



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 " $=(\text{the existing area})/(\text{the total area})$ " and in Column #8, type " $=(\text{the new area})/(\text{the total area})$." 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
1	1	76	106	151	211	226	316	301	421
2	3	77	108	152	213	227	318	302	423
3	4	78	109	153	214	228	319	303	424
4	6	79	111	154	216	229	321	304	426
5	7	80	112	155	217	230	322	305	427
6	8	81	113	156	218	231	323	306	428
7	10	82	115	157	220	232	325	307	430
8	11	83	116	158	221	233	326	308	431
9	13	84	118	159	223	234	328	309	433
10	14	85	119	160	224	235	329	310	434
11	15	86	120	161	225	236	330	311	435
12	17	87	122	162	227	237	332	312	437
13	18	88	123	163	228	238	333	313	438
14	20	89	125	164	230	239	335	314	440
15	21	90	126	165	231	240	336	315	441
16	22	91	127	166	232	241	337	316	442
17	24	92	129	167	234	242	339	317	444
18	25	93	130	168	235	243	340	318	445
19	27	94	132	169	237	244	342	319	447
20	28	95	133	170	238	245	343	320	448
21	29	96	134	171	239	246	344	321	449
22	31	97	136	172	241	247	346	322	451
23	32	98	137	173	242	248	347	323	452
24	34	99	139	174	244	249	349	324	454
25	35	100	140	175	245	250	350	325	455
26	36	101	141	176	246	251	351	326	456
27	38	102	143	177	248	252	353	327	458
28	39	103	144	178	249	253	354	328	459
29	41	104	146	179	251	254	356	329	461
30	42	105	147	180	252	255	357	330	462
31	43	106	148	181	253	256	358	331	463
32	45	107	150	182	255	257	360	332	465
33	46	108	151	183	256	258	361	333	466
34	48	109	153	184	258	259	363	334	468
35	49	110	154	185	259	260	364	335	469
36	50	111	155	186	260	261	365	336	470
37	52	112	157	187	262	262	367	337	472
38	53	113	158	188	263	263	368	338	473
39	55	114	160	189	265	264	370	339	475
40	56	115	161	190	266	265	371	340	476
41	57	116	162	191	267	266	372	341	477
42	59	117	164	192	269	267	374	342	479
43	60	118	165	193	270	268	375	343	480
44	62	119	167	194	272	269	377	344	482
45	63	120	168	195	273	270	378	345	483
46	64	121	169	196	274	271	379	346	484
47	66	122	171	197	276	272	381	347	486
48	67	123	172	198	277	273	382	348	487
49	69	124	174	199	279	274	384	349	489
50	70	125	175	200	280	275	385	350	490
51	71	126	176	201	281	276	386	351	491
52	73	127	178	202	283	277	388	352	493
53	74	128	179	203	284	278	389	353	494
54	76	129	181	204	286	279	391	354	496
55	77	130	182	205	287	280	392	355	497
56	78	131	183	206	288	281	393	356	498
57	80	132	185	207	290	282	395	357	500
58	81	133	186	208	291	283	396	358	501
59	83	134	188	209	293	284	398	359	503
60	84	135	189	210	294	285	399	360	504
61	85	136	190	211	295	286	400	361	505
62	87	137	192	212	297	287	402	362	507
63	88	138	193	213	298	288	403	363	508
64	90	139	195	214	300	289	405	364	510
65	91	140	196	215	301	290	406	365	511
66	92	141	197	216	302	291	407	366	512
67	94	142	199	217	304	292	409	367	514
68	95	143	200	218	305	293	410	368	515
69	97	144	202	219	307	294	412	369	517
70	98	145	203	220	308	295	413	370	518
71	99	146	204	221	309	296	414	371	519
72	101	147	206	222	311	297	416	372	521
73	102	148	207	223	312	298	417	373	522
74	104	149	209	224	314	299	419	374	524
75	105	150	210	225	315	300	420	375	525

ELEMENTARY FTE TO RPC CONVERSION CHART											
FTE 451-750											
FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC
451	1.4000	631	526	1.3945	734	601	1.3786	829	676	1.3627	921
452	1.4000	633	527	1.3943	735	602	1.3784	830	677	1.3625	922
453	1.4000	634	528	1.3941	736	603	1.3782	831	678	1.3623	924
454	1.4000	636	529	1.3939	737	604	1.3780	832	679	1.3621	925
455	1.4000	637	530	1.3936	739	605	1.3777	834	680	1.3618	926
456	1.4000	638	531	1.3934	740	606	1.3775	835	681	1.3616	927
457	1.4000	640	532	1.3932	741	607	1.3773	836	682	1.3614	928
458	1.4000	641	533	1.3930	742	608	1.3771	837	683	1.3612	930
459	1.4000	643	534	1.3928	744	609	1.3769	839	684	1.3610	931
460	1.4000	644	535	1.3926	745	610	1.3767	840	685	1.3608	932
461	1.4000	645	536	1.3924	746	611	1.3765	841	686	1.3606	933
462	1.4000	647	537	1.3922	748	612	1.3763	842	687	1.3604	935
463	1.4000	648	538	1.3919	749	613	1.3760	843	688	1.3601	936
464	1.4000	650	539	1.3917	750	614	1.3758	845	689	1.3599	937
465	1.4000	651	540	1.3915	751	615	1.3756	846	690	1.3597	938
466	1.4000	652	541	1.3913	753	616	1.3754	847	691	1.3595	939
467	1.4000	654	542	1.3911	754	617	1.3752	848	692	1.3593	941
468	1.4000	655	543	1.3909	755	618	1.3750	850	693	1.3591	942
469	1.4000	657	544	1.3907	757	619	1.3748	851	694	1.3589	943
470	1.4000	658	545	1.3905	758	620	1.3746	852	695	1.3587	944
471	1.4000	659	546	1.3902	759	621	1.3743	853	696	1.3584	945
472	1.4000	661	547	1.3900	760	622	1.3741	855	697	1.3582	947
473	1.4000	662	548	1.3898	762	623	1.3739	856	698	1.3580	948
474	1.4000	664	549	1.3896	763	624	1.3737	857	699	1.3578	949
475	1.4000	665	550	1.3894	764	625	1.3735	858	700	1.3576	950
476	1.4000	666	551	1.3892	765	626	1.3733	860	701	1.3574	952
477	1.4000	668	552	1.3890	767	627	1.3731	861	702	1.3572	953
478	1.4000	669	553	1.3888	768	628	1.3729	862	703	1.3570	954
479	1.4000	671	554	1.3886	769	629	1.3727	863	704	1.3568	955
480	1.4000	672	555	1.3883	771	630	1.3724	865	705	1.3565	956
481	1.4000	673	556	1.3881	772	631	1.3722	866	706	1.3563	958
482	1.4000	675	557	1.3879	773	632	1.3720	867	707	1.3561	959
483	1.4000	676	558	1.3877	774	633	1.3718	868	708	1.3559	960
484	1.4000	678	559	1.3875	776	634	1.3716	870	709	1.3557	961
485	1.4000	679	560	1.3873	777	635	1.3714	871	710	1.3555	962
486	1.4000	680	561	1.3871	778	636	1.3712	872	711	1.3553	964
487	1.4000	682	562	1.3869	779	637	1.3710	873	712	1.3551	965
488	1.4000	683	563	1.3866	781	638	1.3707	875	713	1.3548	966
489	1.4000	685	564	1.3864	782	639	1.3705	876	714	1.3546	967
490	1.4000	686	565	1.3862	783	640	1.3703	877	715	1.3544	968
491	1.4000	687	566	1.3860	784	641	1.3701	878	716	1.3542	970
492	1.4000	689	567	1.3858	786	642	1.3699	879	717	1.3540	971
493	1.4000	690	568	1.3856	787	643	1.3697	881	718	1.3538	972
494	1.4000	692	569	1.3854	788	644	1.3695	882	719	1.3536	973
495	1.4000	693	570	1.3852	790	645	1.3693	883	720	1.3534	974
496	1.4000	694	571	1.3849	791	646	1.3690	884	721	1.3531	976
497	1.4000	696	572	1.3847	792	647	1.3688	886	722	1.3529	977
498	1.4000	697	573	1.3845	793	648	1.3686	887	723	1.3527	978
499	1.4000	699	574	1.3843	795	649	1.3684	888	724	1.3525	979
500	1.4000	700	575	1.3841	796	650	1.3682	889	725	1.3523	980
501	1.3998	701	576	1.3839	797	651	1.3680	891	726	1.3521	982
502	1.3996	703	577	1.3837	798	652	1.3678	892	727	1.3519	983
503	1.3994	704	578	1.3835	800	653	1.3676	893	728	1.3517	984
504	1.3992	705	579	1.3833	801	654	1.3674	894	729	1.3515	985
505	1.3989	706	580	1.3830	802	655	1.3671	895	730	1.3512	986
506	1.3987	708	581	1.3828	803	656	1.3669	897	731	1.3510	988
507	1.3985	709	582	1.3826	805	657	1.3667	898	732	1.3508	989
508	1.3983	710	583	1.3824	806	658	1.3665	899	733	1.3506	990
509	1.3981	712	584	1.3822	807	659	1.3663	900	734	1.3504	991
510	1.3979	713	585	1.3820	808	660	1.3661	902	735	1.3502	992
511	1.3977	714	586	1.3818	810	661	1.3659	903	736	1.3500	994
512	1.3975	716	587	1.3816	811	662	1.3657	904	737	1.3498	995
513	1.3972	717	588	1.3813	812	663	1.3654	905	738	1.3495	996
514	1.3970	718	589	1.3811	813	664	1.3652	906	739	1.3493	997
515	1.3968	719	590	1.3809	815	665	1.3650	908	740	1.3491	998
516	1.3966	721	591	1.3807	816	666	1.3648	909	741	1.3489	1,000
517	1.3964	722	592	1.3805	817	667	1.3646	910	742	1.3487	1,001
518	1.3962	723	593	1.3803	819	668	1.3644	911	743	1.3485	1,002
519	1.3960	725	594	1.3801	820	669	1.3642	913	744	1.3483	1,003
520	1.3958	726	595	1.3799	821	670	1.3640	914	745	1.3481	1,004
521	1.3955	727	596	1.3796	822	671	1.3637	915	746	1.3478	1,005
522	1.3953	728	597	1.3794	824	672	1.3635	916	747	1.3476	1,007
523	1.3951	730	598	1.3792	825	673	1.3633	918	748	1.3474	1,008
524	1.3949	731	599	1.3790	826	674	1.3631	919	749	1.3472	1,009
525	1.3947	732	600	1.3788	827	675	1.3629	920	750	1.3470	1,010

ELEMENTARY FTE TO RPC CONVERSION CHART

FTE 751-1050

FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC
751	1.3468	1,011	826	1.3309	1,099	901	1.3150	1,185	976	1.2991	1,268
752	1.3466	1,013	827	1.3307	1,100	902	1.3148	1,186	977	1.2989	1,269
753	1.3464	1,014	828	1.3305	1,102	903	1.3146	1,187	978	1.2987	1,270
754	1.3462	1,015	829	1.3303	1,103	904	1.3144	1,188	979	1.2985	1,271
755	1.3459	1,016	830	1.3300	1,104	905	1.3141	1,189	980	1.2982	1,272
756	1.3457	1,017	831	1.3298	1,105	906	1.3139	1,190	981	1.2980	1,273
757	1.3455	1,019	832	1.3296	1,106	907	1.3137	1,192	982	1.2978	1,274
758	1.3453	1,020	833	1.3294	1,107	908	1.3135	1,193	983	1.2976	1,276
759	1.3451	1,021	834	1.3292	1,109	909	1.3133	1,194	984	1.2974	1,277
760	1.3449	1,022	835	1.3290	1,110	910	1.3131	1,195	985	1.2972	1,278
761	1.3447	1,023	836	1.3288	1,111	911	1.3129	1,196	986	1.2970	1,279
762	1.3445	1,025	837	1.3286	1,112	912	1.3127	1,197	987	1.2968	1,280
763	1.3442	1,026	838	1.3283	1,113	913	1.3124	1,198	988	1.2965	1,281
764	1.3440	1,027	839	1.3281	1,114	914	1.3122	1,199	989	1.2963	1,282
765	1.3438	1,028	840	1.3279	1,115	915	1.3120	1,200	990	1.2961	1,283
766	1.3436	1,029	841	1.3277	1,117	916	1.3118	1,202	991	1.2959	1,284
767	1.3434	1,030	842	1.3275	1,118	917	1.3116	1,203	992	1.2957	1,285
768	1.3432	1,032	843	1.3273	1,119	918	1.3114	1,204	993	1.2955	1,286
769	1.3430	1,033	844	1.3271	1,120	919	1.3112	1,205	994	1.2953	1,288
770	1.3428	1,034	845	1.3269	1,121	920	1.3110	1,206	995	1.2951	1,289
771	1.3425	1,035	846	1.3266	1,122	921	1.3107	1,207	996	1.2948	1,290
772	1.3423	1,036	847	1.3264	1,123	922	1.3105	1,208	997	1.2946	1,291
773	1.3421	1,037	848	1.3262	1,125	923	1.3103	1,209	998	1.2944	1,292
774	1.3419	1,039	849	1.3260	1,126	924	1.3101	1,211	999	1.2942	1,293
775	1.3417	1,040	850	1.3258	1,127	925	1.3099	1,212	1,000	1.2940	1,294
776	1.3415	1,041	851	1.3256	1,128	926	1.3097	1,213	1,001	1.2938	1,295
777	1.3413	1,042	852	1.3254	1,129	927	1.3095	1,214	1,002	1.2936	1,296
778	1.3411	1,043	853	1.3252	1,130	928	1.3093	1,215	1,003	1.2934	1,297
779	1.3409	1,045	854	1.3250	1,132	929	1.3091	1,216	1,004	1.2932	1,298
780	1.3406	1,046	855	1.3247	1,133	930	1.3088	1,217	1,005	1.2929	1,299
781	1.3404	1,047	856	1.3245	1,134	931	1.3086	1,218	1,006	1.2927	1,300
782	1.3402	1,048	857	1.3243	1,135	932	1.3084	1,219	1,007	1.2925	1,302
783	1.3400	1,049	858	1.3241	1,136	933	1.3082	1,221	1,008	1.2923	1,303
784	1.3398	1,050	859	1.3239	1,137	934	1.3080	1,222	1,009	1.2921	1,304
785	1.3396	1,052	860	1.3237	1,138	935	1.3078	1,223	1,010	1.2919	1,305
786	1.3394	1,053	861	1.3235	1,140	936	1.3076	1,224	1,011	1.2917	1,306
787	1.3392	1,054	862	1.3233	1,141	937	1.3074	1,225	1,012	1.2915	1,307
788	1.3389	1,055	863	1.3230	1,142	938	1.3071	1,226	1,013	1.2912	1,308
789	1.3387	1,056	864	1.3228	1,143	939	1.3069	1,227	1,014	1.2910	1,309
790	1.3385	1,057	865	1.3226	1,144	940	1.3067	1,228	1,015	1.2908	1,310
791	1.3383	1,059	866	1.3224	1,145	941	1.3065	1,229	1,016	1.2906	1,311
792	1.3381	1,060	867	1.3222	1,146	942	1.3063	1,231	1,017	1.2904	1,312
793	1.3379	1,061	868	1.3220	1,147	943	1.3061	1,232	1,018	1.2902	1,313
794	1.3377	1,062	869	1.3218	1,149	944	1.3059	1,233	1,019	1.2900	1,315
795	1.3375	1,063	870	1.3216	1,150	945	1.3057	1,234	1,020	1.2898	1,316
796	1.3372	1,064	871	1.3213	1,151	946	1.3054	1,235	1,021	1.2895	1,317
797	1.3370	1,066	872	1.3211	1,152	947	1.3052	1,236	1,022	1.2893	1,318
798	1.3368	1,067	873	1.3209	1,153	948	1.3050	1,237	1,023	1.2891	1,319
799	1.3366	1,068	874	1.3207	1,154	949	1.3048	1,238	1,024	1.2889	1,320
800	1.3364	1,069	875	1.3205	1,155	950	1.3046	1,239	1,025	1.2887	1,321
801	1.3362	1,070	876	1.3203	1,157	951	1.3044	1,240	1,026	1.2885	1,322
802	1.3360	1,071	877	1.3201	1,158	952	1.3042	1,242	1,027	1.2883	1,323
803	1.3358	1,073	878	1.3199	1,159	953	1.3040	1,243	1,028	1.2881	1,324
804	1.3356	1,074	879	1.3197	1,160	954	1.3038	1,244	1,029	1.2879	1,325
805	1.3353	1,075	880	1.3194	1,161	955	1.3035	1,245	1,030	1.2876	1,326
806	1.3351	1,076	881	1.3192	1,162	956	1.3033	1,246	1,031	1.2874	1,327
807	1.3349	1,077	882	1.3190	1,163	957	1.3031	1,247	1,032	1.2872	1,328
808	1.3347	1,078	883	1.3188	1,165	958	1.3029	1,248	1,033	1.2870	1,329
809	1.3345	1,080	884	1.3186	1,166	959	1.3027	1,249	1,034	1.2868	1,331
810	1.3343	1,081	885	1.3184	1,167	960	1.3025	1,250	1,035	1.2866	1,332
811	1.3341	1,082	886	1.3182	1,168	961	1.3023	1,252	1,036	1.2864	1,333
812	1.3339	1,083	887	1.3180	1,169	962	1.3021	1,253	1,037	1.2862	1,334
813	1.3336	1,084	888	1.3177	1,170	963	1.3018	1,254	1,038	1.2859	1,335
814	1.3334	1,085	889	1.3175	1,171	964	1.3016	1,255	1,039	1.2857	1,336
815	1.3332	1,087	890	1.3173	1,172	965	1.3014	1,256	1,040	1.2855	1,337
816	1.3330	1,088	891	1.3171	1,174	966	1.3012	1,257	1,041	1.2853	1,338
817	1.3328	1,089	892	1.3169	1,175	967	1.3010	1,258	1,042	1.2851	1,339
818	1.3326	1,090	893	1.3167	1,176	968	1.3008	1,259	1,043	1.2849	1,340
819	1.3324	1,091	894	1.3165	1,177	969	1.3006	1,260	1,044	1.2847	1,341
820	1.3322	1,092	895	1.3163	1,178	970	1.3004	1,261	1,045	1.2845	1,342
821	1.3319	1,093	896	1.3160	1,179	971	1.3001	1,262	1,046	1.2842	1,343
822	1.3317	1,095	897	1.3158	1,180	972	1.2999	1,264	1,047	1.2840	1,344
823	1.3315	1,096	898	1.3156	1,181	973	1.2997	1,265	1,048	1.2838	1,345
824	1.3313	1,097	899	1.3154	1,183	974	1.2995	1,266	1,049	1.2836	1,346
825	1.3311	1,098	900	1.3152	1,184	975	1.2993	1,267	1,050	1.2834	1,348

ELEMENTARY FTE TO RPC CONVERSION CHART

FTE 1051-1350

FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC
1,051	1.2832	1,349	1,126	1.2673	1,427	1,201	1.2514	1,503	1,276	1.2355	1,576
1,052	1.2830	1,350	1,127	1.2671	1,428	1,202	1.2512	1,504	1,277	1.2353	1,577
1,053	1.2828	1,351	1,128	1.2669	1,429	1,203	1.2510	1,505	1,278	1.2351	1,578
1,054	1.2826	1,352	1,129	1.2667	1,430	1,204	1.2508	1,506	1,279	1.2349	1,579
1,055	1.2823	1,353	1,130	1.2664	1,431	1,205	1.2505	1,507	1,280	1.2346	1,580
1,056	1.2821	1,354	1,131	1.2662	1,432	1,206	1.2503	1,508	1,281	1.2344	1,581
1,057	1.2819	1,355	1,132	1.2660	1,433	1,207	1.2501	1,509	1,282	1.2342	1,582
1,058	1.2817	1,356	1,133	1.2658	1,434	1,208	1.2499	1,510	1,283	1.2340	1,583
1,059	1.2815	1,357	1,134	1.2656	1,435	1,209	1.2497	1,511	1,284	1.2338	1,584
1,060	1.2813	1,358	1,135	1.2654	1,436	1,210	1.2495	1,512	1,285	1.2336	1,585
1,061	1.2811	1,359	1,136	1.2652	1,437	1,211	1.2493	1,513	1,286	1.2334	1,586
1,062	1.2809	1,360	1,137	1.2650	1,438	1,212	1.2491	1,514	1,287	1.2332	1,587
1,063	1.2806	1,361	1,138	1.2647	1,439	1,213	1.2488	1,515	1,288	1.2329	1,588
1,064	1.2804	1,362	1,139	1.2645	1,440	1,214	1.2486	1,516	1,289	1.2327	1,589
1,065	1.2802	1,363	1,140	1.2643	1,441	1,215	1.2484	1,517	1,290	1.2325	1,590
1,066	1.2800	1,364	1,141	1.2641	1,442	1,216	1.2482	1,518	1,291	1.2323	1,591
1,067	1.2798	1,366	1,142	1.2639	1,443	1,217	1.2480	1,519	1,292	1.2321	1,592
1,068	1.2796	1,367	1,143	1.2637	1,444	1,218	1.2478	1,520	1,293	1.2319	1,593
1,069	1.2794	1,368	1,144	1.2635	1,445	1,219	1.2476	1,521	1,294	1.2317	1,594
1,070	1.2792	1,369	1,145	1.2633	1,446	1,220	1.2474	1,522	1,295	1.2315	1,595
1,071	1.2789	1,370	1,146	1.2630	1,447	1,221	1.2471	1,523	1,296	1.2312	1,596
1,072	1.2787	1,371	1,147	1.2628	1,448	1,222	1.2469	1,524	1,297	1.2310	1,597
1,073	1.2785	1,372	1,148	1.2626	1,449	1,223	1.2467	1,525	1,298	1.2308	1,598
1,074	1.2783	1,373	1,149	1.2624	1,450	1,224	1.2465	1,526	1,299	1.2306	1,599
1,075	1.2781	1,374	1,150	1.2622	1,452	1,225	1.2463	1,527	1,300	1.2304	1,600
1,076	1.2779	1,375	1,151	1.2620	1,453	1,226	1.2461	1,528	1,301	1.2302	1,600
1,077	1.2777	1,376	1,152	1.2618	1,454	1,227	1.2459	1,529	1,302	1.2300	1,601
1,078	1.2775	1,377	1,153	1.2616	1,455	1,228	1.2457	1,530	1,303	1.2298	1,602
1,079	1.2773	1,378	1,154	1.2614	1,456	1,229	1.2455	1,531	1,304	1.2296	1,603
1,080	1.2770	1,379	1,155	1.2611	1,457	1,230	1.2452	1,532	1,305	1.2293	1,604
1,081	1.2768	1,380	1,156	1.2609	1,458	1,231	1.2450	1,533	1,306	1.2291	1,605
1,082	1.2766	1,381	1,157	1.2607	1,459	1,232	1.2448	1,534	1,307	1.2289	1,606
1,083	1.2764	1,382	1,158	1.2605	1,460	1,233	1.2446	1,535	1,308	1.2287	1,607
1,084	1.2762	1,383	1,159	1.2603	1,461	1,234	1.2444	1,536	1,309	1.2285	1,608
1,085	1.2760	1,384	1,160	1.2601	1,462	1,235	1.2442	1,537	1,310	1.2283	1,609
1,086	1.2758	1,386	1,161	1.2599	1,463	1,236	1.2440	1,538	1,311	1.2281	1,610
1,087	1.2756	1,387	1,162	1.2597	1,464	1,237	1.2438	1,539	1,312	1.2279	1,611
1,088	1.2753	1,388	1,163	1.2594	1,465	1,238	1.2435	1,539	1,313	1.2276	1,612
1,089	1.2751	1,389	1,164	1.2592	1,466	1,239	1.2433	1,540	1,314	1.2274	1,613
1,090	1.2749	1,390	1,165	1.2590	1,467	1,240	1.2431	1,541	1,315	1.2272	1,614
1,091	1.2747	1,391	1,166	1.2588	1,468	1,241	1.2429	1,542	1,316	1.2270	1,615
1,092	1.2745	1,392	1,167	1.2586	1,469	1,242	1.2427	1,543	1,317	1.2268	1,616
1,093	1.2743	1,393	1,168	1.2584	1,470	1,243	1.2425	1,544	1,318	1.2266	1,617
1,094	1.2741	1,394	1,169	1.2582	1,471	1,244	1.2423	1,545	1,319	1.2264	1,618
1,095	1.2739	1,395	1,170	1.2580	1,472	1,245	1.2421	1,546	1,320	1.2262	1,619
1,096	1.2736	1,396	1,171	1.2577	1,473	1,246	1.2418	1,547	1,321	1.2259	1,619
1,097	1.2734	1,397	1,172	1.2575	1,474	1,247	1.2416	1,548	1,322	1.2257	1,620
1,098	1.2732	1,398	1,173	1.2573	1,475	1,248	1.2414	1,549	1,323	1.2255	1,621
1,099	1.2730	1,399	1,174	1.2571	1,476	1,249	1.2412	1,550	1,324	1.2253	1,622
1,100	1.2728	1,400	1,175	1.2569	1,477	1,250	1.2410	1,551	1,325	1.2251	1,623
1,101	1.2726	1,401	1,176	1.2567	1,478	1,251	1.2408	1,552	1,326	1.2249	1,624
1,102	1.2724	1,402	1,177	1.2565	1,479	1,252	1.2406	1,553	1,327	1.2247	1,625
1,103	1.2722	1,403	1,178	1.2563	1,480	1,253	1.2404	1,554	1,328	1.2245	1,626
1,104	1.2720	1,404	1,179	1.2561	1,481	1,254	1.2402	1,555	1,329	1.2243	1,627
1,105	1.2717	1,405	1,180	1.2558	1,482	1,255	1.2399	1,556	1,330	1.2240	1,628
1,106	1.2715	1,406	1,181	1.2556	1,483	1,256	1.2397	1,557	1,331	1.2238	1,629
1,107	1.2713	1,407	1,182	1.2554	1,484	1,257	1.2395	1,558	1,332	1.2236	1,630
1,108	1.2711	1,408	1,183	1.2552	1,485	1,258	1.2393	1,559	1,333	1.2234	1,631
1,109	1.2709	1,409	1,184	1.2550	1,486	1,259	1.2391	1,560	1,334	1.2232	1,632
1,110	1.2707	1,410	1,185	1.2548	1,487	1,260	1.2389	1,561	1,335	1.2230	1,633
1,111	1.2705	1,412	1,186	1.2546	1,488	1,261	1.2387	1,562	1,336	1.2228	1,634
1,112	1.2703	1,413	1,187	1.2544	1,489	1,262	1.2385	1,563	1,337	1.2226	1,635
1,113	1.2700	1,414	1,188	1.2541	1,490	1,263	1.2382	1,564	1,338	1.2223	1,635
1,114	1.2698	1,415	1,189	1.2539	1,491	1,264	1.2380	1,565	1,339	1.2221	1,636
1,115	1.2696	1,416	1,190	1.2537	1,492	1,265	1.2378	1,566	1,340	1.2219	1,637
1,116	1.2694	1,417	1,191	1.2535	1,493	1,266	1.2376	1,567	1,341	1.2217	1,638
1,117	1.2692	1,418	1,192	1.2533	1,494	1,267	1.2374	1,568	1,342	1.2215	1,639
1,118	1.2690	1,419	1,193	1.2531	1,495	1,268	1.2372	1,569	1,343	1.2213	1,640
1,119	1.2688	1,420	1,194	1.2529	1,496	1,269	1.2370	1,570	1,344	1.2211	1,641
1,120	1.2686	1,421	1,195	1.2527	1,497	1,270	1.2368	1,571	1,345	1.2209	1,642
1,121	1.2683	1,422	1,196	1.2524	1,498	1,271	1.2365	1,572	1,346	1.2206	1,643
1,122	1.2681	1,423	1,197	1.2522	1,499	1,272	1.2363	1,573	1,347	1.2204	1,644
1,123	1.2679	1,424	1,198	1.2520	1,500	1,273	1.2361	1,574	1,348	1.2202	1,645
1,124	1.2677	1,425	1,199	1.2518	1,501	1,274	1.2359	1,575	1,349	1.2200	1,646
1,125	1.2675	1,426	1,200	1.2516	1,502	1,275	1.2357	1,576	1,350	1.2198	1,647

ELEMENTARY FTE TO RPC CONVERSION CHART

FTE 1351-1650

FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC	FTE	FACTOR	RPC
1,351	1.2196	1,648	1,426	1.2037	1,716	1,501	1.1878	1,783	1,576	1.1719	1,847
1,352	1.2194	1,649	1,427	1.2035	1,717	1,502	1.1876	1,784	1,577	1.1717	1,848
1,353	1.2192	1,650	1,428	1.2033	1,718	1,503	1.1874	1,785	1,578	1.1715	1,849
1,354	1.2190	1,651	1,429	1.2031	1,719	1,504	1.1872	1,786	1,579	1.1713	1,849
1,355	1.2187	1,651	1,430	1.2028	1,720	1,505	1.1869	1,786	1,580	1.1710	1,850
1,356	1.2185	1,652	1,431	1.2026	1,721	1,506	1.1867	1,787	1,581	1.1708	1,851
1,357	1.2183	1,653	1,432	1.2024	1,722	1,507	1.1865	1,788	1,582	1.1706	1,852
1,358	1.2181	1,654	1,433	1.2022	1,723	1,508	1.1863	1,789	1,583	1.1704	1,853
1,359	1.2179	1,655	1,434	1.2020	1,724	1,509	1.1861	1,790	1,584	1.1702	1,854
1,360	1.2177	1,656	1,435	1.2018	1,725	1,510	1.1859	1,791	1,585	1.1700	1,854
1,361	1.2175	1,657	1,436	1.2016	1,725	1,511	1.1857	1,792	1,586	1.1698	1,855
1,362	1.2173	1,658	1,437	1.2014	1,726	1,512	1.1855	1,792	1,587	1.1696	1,856
1,363	1.2170	1,659	1,438	1.2011	1,727	1,513	1.1852	1,793	1,588	1.1693	1,857
1,364	1.2168	1,660	1,439	1.2009	1,728	1,514	1.1850	1,794	1,589	1.1691	1,858
1,365	1.2166	1,661	1,440	1.2007	1,729	1,515	1.1848	1,795	1,590	1.1689	1,859
1,366	1.2164	1,662	1,441	1.2005	1,730	1,516	1.1846	1,796	1,591	1.1687	1,859
1,367	1.2162	1,663	1,442	1.2003	1,731	1,517	1.1844	1,797	1,592	1.1685	1,860
1,368	1.2160	1,663	1,443	1.2001	1,732	1,518	1.1842	1,798	1,593	1.1683	1,861
1,369	1.2158	1,664	1,444	1.1999	1,733	1,519	1.1840	1,798	1,594	1.1681	1,862
1,370	1.2156	1,665	1,445	1.1997	1,734	1,520	1.1838	1,799	1,595	1.1679	1,863
1,371	1.2153	1,666	1,446	1.1994	1,734	1,521	1.1835	1,800	1,596	1.1676	1,863
1,372	1.2151	1,667	1,447	1.1992	1,735	1,522	1.1833	1,801	1,597	1.1674	1,864
1,373	1.2149	1,668	1,448	1.1990	1,736	1,523	1.1831	1,802	1,598	1.1672	1,865
1,374	1.2147	1,669	1,449	1.1988	1,737	1,524	1.1829	1,803	1,599	1.1670	1,866
1,375	1.2145	1,670	1,450	1.1986	1,738	1,525	1.1827	1,804	1,600	1.1668	1,867
1,376	1.2143	1,671	1,451	1.1984	1,739	1,526	1.1825	1,804	1,601	1.1666	1,868
1,377	1.2141	1,672	1,452	1.1982	1,740	1,527	1.1823	1,805	1,602	1.1664	1,869
1,378	1.2139	1,673	1,453	1.1980	1,741	1,528	1.1821	1,806	1,603	1.1662	1,869
1,379	1.2137	1,674	1,454	1.1978	1,742	1,529	1.1819	1,807	1,604	1.1660	1,870
1,380	1.2134	1,674	1,455	1.1975	1,742	1,530	1.1816	1,808	1,605	1.1657	1,871
1,381	1.2132	1,675	1,456	1.1973	1,743	1,531	1.1814	1,809	1,606	1.1655	1,872
1,382	1.2130	1,676	1,457	1.1971	1,744	1,532	1.1812	1,810	1,607	1.1653	1,873
1,383	1.2128	1,677	1,458	1.1969	1,745	1,533	1.1810	1,810	1,608	1.1651	1,873
1,384	1.2126	1,678	1,459	1.1967	1,746	1,534	1.1808	1,811	1,609	1.1649	1,874
1,385	1.2124	1,679	1,460	1.1965	1,747	1,535	1.1806	1,812	1,610	1.1647	1,875
1,386	1.2122	1,680	1,461	1.1963	1,748	1,536	1.1804	1,813	1,611	1.1645	1,876
1,387	1.2120	1,681	1,462	1.1961	1,749	1,537	1.1802	1,814	1,612	1.1643	1,877
1,388	1.2117	1,682	1,463	1.1958	1,749	1,538	1.1799	1,815	1,613	1.1640	1,878
1,389	1.2115	1,683	1,464	1.1956	1,750	1,539	1.1797	1,816	1,614	1.1638	1,878
1,390	1.2113	1,684	1,465	1.1954	1,751	1,540	1.1795	1,816	1,615	1.1636	1,879
1,391	1.2111	1,685	1,466	1.1952	1,752	1,541	1.1793	1,817	1,616	1.1634	1,880
1,392	1.2109	1,686	1,467	1.1950	1,753	1,542	1.1791	1,818	1,617	1.1632	1,881
1,393	1.2107	1,687	1,468	1.1948	1,754	1,543	1.1789	1,819	1,618	1.1630	1,882
1,394	1.2105	1,687	1,469	1.1946	1,755	1,544	1.1787	1,820	1,619	1.1628	1,883
1,395	1.2103	1,688	1,470	1.1944	1,756	1,545	1.1785	1,821	1,620	1.1626	1,883
1,396	1.2100	1,689	1,471	1.1941	1,757	1,546	1.1782	1,821	1,621	1.1623	1,884
1,397	1.2098	1,690	1,472	1.1939	1,757	1,547	1.1780	1,822	1,622	1.1621	1,885
1,398	1.2096	1,691	1,473	1.1937	1,758	1,548	1.1778	1,823	1,623	1.1619	1,886
1,399	1.2094	1,692	1,474	1.1935	1,759	1,549	1.1776	1,824	1,624	1.1617	1,887
1,400	1.2092	1,693	1,475	1.1933	1,760	1,550	1.1774	1,825	1,625	1.1615	1,887
1,401	1.2090	1,694	1,476	1.1931	1,761	1,551	1.1772	1,826	1,626	1.1613	1,888
1,402	1.2088	1,695	1,477	1.1929	1,762	1,552	1.1770	1,827	1,627	1.1611	1,889
1,403	1.2086	1,696	1,478	1.1927	1,763	1,553	1.1768	1,828	1,628	1.1609	1,890
1,404	1.2084	1,697	1,479	1.1925	1,764	1,554	1.1766	1,828	1,629	1.1607	1,891
1,405	1.2081	1,697	1,480	1.1922	1,764	1,555	1.1763	1,829	1,630	1.1604	1,891
1,406	1.2079	1,698	1,481	1.1920	1,765	1,556	1.1761	1,830	1,631	1.1602	1,892
1,407	1.2077	1,699	1,482	1.1918	1,766	1,557	1.1759	1,831	1,632	1.1600	1,893
1,408	1.2075	1,700	1,483	1.1916	1,767	1,558	1.1757	1,832	1,633	1.1598	1,894
1,409	1.2073	1,701	1,484	1.1914	1,768	1,559	1.1755	1,833	1,634	1.1596	1,895
1,410	1.2071	1,702	1,485	1.1912	1,769	1,560	1.1753	1,833	1,635	1.1594	1,896
1,411	1.2069	1,703	1,486	1.1910	1,770	1,561	1.1751	1,834	1,636	1.1592	1,896
1,412	1.2067	1,704	1,487	1.1908	1,771	1,562	1.1749	1,835	1,637	1.1590	1,897
1,413	1.2064	1,705	1,488	1.1905	1,771	1,563	1.1746	1,836	1,638	1.1587	1,898
1,414	1.2062	1,706	1,489	1.1903	1,772	1,564	1.1744	1,837	1,639	1.1585	1,899
1,415	1.2060	1,706	1,490	1.1901	1,773	1,565	1.1742	1,838	1,640	1.1583	1,900
1,416	1.2058	1,707	1,491	1.1899	1,774	1,566	1.1740	1,838	1,641	1.1581	1,900
1,417	1.2056	1,708	1,492	1.1897	1,775	1,567	1.1738	1,839	1,642	1.1579	1,901
1,418	1.2054	1,709	1,493	1.1895	1,776	1,568	1.1736	1,840	1,643	1.1577	1,902
1,419	1.2052	1,710	1,494	1.1893	1,777	1,569	1.1734	1,841	1,644	1.1575	1,903
1,420	1.2050	1,711	1,495	1.1891	1,778	1,570	1.1732	1,842	1,645	1.1573	1,904
1,421	1.2047	1,712	1,496	1.1888	1,778	1,571	1.1729	1,843	1,646	1.1570	1,904
1,422	1.2045	1,713	1,497	1.1886	1,779	1,572	1.1727	1,843	1,647	1.1568	1,905
1,423	1.2043	1,714	1,498	1.1884	1,780	1,573	1.1725	1,844	1,648	1.1566	1,906
1,424	1.2041	1,715	1,499	1.1882	1,781	1,574	1.1723	1,845	1,649	1.1564	1,907
1,425	1.2039	1,716	1,500	1.1880	1,782	1,575	1.1721	1,846	1,650	1.1562	1,908

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 901-1350

FTE	RPC	FTE	RPC	FTE	RPC	FTE	RPC	FTE	RPC	FTE	RPC
901	1,000	976	1,083	1,051	1,161	1,126	1,244	1,201	1,327	1,276	1,410
902	1,001	977	1,084	1,052	1,162	1,127	1,245	1,202	1,328	1,277	1,411
903	1,002	978	1,086	1,053	1,164	1,128	1,246	1,203	1,329	1,278	1,412
904	1,003	979	1,087	1,054	1,165	1,129	1,248	1,204	1,330	1,279	1,413
905	1,005	980	1,088	1,055	1,166	1,130	1,249	1,205	1,332	1,280	1,414
906	1,006	981	1,089	1,056	1,167	1,131	1,250	1,206	1,333	1,281	1,416
907	1,007	982	1,090	1,057	1,168	1,132	1,251	1,207	1,334	1,282	1,417
908	1,008	983	1,091	1,058	1,169	1,133	1,252	1,208	1,335	1,283	1,418
909	1,009	984	1,092	1,059	1,170	1,134	1,253	1,209	1,336	1,284	1,419
910	1,010	985	1,093	1,060	1,171	1,135	1,254	1,210	1,337	1,285	1,420
911	1,011	986	1,094	1,061	1,172	1,136	1,255	1,211	1,338	1,286	1,421
912	1,012	987	1,096	1,062	1,174	1,137	1,256	1,212	1,339	1,287	1,422
913	1,013	988	1,097	1,063	1,175	1,138	1,257	1,213	1,340	1,288	1,423
914	1,015	989	1,098	1,064	1,176	1,139	1,259	1,214	1,341	1,289	1,424
915	1,016	990	1,099	1,065	1,177	1,140	1,260	1,215	1,343	1,290	1,425
916	1,017	991	1,100	1,066	1,178	1,141	1,261	1,216	1,344	1,291	1,427
917	1,018	992	1,101	1,067	1,179	1,142	1,262	1,217	1,345	1,292	1,428
918	1,019	993	1,102	1,068	1,180	1,143	1,263	1,218	1,346	1,293	1,429
919	1,020	994	1,103	1,069	1,181	1,144	1,264	1,219	1,347	1,294	1,430
920	1,021	995	1,104	1,070	1,182	1,145	1,265	1,220	1,348	1,295	1,431
921	1,022	996	1,106	1,071	1,183	1,146	1,266	1,221	1,349	1,296	1,432
922	1,023	997	1,107	1,072	1,185	1,147	1,267	1,222	1,350	1,297	1,433
923	1,025	998	1,108	1,073	1,186	1,148	1,269	1,223	1,351	1,298	1,434
924	1,026	999	1,109	1,074	1,187	1,149	1,270	1,224	1,353	1,299	1,435
925	1,027	1,000	1,110	1,075	1,188	1,150	1,271	1,225	1,354	1,300	1,437
926	1,028	1,001	1,106	1,076	1,189	1,151	1,272	1,226	1,355	1,301	1,438
927	1,029	1,002	1,107	1,077	1,190	1,152	1,273	1,227	1,356	1,302	1,439
928	1,030	1,003	1,108	1,078	1,191	1,153	1,274	1,228	1,357	1,303	1,440
929	1,031	1,004	1,109	1,079	1,192	1,154	1,275	1,229	1,358	1,304	1,441
930	1,032	1,005	1,111	1,080	1,193	1,155	1,276	1,230	1,359	1,305	1,442
931	1,033	1,006	1,112	1,081	1,195	1,156	1,277	1,231	1,360	1,306	1,443
932	1,035	1,007	1,113	1,082	1,196	1,157	1,278	1,232	1,361	1,307	1,444
933	1,036	1,008	1,114	1,083	1,197	1,158	1,280	1,233	1,362	1,308	1,445
934	1,037	1,009	1,115	1,084	1,198	1,159	1,281	1,234	1,364	1,309	1,446
935	1,038	1,010	1,116	1,085	1,199	1,160	1,282	1,235	1,365	1,310	1,448
936	1,039	1,011	1,117	1,086	1,200	1,161	1,283	1,236	1,366	1,311	1,449
937	1,040	1,012	1,118	1,087	1,201	1,162	1,284	1,237	1,367	1,312	1,450
938	1,041	1,013	1,119	1,088	1,202	1,163	1,285	1,238	1,368	1,313	1,451
939	1,042	1,014	1,120	1,089	1,203	1,164	1,286	1,239	1,369	1,314	1,452
940	1,043	1,015	1,122	1,090	1,204	1,165	1,287	1,240	1,370	1,315	1,453
941	1,045	1,016	1,123	1,091	1,206	1,166	1,288	1,241	1,371	1,316	1,454
942	1,046	1,017	1,124	1,092	1,207	1,167	1,290	1,242	1,372	1,317	1,455
943	1,047	1,018	1,125	1,093	1,208	1,168	1,291	1,243	1,374	1,318	1,456
944	1,048	1,019	1,126	1,094	1,209	1,169	1,292	1,244	1,375	1,319	1,457
945	1,049	1,020	1,127	1,095	1,210	1,170	1,293	1,245	1,376	1,320	1,459
946	1,050	1,021	1,128	1,096	1,211	1,171	1,294	1,246	1,377	1,321	1,460
947	1,051	1,022	1,129	1,097	1,212	1,172	1,295	1,247	1,378	1,322	1,461
948	1,052	1,023	1,130	1,098	1,213	1,173	1,296	1,248	1,379	1,323	1,462
949	1,053	1,024	1,132	1,099	1,214	1,174	1,297	1,249	1,380	1,324	1,463
950	1,055	1,025	1,133	1,100	1,216	1,175	1,298	1,250	1,381	1,325	1,464
951	1,056	1,026	1,134	1,101	1,217	1,176	1,299	1,251	1,382	1,326	1,465
952	1,057	1,027	1,135	1,102	1,218	1,177	1,301	1,252	1,383	1,327	1,466
953	1,058	1,028	1,136	1,103	1,219	1,178	1,302	1,253	1,385	1,328	1,467
954	1,059	1,029	1,137	1,104	1,220	1,179	1,303	1,254	1,386	1,329	1,469
955	1,060	1,030	1,138	1,105	1,221	1,180	1,304	1,255	1,387	1,330	1,470
956	1,061	1,031	1,139	1,106	1,222	1,181	1,305	1,256	1,388	1,331	1,471
957	1,062	1,032	1,140	1,107	1,223	1,182	1,306	1,257	1,389	1,332	1,472
958	1,063	1,033	1,141	1,108	1,224	1,183	1,307	1,258	1,390	1,333	1,473
959	1,064	1,034	1,143	1,109	1,225	1,184	1,308	1,259	1,391	1,334	1,474
960	1,066	1,035	1,144	1,110	1,227	1,185	1,309	1,260	1,392	1,335	1,475
961	1,067	1,036	1,145	1,111	1,228	1,186	1,311	1,261	1,393	1,336	1,476
962	1,068	1,037	1,146	1,112	1,229	1,187	1,312	1,262	1,395	1,337	1,477
963	1,069	1,038	1,147	1,113	1,230	1,188	1,313	1,263	1,396	1,338	1,478
964	1,070	1,039	1,148	1,114	1,231	1,189	1,314	1,264	1,397	1,339	1,480
965	1,071	1,040	1,149	1,115	1,232	1,190	1,315	1,265	1,398	1,340	1,481
966	1,072	1,041	1,150	1,116	1,233	1,191	1,316	1,266	1,399	1,341	1,482
967	1,073	1,042	1,151	1,117	1,234	1,192	1,317	1,267	1,400	1,342	1,483
968	1,074	1,043	1,153	1,118	1,235	1,193	1,318	1,268	1,401	1,343	1,484
969	1,076	1,044	1,154	1,119	1,236	1,194	1,319	1,269	1,402	1,344	1,485
970	1,077	1,045	1,155	1,120	1,238	1,195	1,320	1,270	1,403	1,345	1,486
971	1,078	1,046	1,156	1,121	1,239	1,196	1,322	1,271	1,404	1,346	1,487
972	1,079	1,047	1,157	1,122	1,240	1,197	1,323	1,272	1,406	1,347	1,488
973	1,080	1,048	1,158	1,123	1,241	1,198	1,324	1,273	1,407	1,348	1,490
974	1,081	1,049	1,159	1,124	1,242	1,199	1,325	1,274	1,408	1,349	1,491
975	1,082	1,050	1,160	1,125	1,243	1,200	1,326	1,275	1,409	1,350	1,492

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 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. 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 not 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.

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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.

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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.

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