 | 1,514 | 1,445 | 1,597 | 1,520 | 1,680 | 1,595 | 1,762 |
| 1,371 | 1,515 | 1,446 | 1,598 | 1,521 | 1,681 | 1,596 | 1,764 |
| 1,372 | 1,516 | 1,447 | 1,599 | 1,522 | 1,682 | 1,597 | 1,765 |
| 1,373 | 1,517 | 1,448 | 1,600 | 1,523 | 1,683 | 1,598 | 1,766 |
| 1,374 | 1,518 | 1,449 | 1,601 | 1,524 | 1,684 | 1,599 | 1,767 |
| 1,375 | 1,519 | 1,450 | 1,602 | 1,525 | 1,685 | 1,600 | 1,768 |
| 1,376 | 1,520 | 1,451 | 1,603 | 1,526 | 1,686 | 1,601 | 1,769 |
| 1,377 | 1,522 | 1,452 | 1,604 | 1,527 | 1,687 | 1,602 | 1,770 |
| 1,378 | 1,523 | 1,453 | 1,606 | 1,528 | 1,688 | 1,603 | 1,771 |
| 1,379 | 1,524 | 1,454 | 1,607 | 1,529 | 1,690 | 1,604 | 1,772 |
| 1,380 | 1,525 | 1,455 | 1,608 | 1,530 | 1,691 | 1,605 | 1,774 |
| 1,381 | 1,526 | 1,456 | 1,609 | 1,531 | 1,692 | 1,606 | 1,775 |
| 1,382 | 1,527 | 1,457 | 1,610 | 1,532 | 1,693 | 1,607 | 1,776 |
| 1,383 | 1,528 | 1,458 | 1,611 | 1,533 | 1,694 | 1,608 | 1,777 |
| 1,384 | 1,529 | 1,459 | 1,612 | 1,534 | 1,695 | 1,609 | 1,778 |
| 1,385 | 1,530 | 1,460 | 1,613 | 1,535 | 1,696 | 1,610 | 1,779 |
| 1,386 | 1,532 | 1,461 | 1,614 | 1,536 | 1,697 | 1,611 | 1,780 |
| 1,387 | 1,533 | 1,462 | 1,616 | 1,537 | 1,698 | 1,612 | 1,781 |
| 1,388 | 1,534 | 1,463 | 1,617 | 1,538 | 1,699 | 1,613 | 1,782 |
| 1,389 | 1,535 | 1,464 | 1,618 | 1,539 | 1,701 | 1,614 | 1,783 |
| 1,390 | 1,536 | 1,465 | 1,619 | 1,540 | 1,702 | 1,615 | 1,785 |
| 1,391 | 1,537 | 1,466 | 1,620 | 1,541 | 1,703 | 1,616 | 1,786 |
| 1,392 | 1,538 | 1,467 | 1,621 | 1,542 | 1,704 | 1,617 | 1,787 |
| 1,393 | 1,539 | 1,468 | 1,622 | 1,543 | 1,705 | 1,618 | 1,788 |
| 1,394 | 1,540 | 1,469 | 1,623 | 1,544 | 1,706 | 1,619 | 1,789 |
| 1,395 | 1,541 | 1,470 | 1,624 | 1,545 | 1,707 | 1,620 | 1,790 |
| 1,396 | 1,543 | 1,471 | 1,625 | 1,546 | 1,708 | 1,621 | 1,791 |
| 1,397 | 1,544 | 1,472 | 1,627 | 1,547 | 1,709 | 1,622 | 1,792 |
| 1,398 | 1,545 | 1,473 | 1,628 | 1,548 | 1,711 | 1,623 | 1,793 |
| 1,399 | 1,546 | 1,474 | 1,629 | 1,549 | 1,712 | 1,624 | 1,795 |
| 1,400 | 1,547 | 1,475 | 1,630 | 1,550 | 1,713 | 1,625 | 1,796 |
| 1,401 | 1,548 | 1,476 | 1,631 | 1,551 | 1,714 | 1,626 | 1,797 |
| 1,402 | 1,549 | 1,477 | 1,632 | 1,552 | 1,715 | 1,627 | 1,798 |
| 1,403 | 1,550 | 1,478 | 1,633 | 1,553 | 1,716 | 1,628 | 1,799 |
| 1,404 | 1,551 | 1,479 | 1,634 | 1,554 | 1,717 | 1,629 | 1,800 |
| 1,405 | 1,553 | 1,480 | 1,635 | 1,555 | 1,718 | 1,630 | 1,801 |
| 1,406 | 1,554 | 1,481 | 1,637 | 1,556 | 1,719 | 1,631 | 1,802 |
| 1,407 | 1,555 | 1,482 | 1,638 | 1,557 | 1,720 | 1,632 | 1,803 |
| 1,408 | 1,556 | 1,483 | 1,639 | 1,558 | 1,722 | 1,633 | 1,804 |
| 1,409 | 1,557 | 1,484 | 1,640 | 1,559 | 1,723 | 1,634 | 1,806 |
| 1,410 | 1,558 | 1,485 | 1,641 | 1,560 | 1,724 | 1,635 | 1,807 |
| 1,411 | 1,559 | 1,486 | 1,642 | 1,561 | 1,725 | 1,636 | 1,808 |
| 1,412 | 1,560 | 1,487 | 1,643 | 1,562 | 1,726 | 1,637 | 1,809 |
| 1,413 | 1,561 | 1,488 | 1,644 | 1,563 | 1,727 | 1,638 | 1,810 |
| 1,414 | 1,562 | 1,489 | 1,645 | 1,564 | 1,728 | 1,639 | 1,811 |
| 1,415 | 1,564 | 1,490 | 1,646 | 1,565 | 1,729 | 1,640 | 1,812 |
| 1,416 | 1,565 | 1,491 | 1,648 | 1,566 | 1,730 | 1,641 | 1,813 |
| 1,417 | 1,566 | 1,492 | 1,649 | 1,567 | 1,732 | 1,642 | 1,814 |
| 1,418 | 1,567 | 1,493 | 1,650 | 1,568 | 1,733 | 1,643 | 1,816 |
| 1,419 | 1,568 | 1,494 | 1,651 | 1,569 | 1,734 | 1,644 | 1,817 |
| 1,420 | 1,569 | 1,495 | 1,652 | 1,570 | 1,735 | 1,645 | 1,818 |
| 1,421 | 1,570 | 1,496 | 1,653 | 1,571 | 1,736 | 1,646 | 1,819 |
| 1,422 | 1,571 | 1,497 | 1,654 | 1,572 | 1,737 | 1,647 | 1,820 |
| 1,423 | 1,572 | 1,498 | 1,655 | 1,573 | 1,738 | 1,648 | 1,821 |
| 1,424 | 1,574 | 1,499 | 1,656 | 1,574 | 1,739 | 1,649 | 1,822 |
| 1,425 | 1,575 | 1,500 | 1,658 | 1,575 | 1,740 | 1,650 | 1,823 |

DISTRICT-WIDE FACILITY STUDY GUIDELINES

Basic Education Circular (BEC) 24 P.S. § 7-733, "School Construction Reimbursement Criteria," explains the requirement for school building district-wide facility studies as a condition for reimbursement.

School districts must develop a complete building facility study of all district educational facilities including the district administration office. The study must be completed prior to, and within two years of, the Department's receipt of the PlanCon Part A "Project Justication" submission. The study must provide an appraisal as to each facility's ability to meet current and planned educational program requirements, the degree to which the present facilities meet reasonably current construction standards, and an estimated cost of necessary repairs and improvements. Facility studies must contain documentation regarding the authors' credentials for producing the document.

The Department no longer requires the entire facility study to be submitted. In lieu of the study, Page A23, District-Wide Facility Study Certification, must be submitted. The Department of Education, however, reserves the right to request a copy of the entire district-wide facility study. Completion of a district-wide facility study is a prerequisite to submission of Part A. A PlanCon project must be one of the options evaluated and considered in the study.

Before the Commonwealth will consider a building project for reimbursement, school districts must demonstrate that they have evaluated all of their facilities. The purpose of the district-wide facility study is to develop a plan for addressing the **entire** school district's facility needs. The study must consider how well each building lends itself to the school district's current and planned educational program, both in terms of the building's **design** (e.g., arrangement, number, layout and size of various spaces relative to current and projected enrollment) and **structure** (e.g., soundness, compliance with codes, access, environmental conditions). When the study indicates some inadequacy or deficiency, it must provide an estimate of the cost to correct the problem.

It is important to remember that PlanCon is designed as an administrative tool with the primary purpose of documenting planning and determining subsidy. It contains assumptions that may not apply to a particular school district. PlanCon, for instance, computes full time equivalent elementary capacity based on the assumption of 25 students per room. Secondary capacity presumes a 90 percent utilization rate. Capacity for special education rooms is calculated only for reimbursement purposes. It is important that facility studies provide a clear explanation of methodologies used to determine such things as capacity and enrollment.

District-wide facility studies must contain all of the following elements and include answers to all of the questions asked:

1. An overview of the school district that considers such factors as geography, population, wealth. The overview must include:
 - a. population and wealth statistics
 - b. a map showing the general location of the school district in the state or geographic region
 - c. a map of the school district showing the general location of all existing buildings and owned sites in the school district
 - d. information on any distinguishing characteristics, such as geographically separate population centers, that will have an impact on facilities.

2. An overview of the school district's educational program. The overview must address for all grades (K-12):
 - a. instructional practices or planned curriculums by grade structure (elementary, middle, secondary, etc.)
 - b. special facility needs, if applicable, needed to support planned curriculums.
3. An analysis of projected enrollment. The analysis must include:
 - a. the likely enrollment for each grade structure ten years into the future
 - b. a discussion of the reliability of the enrollment projections.
4. An analysis of each building's capacity as it relates to the educational program. The analysis must address:
 - a. how many students a building can house
 - b. the types of educational spaces required by the educational program described above
 - c. grade alignments
 - d. length of the school day and number of classes per day, if applicable
 - e. size of particular rooms and adequacy of those rooms, if applicable.
5. An analysis of each building's condition. The analysis must address:
 - a. the building's physical condition
 - b. the projected useful life of each building's major components (electrical, HVAC, plumbing, etc.)
 - c. code violations
 - d. universal accessibility
 - e. Energy Portfolio Surveys
 - f. the cost to upgrade each building to current standards.
6. An analysis of construction options. The analysis must address:
 - a. the alternatives available to the school district based on the above analysis
 - b. cost estimates for each alternative
 - c. the pros and cons for each alternative
 - d. a summary page depicting options and costs.
 - e. Energy Portfolio Surveys
7. Documentation regarding the authors' credentials. This section must include the education, registration or licensure and experience for each author.

Energy Portfolio Surveys:

Within the District-Wide Facility Study, Energy Portfolio Surveys must be included for each existing building and for each construction option that is being considered. The specific requirements for these Surveys are as follows:

1. Surveys for each Existing Building:

This Survey entails facility benchmarking, using the EPA/DOE Portfolio Manager Tool, identifying the annual site and source energy and annual water consumption.

Portfolio Manager is an interactive energy management tool that helps track and assess a building's energy and water consumption. Portfolio Manager requires the input of existing utility bills and basic facility data.

Accessing Portfolio Manager:

Portfolio Manager is a no-cost online tool that can be accessed at <http://www.energystar.gov/schools>. Under "Quick Finder," select "Portfolio Manager Login." Follow steps to register as a new user. When entering information in the "Facility Name" field, use the following standard naming format: School District Name, School Name, Administrative Unit Number (AUN). For example: Harrisburg City SD Harrisburg HS 115222752.

To allow the PDE Administrator to view data, follow the steps in the "Share Facilities" feature. In Step 1, in the field labeled "Select a Portfolio Manager Master Account," select "PDE School Facilities - PDEPLANCON" from the dropdown list. On the next screen, select the access role of "Read Only." Under "Optional Rights," retain all defaults at "No."

Portfolio Manager Training Recommendations:

Under "Quick Finder," select "Training." On the next screen, select "pre-recorded trainings." From the Topic list (Page 2), select "K-12 Benchmarking 101."

The Benchmarking Starter Kit, designed to assist users to get started quickly, can be accessed from the Home Page. Under "What You Can Do," click on "Portfolio Manager" to access the "Benchmarking Starter Kit."

2. Surveys for each Construction Option (ie: for each New Building, Building Alteration, and/or Building Additions/Alterations)

This Survey entails providing a predictive utility budget, using the EPA/DOE Target Finder tool, identifying the annual site and source energy and annual water consumption.

Target Finder helps establish an energy performance target for new design projects and major building renovations.

Accessing Target Finder:

Target Finder is a no-cost online tool, that can be accessed at <http://www.energystar.gov/schools>. A login process is not required to access Target Finder. Under "Quick Finder," select "Target Finder." Click on the green box, "ENTER TARGET FINDER."

Reports generated in Target Finder are not stored in Target Finder. They must be printed or stored electronically.

Note: Career and Technology Centers/Area Vocational Technical Schools must use the "Other" category when defining "Space Type" within Portfolio Manager and Target Finder.

REIMBURSEMENT FOR PERMANENT MODULARIZED CONSTRUCTION

The following conditions must be satisfied for modularized construction to be considered "permanent" and thus eligible for reimbursement:

1. Each classroom must contain at least 660 square feet of scheduled area;
2. Ceiling height must be at least eight feet six inches for any classroom;
3. All door and side light windows must be of safety glass;
4. Lighting must meet or exceed current IES (Illuminating Engineering Society of North America) standards;
5. Electrical main disconnect and circuit panels must be lockable;
6. Classroom HVAC must meet or exceed current ASHRAE (American Society of Heating, Refrigeration and Air Conditioning Engineers) standards;
7. Each modularized unit must be connected to existing or new construction to provide access to the main building without going outside;
8. All structural members, floor and roof systems must be constructed of steel and concrete;
9. Foundation walls must be constructed with concrete, poured concrete piers, beams or other support which provides adequate load-bearing capabilities, that meet or exceed current ACI (American Concrete Institute) or AISC (American Institute of Steel Construction) standards or other generally acceptable standards;
10. Classrooms must be affixed to a permanent foundation; and
11. Specifications for all work done on site must meet applicable PDE guidelines and conform to requirements for separate contracts as provided by Section 751 of the Public School Code of 1949.

Note that by law there is no reimbursement for portable relocatable classrooms. Moreover, all such structures must be removed following project building occupancy for the PlanCon project to be eligible for state reimbursement.

As per 24 P.S. § 7-751, all utility connections, foundation and construction work on the site related to any modularized construction must be bid using separate prime contracts.

SCHEDULED AREA SPACE DESCRIPTIONS AND MEASUREMENTS

| SPACE | DESCRIPTION | SQ. FT. MINIMUM (IF APPLICABLE) AND HOW TO MEASURE SCHEDULED AREA |
|---|---|---|
| ELEMENTARY | | |
| Library | Resource center for print material, information retrieval, etc., with appropriate design for reasonable operation and supervision. | Measure to surface of all walls of library room only, but do <u>not</u> include auxiliary rooms, like office/workroom, conference, storage, etc. |
| Kindergarten | Same as classrooms. Small toilet room with water closet and lavatory. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Same as classrooms. Small toilet rooms and storage rooms are not included in scheduled area. |
| Classroom, Special Education Classroom (Homeroom) | Access from the corridor; appropriate windows, storage and wardrobe units, chalk and tack boards, lighting, heating and ventilating, wiring for telephone and educational technology; flat floor; may have one sink. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls, including storage cabinets and closets, but <u>not</u> storage rooms or toilet rooms. |
| Special Education Resource Room | Same as classrooms. For special education classified students only. | Measure to surface of all walls, including storage cabinets and closets, but <u>not</u> storage rooms. |
| Small Group (SGI) | Suitable for small group activities, speech, reading, Title 1, etc. | Less than 850 square feet. Measure to surface of all walls, including storage cabinets and closets, but <u>not</u> storage rooms. |
| Large Group Instruction (LGI) | Space for gathering of several classrooms of students. Floor may be all one level, sloped, stepped, or with platform. Appropriate access for the disabled. Appropriate ceiling height, but normally higher than classroom height. Adjacent storage. | 850 square feet or larger. Measure to the surface of walls of LGI, but do <u>not</u> include auxiliary rooms. |
| Computer, Art, Music, Science/Technology, Library Classroom | Same as classroom except art room may have more than one sink. Provide storage and practice rooms as needed. | Measure to the surface of all walls, but do <u>not</u> include auxiliary rooms, such as music practice or instrument storage. |
| Multi-purpose Room, Gymnasium | Room size and dimensions should accommodate programmed activities, courts, and recommended safety zones. Clear height at 16' or higher for multi-purpose room and gym. Design and materials should be appropriate for physical activities, assembly, and dining, unless separate dining is provided. Resilient floor. Access from lobby or corridor, convenient for both school and community activities, and near toilet rooms and locker rooms if provided. | Measure to surface of all walls, but do <u>not</u> include storage rooms. |
| Locker Rooms, Drying and Shower Rooms | Support facility for multi-purpose room, for changing clothes and showering, with security for personal items, for both students and the community. Durable materials and equipment. | Measure to surface of all walls of the overall area, but do <u>not</u> include toilet facilities, storage or instructor's office. |
| Stage/Platform | The major center of performance may be located with the multi-purpose room or the cafeteria. Should have adjacent storage and access from the corridor. Relatively low floor level above the floor of the room it serves. Access for the disabled. | Measure to surface of all walls and to the line of the scheduled area of the adjoining room it serves. Do <u>not</u> include storage room. Do <u>not</u> enter on room schedule if stage is portable and part of the multi-purpose room area. |
| Kitchen | Space for food storage, preparation, serving, etc. Convenient access for deliveries and disposal. Small locker room and toilet room for kitchen help. | Measure to surface of all walls of overall area. |

***THIS LIST IS NOT MEANT TO BE INCLUSIVE. FOR SPACES NOT LISTED, CONTACT THE DIVISION OF SCHOOL FACILITIES.**

SCHEDULED AREA SPACE DESCRIPTIONS AND MEASUREMENTS

| SPACE | DESCRIPTION | SQ. FT. MINIMUM (IF APPLICABLE) AND HOW TO MEASURE SCHEDULED AREA |
|---|---|--|
| ELEMENTARY (CON'T) | | |
| Cafeteria | Space for student dining. | Measure to surface of all walls, but do <u>not</u> include storage. |
| Faculty Room | Spaces for planning and organizing program, activities, etc. or free time. Faculty toilet rooms should open from the corridor. | Measure to surface of all walls, but do <u>not</u> include faculty toilet rooms. |
| Health Suite (Nurse) | Spaces provided for assisting sick students, dispensing medications, various examinations and consultations. Provide waiting room, nurse center, rest areas, examination room(s), storage and toilet rooms. | Measure to surface of all walls of the overall area. |
| Building Admin./Guidance | Suite of spaces for staff related to the building's administration and guidance. | Measure to the surface of all walls of the overall area to include internal hallways/circulation and toilet facilities. |
| SECONDARY | | |
| Library | Resource center for print material, information retrieval, etc., with appropriate design for reasonable operation and supervision. | Measure to surface of all walls of library room only, but do <u>not</u> include auxiliary rooms, like office/workroom, conference, storage, etc. |
| Classroom, Special Education Classroom (Homerom), Business Classroom, Computer Lab, Music Classroom | Access from the corridor; appropriate windows, storage, chalk and tack boards, lighting, heating and ventilating, wiring for telephone and educational technology; flat floor; may have one sink. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls, including storage cabinets and closets, but <u>not</u> storage rooms or toilet rooms. |
| Special Education Resource Room | Same as classrooms. For special education classified students only. | Measure to surface of all walls, including storage cabinets and closets, but <u>not</u> storage rooms. |
| Small Group (SGI), Conference Room | Suitable for small group activities, speech, reading, Title 1, etc. | Less than 850 square feet. Measure to surface of all walls, including storage cabinets and closets, but <u>not</u> storage rooms. |
| Large Group Instruction (LGI) | Space for gathering of several classrooms of students. Floor may be all one level, sloped, stepped, or with platform. Appropriate access for the disabled. Appropriate ceiling height, but normally higher than classroom height. Adjacent storage. | 850 square feet or larger. Measure to the surface of walls of LGI, but do <u>not</u> include auxiliary rooms. To be scheduled, LGI capacity must not be needed to meet project capacity requirements for auditorium. |
| Auditorium | Space for seating large gatherings for programs, performances, concerts, etc. LGI spaces may be combined with auditorium when folding partitions, etc. are provided. Access from suitable lobby with convenient toilet rooms near by. Capability to close off from the rest of the building. Effective acoustical design, heating and ventilation, lighting and technology. | Measure to surface of all walls and to the front face of the main curtain. Include balcony area, but <u>not</u> storage, projection or control rooms. |
| Stage | Performance center of auditorium or other space. Sufficient space for the variety of programs on stage as well as in front of the curtain, and supporting spaces in the wings. Access for the disabled. Access to stage from corridor. Adequate storage rooms at stage level. | Measure to surface of all walls and to front face of the curtain, but do <u>not</u> include storage or dressing rooms. |
| Science Classroom/Lecture | Same as classroom. For lecture and demonstration. Demonstration equipment and utilities. Well ventilated and separately exhausted. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Same as classroom. |

*THIS LIST IS NOT MEANT TO BE INCLUSIVE. FOR SPACES NOT LISTED, CONTACT THE DIVISION OF SCHOOL FACILITIES.

SCHEDULED AREA SPACE DESCRIPTIONS AND MEASUREMENTS

| SPACE | DESCRIPTION | SQ. FT. MINIMUM (IF APPLICABLE) AND HOW TO MEASURE SCHEDULED AREA |
|---|--|--|
| SECONDARY (CON'T) | | |
| Science Lab | Project orientation and experimental work. Laboratory equipment for 20 to 24 students, with appropriate utilities, safety equipment and materials. Well ventilated and separately exhausted. Adjacent storage and preparation room is recommended. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls, but do <u>not</u> include storage and preparation room or student project room. |
| Science Student Project Room | Small room for independent laboratory work for students. Adjacent to science lab(s). Maximum visual opportunity to supervise. At least 3 or 4 lab stations with appropriate utilities. Well ventilated. | Measure to surface of all walls in the room. |
| TV Instructional Studio | Room designed for TV studio instruction. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls |
| Art Classroom | Same as classroom but may have more than one sink. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls, but do <u>not</u> include auxiliary rooms. |
| Music Classroom, Band, Orchestra and Choral Rooms | Similar to classrooms, but designed for greater numbers of students. Higher ceilings for better ventilation and acoustical design, etc. Instrument storage adjacent to band/orchestra rooms. Accommodate the disabled. Flat floor is preferred. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls like in classrooms, but do <u>not</u> include auxiliary rooms, such as music practice and instrument storage. |
| Family and Consumer Science (Homemaking) | Similar to classroom. Cabinetry and equipment necessary to teach and experience the various programs. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls of the overall area, which includes all auxiliary spaces. |
| Industrial Art Shop, Technology Education | Similar to classroom. Cabinetry and equipment necessary to teach and experience the various programs. | 1800 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls of the overall area, which includes all auxiliary spaces. |
| Vocational Agriculture Shop with Classroom | Shop facilities to accommodate the practical experience of the various agriculture related programs, with 660 sq. ft. minimum classroom for instruction and testing. | 660 SQ. FT. MINIMUM TO QUALIFY FOR FTE CAPACITY Measure to surface of all walls of the overall area, which includes all auxiliary spaces. |
| Gymnasium | Primary space for indoor physical education, intramural, interscholastic and community recreation activities. Should accommodate various court activities with safety zones meeting or exceeding recommended minimum dimensions. Access from suitable lobby with convenient toilet rooms nearby. Convenient to locker rooms, equipment storage, and student access. All surfaces should be of durable materials and the floor should be resilient. Adequate ventilation. | Measure to surface of all walls, including upper levels, but do not include storage rooms, locker rooms, etc. Folding partitions or dividers do not count as walls for this measurement or for calculating FTE for this space. Refer to instructions for minimum square foot requirements. |
| Auxiliary Gymnasium | Multi-use space that will accommodate both court and other activities, with a minimum clear ceiling height of 16' with no interior columns. Can be located with gymnasium or as a separate room. Adequate ventilation. | Same as gymnasium. |
| Adaptive Gymnasium | Space for specialized equipment and exercise for corrective physical and muscular development. Adequate ventilation. | Same as gymnasium. |
| Weight Room | Space for apparatus for muscular development and physical endurance. Adequate ventilation. | Same as gymnasium. |
| Wrestling Room | Space for wrestling activities with appropriate floor and wall surfaces. Adequate ventilation. | Same as gymnasium. |

*THIS LIST IS NOT MEANT TO BE INCLUSIVE. FOR SPACES NOT LISTED, CONTACT THE DIVISION OF SCHOOL FACILITIES.

SCHEDULED AREA SPACE DESCRIPTIONS AND MEASUREMENTS

| SPACE | DESCRIPTION | SQ. FT. MINIMUM (IF APPLICABLE) AND HOW TO MEASURE SCHEDULED AREA |
|---|--|---|
| SECONDARY (CON'T) | | |
| Natatorium | Indoor swimming pool for instruction and recreation. Natatorium and adjacent locker rooms, along with a small lobby should be separate in location and operation. Spectator seating, if desired, should be totally separate from the wet activities. Generous deck for instruction. Avoid glare from light sources on water surface. | Measure to surface of all walls, including seating area, but <u>not</u> storage or equipment rooms. |
| Locker Rooms, Drying and Shower Rooms | Serves the gymnasium(s) and the athletic fields. Access from the gymnasium. Locker rooms for a natatorium should be separate and at the same level as pool deck. Design to meet Title 9 objectives of comparable facilities for male and female students. | Measure to surface of walls of the overall area of the locker room, shower and drying area, but do not include toilet facilities, storage or training room. |
| Team Room | Separate locker, shower and drying areas for team activities. May be connected with regular locker room for use of shower and drying. | Same as locker room, shower and drying. |
| Physical Education Instructor's Office | Instructors' administration center in locker room. Located to offer maximum opportunity for supervision, particularly of shower and drying areas. | Measure to surface of walls, including instructors toilet and shower room. |
| Kitchen | Space for food storage, preparation, serving, etc. Convenient access for deliveries and disposal. Small locker room and toilet room for kitchen help. | Measure to surface of all walls of overall area. |
| Cafeteria | Space for student dining. | Measure to surface of all walls, but do <u>not</u> include storage. |
| Faculty Dining Room | Space located near school food service for convenient access for teachers. | Measure to surface of all walls. |
| Faculty Room, Instructional Planning Center | Space for planning and organizing program activities, etc., or free time. Faculty toilet rooms should open from the corridor. | Measure to surface of all walls, but do <u>not</u> include faculty toilet rooms. |
| Health Suite (Nurse) | Spaces provided for assisting sick students, dispensing medications, various examinations and consultations. Provide waiting room, nurse center, rest areas, examination room(s), storage and toilet rooms. | Measure to surface of all walls of the overall area. |
| Building Admin./Guidance | Suite of spaces for staff related to the building's administration and guidance. | Measure to the surface of all walls of the overall area to include internal hallways/circulation and toilet facilities. |
| DISTRICT ADMINISTRATION OFFICE | | |
| District Administration Office | Suite of spaces for staff related to the district's administration. | Measure to the surface of all walls of the overall area to include internal hallways/circulation and toilet facilities. |

*THIS LIST IS NOT MEANT TO BE INCLUSIVE. FOR SPACES NOT LISTED, CONTACT THE DIVISION OF SCHOOL FACILITIES.