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Governor

Michael J. Frenz
Executive Director

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March 16, 2016

The Honorable Larry Hogan, Governor
State House
100 State Circle
Annapolis, MD 21401

The Honorable Peter V. R. Franchot, Comptroller
Louis L. Goldstein Treasury Building
80 Calvert Street
Annapolis, MD 21401

The Honorable Nancy K. Kopp, Treasurer
Louis L. Goldstein Treasury Building
80 Calvert Street
Annapolis, MD 21401

The Honorable Edward J. Kasemeyer
Chairman of the Senate Budget and Taxation Committee
3W Miller Senate Office Building
11 Bladen Street
Annapolis, Maryland 21401

The Honorable Maggie McIntosh
Appropriations Committee Chair
House Office Building
6 Bladen Street, Room 121
Annapolis, Maryland 21401

Re: Baltimore City Public Schools
Third Annual Report

Dear Governor Hogan, Comptroller Franchot, Treasurer Kopp, Senator Kasemeyer and Delegate McIntosh:

The law enacted in the 2013 legislative session required that an annual report be submitted each year.

The Maryland Stadium Authority (MSA), the Interagency Committee on School Construction (IAC), the Baltimore City Board of School Commissioners (School Board), and the Mayor and City Council of Baltimore (City) are pleased to provide the enclosed third annual report.

Please contact Gary McGuigan, Senior Vice President of the MSA, if you require further information with respect to this report.

Sincerely,

x _____

Michael J. Frenz
MSA

x _____

Mayor Stephanie Rawlings-Blake
City of Baltimore

x _____

Dr. Gregory Thornton
Chief Executive Officer
Secretary, Board of School Commissioners

x _____

Dr. David Lever
IAC

MJF:nds
Enclosure

cc: The Honorable Thomas V. "Mike" Miller, Jr.
The Honorable Michael E. Busch
The Honorable James E. DeGrange, Sr.
The Honorable Adrienne A. Jones
The Honorable David R. Brinkley
The Honorable R. Michael Gill
Mr. Warren Deschenaux
Ms. Susanne Brogan
Mr. Matthew Klein
Ms. Jody Sprinkle
IAC Members
MSA Chairman and Board Members
Mr. Gary A. McGuigan
Mr. Eric P. Johnson
Mr. David Raith
Ms. Teresa Garraty
Baltimore City Board of School Commissioners
Ms. Mignon Anthony

Annual Report on the Progress of Replacements, Renovations, and Maintenance of Baltimore City Public Schools
November 2014 – December 2015

21st Century School Buildings Program
January 15, 2016

BALTIMORE CITY
PUBLIC SCHOOLS

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EXECUTIVE SUMMARY

In 2015 the 21st Century School Buildings Program showed significant progress as it advanced from planning into the execution phase. The Maryland Stadium Authority (MSA) and Baltimore City Schools (City Schools), jointly responsible for effective delivery of this complex program, evolved their organizations' professional resources and program administration infrastructure to enhance and integrate day-to-day management, decision making, and communications. These enhancements also ensure effective program operations and coordination with the equally important 2013 Memorandum of Understanding (MOU) partners, other stakeholders and the public.

In 2014 cost-savings measures were outlined that, if implemented, sought to bring the program in line with achievable outcomes including the design, construction and opening of 23 to 28 replacement and/or renovated schools by school year 2020/2021. By implementing the design and programmatic efficiencies envisioned by those measures, program goals remain on track. The program is also, realistically, encumbered with significant challenges.

The incorporation of best-practice solutions, timely decision-making, and compromise will be evident over the upcoming calendar year. MSA and City Schools are consistently working to manage the existing program effectiveness, and thus, minimize waste and identify additional opportunities for savings and innovation that further maximize the taxpayers' investment into this program. A significant component of maximizing the return on investment for taxpayers is City School's commitment to reduce the building inventory by twenty six (26) facilities and increase the district-wide utilization to 86% by school year 2019/2020. The overall result of these efforts will be better planned facilities that effectively respond to the long range demographic projections of families in the City of Baltimore, provide a wide variety of traditional and alternative academic program initiatives, support community partnerships on many levels, and maximize available resources.

In 2015, the 21st Century School Buildings Program:

- Appointed a City Schools 21st Century program Executive Director
- Reduced construction costs from an estimated $309 per square foot (sq ft)to $294 per sq ft;
- Increased the number of students impacted by the program by 10%;
- Remained on track for reaching 86% utilization rate of schools by school year 2019/2020;
- Increased proposed reductions of underutilized inventory by adding 300,000 sq ft of closing school space;
- Established an improved and more integrated process for ensuring economic development (INSPIRE) and closing school planning by Baltimore City Office of Planning;

- Delivered a Local Hiring Plan and implementation process to provide opportunities to Baltimore residents, including those re-entering the workforce;
- Finalized an operational Memorandum of Understanding between City Schools and Baltimore Recreation and Parks for non-school hours recreational programming in associated 21st Century Schools;
- Established comprehensive community and partnership engagements focused on long-term relationships and improved participation of Baltimore communities in the replacement and renovated schools process;
- Designed, branded and launched the Program website - www.baltimore21stcenturyschools.org
- Finalized the procurement of a Comprehensive Maintenance Management System to mobilize the process of increasing accountability and decreasing the cost of maintenance to the overall City Schools portfolio.

The square-footage for the 21st Century Schools program at of the end of calendar year 2015 versus the October 2014 Annual Report is approximately 390,000 sq ft above what was reported at that time. Of this total, approximately 170,000 sq ft relates to changes in Plan Year 1 schools, currently in the design or construction phase, and 220,000 sq ft is related to Plan Year 2 schools, currently in the feasibility study phase. Additionally, there remains uncertainty over the estimation of three Year 2 projects. The Canton Building has been retained in the Plan Year 2 estimates as a placeholder until accurate estimates are developed. The current estimated overages fall into the following categories:

(a) approximately 20% of the Year 1 figures result from inevitable space inefficiencies when designing to an existing school footprint (for renovations) versus what was indicated in study calculations;

(b) the balance of the Year 1 increase is attributable to City Schools' 2013 or 2014 10-year Plan Amendment, reflecting the consequences of program changes required in response to the need for cost saving measures;

(c) Year 2 calculations were readjusted this past year to coincide with special education capacity requirements making up approximately 35% of this category;

(d) the remaining differences approximate those adjustments in the educational specifications and the projected enrollments for the schools to be delivered in school year 2020/2021. These changes were approved during the 2015 Annual Portfolio Review.

MSA and City Schools are taking very seriously the responsibility of these additional space estimates. The need to provide seats for as many Baltimore City school students as possible within the authorized budget and the investment dollars yielded by this program is foremost. All efforts are being considered including using creative procurement methods and challenging the design and construction market for best value solutions.

Further, the City Schools facilities planning and academic units are working closely with the 21st Century design team to further fine-tune each schools' educational specifications and common space needs. Current industry thinking on the efficient uses of space within educational environments that also include community-use spaces continues to be explored. The feasibility studies for the Year 2 schools have been structured to focus on alternative delivery methods, strategic renovation opportunities, and to identify other savings options. Building components, methods of procurement, and infrastructure systems are also being evaluated.

MSA and City Schools will seek measures that reduce the resulting budget estimates by 10% for the Year 2 schools and maximize value engineering for the Year 1 projects currently in the design and construction process.

INTRODUCTION

The Maryland Stadium Authority ("MSA"), Baltimore City Schools ("City Schools"), the City of Baltimore (City), and the Interagency Committee on School Construction (IAC) present this annual program progress report to the Maryland State Legislature on work related to the 21st Century School Buildings Program, in accordance with the Baltimore City Public Schools Construction and Revitalization Act of 2013.

PROGRAM UPDATE

There has been significant progress on the 21st Century School Buildings Program over the past year including the completion of several feasibility studies, initiation of design activity on Plan Year 1 schools, and pre-construction services performed by construction managers. Specialty consultants, such as a program LEED consultant and a code consultant were selected. Each school will also retain a commissioning agent and a testing and inspection firm to improve quality control. This section summarizes the planning activities and School Board of Commissioners actions undertaken over the past calendar year and details the impact to, and progress on, the Year 1 and Year 2 schools – particularly with regard to project budgets, schedules, and scopes.

Updated Enrollment Projection Process

Enrollment projections are prepared by City Schools' staff on an annual basis. At the time of the last report in 2014, City Schools utilized a modified cohort model to project enrollment based on historic trends (grade progression ratio), a methodology that is consistent with the State of Maryland Planning methodology. City Schools identified that a challenge existed with solely applying this projection methodology as a means for accurately projecting students at the individual school level. As noted in last year's report, the challenge exists largely due to the nuances and difficulties with approximately 30% out-of-zone students at the elementary level across the school system for a variety of reasons including, but not limited to, student mobility, and choice options at the middle and high school levels that allow students to select their school, respectively, based on their middle school quadrant and from all high schools across the District. Additionally, solely relying on historic trends is found to be inaccurate with consolidations, grade reorganizations, and facility changes.

Over the course of 2015, City Schools evaluated an alternative methodology for projecting enrollment with a focus on incorporating spatial geographic planning and not just school level projections. Utilizing a layered process, the new methodology looks on a school-by-school basis at trends based on geography, local housing redevelopment, school capture rates, and zone attendance. It also considers academic programming or policy changes and balanced school bands (particularly for PK-8). Overall, it is City School's belief that the new methodology helps mitigate challenges with the historical trend projection method, and helps establish more accurate school design capacities.

Utilization Plan Update

To ensure efficient space planning occurs while delivering 21st Century schools, each school's space program and associated capacity is defined so that design enrollment is approximately 90 percent of its capacity, where feasible. This utilization rate, an accepted cost savings recommendation included in last year's report, is an increase over the previous target of 86% for individual schools.

As projects progress through the planning phase into design, City Schools, MSA, and City Schools Partners (CSP), our Program Managers, are committed to reviewing designs for additional efficiencies that do not compromise academic programming and the needs of students and staff. To date, eight Plan Year 1 and ten Plan Year 2 schools currently are projected to have a utilization rate of 90% or above. City Schools along with its partners will continue to refine designs to achieve efficiencies where possible.

Ten-Year Plan Amendments and School Closing Updates

Changes to initial program assumptions are inevitable and City Schools must adapt and modify the specifics of its 10-Year Facilities Master Plan annually. Per City's Schools' Annual Portfolio Review & Recommendations 2014-15, the following factors caused adjustments to the plan's original recommendations:

- Student enrollment and building utilization targets;
- Shifts in anticipated population as a result of community development;
- Possible changes in school status for those charter and operator-run schools going through the renewal process;
- Changes in timing of school actions based on information that comes to light during the design and construction process;
- Opportunities to move more students into new or renovated buildings more quickly;
- Evenness of student distribution across grades;
- Academic performance; and
- Budget and economic factors.

The proposed amendments included in the Annual Portfolio Review were shared with the public on November 11, 2014 when the recommendations were formally presented to the Board of Commissioners. The Board then voted on the recommendations on December 17th, 2014. These actions are then reflected within the 2015 Comprehensive Educational Facilities Master Plan (CEFMP).

There were five actions that impacted Plan Year 1 schools and five actions that adjusted original planning assumptions for Plan Year 2 schools. These board actions also resulted in an updated list of surplus school facilities, which is provided as Exhibit 3, Surplus School Facilities.

Plan Year 1 Impact Summary:

- *Arlington PK-8*: converted program to PK-5 to reduce project scope.
- *Ft. Worthington PK-8*: additional space needed to accommodate population of students received from the closure of Dr. Rayner Browne Elementary/Middle School. Dr. Rayner Browne Elementary was initially planned as a Year 3 renovation into an early learning center. Students from the Dr. Rayner Browne zone in grades four through eight were already included in the design capacity of Ft. Worthington. City Schools adjusted the strategy for early learning by maintaining the current early learning center at Lakewood Elementary and adding the Dr. Rayner Browne building to the surplus list.
- *Patterson High School:* Deferral of the Lake Clifton facility project necessitated relocating the Claremont program to another location. The Claremont program was originally intended to be incorporated into the Lake Clifton renovation. The Patterson facility increased in size and scope to accommodate this separate public day school as a colocation.
- *Pimlico PK-8*: The conversions of Arlington and Edgecombe to PK-5, has made Pimlico a middle school feeder location for the area. This has led to a projected enrollment expansion for the school.

Plan Year 2 Summary:

- *Bay-Brook PK-8*: larger assumed middle school design enrollment following action to reconfigure Curtis Bay Elementary / Middle School to PK-5 to alleviate overcrowding.
- *Calvin M. Rodwell PK-8*: larger assumed middle school design enrollment following action to reconfigure Grove Park Elementary / Middle School to PK-5.
- *Walter P. Carter PK-8*: larger assumed design enrollment with action to close Guilford Elementary / Middle School.
- *James Mosher PK-5*: smaller assumed design enrollment following action to no longer expand to pre-k to grade 8.
- *Calverton PK-8:* larger assumed design enrollment following action to no longer expand James Mosher to middle grades.

The Annual Portfolio Review for the 2015-2016 school year was completed on January 5, 2016. Recommendations that impacted the 10-Year Plan included removing the Canton Building from Plan Year 2 and replacing the project with additions at Commodore John Rogers Elementary/Middle and Highlandtown #237 Elementary/Middle, the accelerated closure of Westside Elementary, and the accelerated closure of Baltimore Community High School. The Board actions also included surplusing four buildings to the City.

The Canton Building was originally added to the 10-Year Plan during the 2013-2014 Annual Portfolio Review to provide additional capacity in the Southeast region of the city. It is currently estimated that the Southeast region has a seat deficit of 1000-1300 seats. Renovating the Canton

Building and opening a new PK-8 program was estimated to add 1000 seats which would serve a priority enrollment area including the overcrowded elementary zones in the Southeast region. After conversations with the community and further analysis of the location of the overcrowding, City Schools chose to add capacity at Commodore John Rogers and Highlandtown #237. These are two overcrowded schools located closer to the population of students needing additional seats. These sites were selected based on preliminary review of site conditions. Feasibility studies will be conducted to determine the size and scope of the addition projects, but early estimates anticipate the need to add 300-500 seats at each location. Renovations to the current facilities will be limited to necessary system upgrades to support the new additions.

The accelerated closure of the Westside Elementary educational program from the end of SY 2017-18 to the end of this current school year was proposed to allow for the Westside Elementary and John Eager Howard Elementary school populations to merge while in swing space at the Westside building. The school programs could have collocated in the Westside building, but would have required portables to support the space needs of both school communities. The closure of the Westside Elementary program also allows for culture and climate development of a new school identity to occur while in swing space in preparation for entering the new facility. After the swing space use, the building will be surplused to the City as planned.

The accelerated closure of Baltimore Community High School was an academic and climate related decision. The facility will remain vacant for the SY 16-17 school year before being utilized as a swing space location for John Ruhrah. After the swing space use, the building will be surplused to the City as planned.

City Schools also voted to surplus four facilities to the City of Baltimore including the William Pinderhughes building, the Dr. Rayner Browne building, the Langston Hughes building, and the Independence Charter School building. Though the current Independence Charter facility will be closed and no longer used as an educational structure, the structure will be demolished and the site incorporated into the overall Robert Poole Campus. So while the facility will be surplused, it will be treated as a separate case from the other three school buildings (Pinderhughes, Langston-Hughes, Rayner Browne), which will be surplused back to the City for disposition and re-use.

To date, City Schools has voted to surplus seven buildings to the City. The elimination of these facilities from City School's inventory reduces the total square footage maintained by the district by 226,933 sq ft. The remaining 19 buildings will be surplused to city as new and renovated buildings come online to accommodate the planned consolidated populations for students.

Plan Year 1 Schools: Overview, Budget, and Schedule

There are eleven schools included in Plan Year 1. Ten of the eleven Plan Year 1 schools are progressing through design or construction and Patterson High School is awaiting final feasibility study approval from the School Board, anticipated in January 2016. Of the ten projects currently under design or construction, nine remain on track for completion as projected in the last annual report. However, the Robert Poole Building project has shifted its opening date six months to avoid a mid-year swing move that would have adversely impacted academic programming at the two schools which currently share the site.

Table 1: Year 1 Program Summary			
Manager	**School**	**Project Type**	**Program Phase**
MSA	Frederick PK-8	Renovation + Addition	GMP Development
MSA	Ft. Worthington PK-8	Replacement	GMP Development
MSA	Lyndhurst PK-8	Renovation + Addition	Design
MSA	John Eagar Howard ES	Renovation + Addition	Design
MSA	Robert Poole Building	Renovation + Addition	Design
BCS	Cherry Hill PK-8	Renovation + Addition	Design
MSA	Arundel PK-2	Replacement	Design
BCS	Forest Park HS	Renovation + Addition	Design
MSA	Patterson HS	Replacement	Feasibility Study Approval
BCS	Arlington PK-5	Renovation + Addition	Design
BCS	Pimlico PK-8	Renovation + Addition	Design

The budget for the program, is provided as Exhibit 1. Exhibit 2 provides a detailed, individual project schedule for all Plan Year 1 schools. Over the past year several of these schools have proceeded through significant design and regulatory processes, in particular the Urban Design & Architectural Review Panel (UDARP) and Site Plan Review Committee (SPRC) processes.

UDARP and SPRC are review committees integral to City's design review processes. The UDARP panel reviews proposed master planning and significant development projects in relation to urban design, architecture, and landscape design. The panel's goal is to achieve the highest quality planned environments for the City. The review results in design critiques to be addressed by the project team. Following the UDARP review, SPRC examines the project.

SPRC reviews and makes recommendations to the Planning Commission regarding all development plans submitted for permitting. Their mission is to ensure all proposed projects meet the requirements of the Baltimore City Zoning Code and the City's Comprehensive Plan. The process reviews aesthetics, circulation, and development goals. The review results in critiques to be addressed by the design team. Additional reviews may occur to ensure the team has satisfied the requirements of the Committee. Community meetings and engagement are incorporated through the entire process.

School Updates

Frederick ES

The Design is complete. The early abatement and demolition work began in early January 2016. The GMP Development Phase (construction) is anticipated to be completed March 2016. The project is tracking on schedule for an August 2017 school opening.

Ft. Worthington PK-8

The Design is complete. The early abatement and demolition work began in early January 2016. The GMP Development Phase (construction) is anticipated to be completed March 2016. The project is tracking on schedule for an August 2017 school opening.

Lyndhurst ES

Design is currently in the Construction Document Phase with an anticipated completion date in February 2016. The project is on schedule to start construction in the summer of 2016. The project is tracking on schedule for a January 2018 school opening.

John E. Howard ES

Design is currently in the Construction Document Phase with an anticipated completion date in March 2016. The project is on schedule to start construction in the summer of 2016. The project is tracking on schedule for a January 2018 school opening.

Robert Poole Building

Design is currently in the Construction Document Phase with an anticipated completion date in February 2016. The project is on schedule to start construction in the summer of 2016. The project is tracking for an August 2018 school opening which accounts for the shift in construction start to allow for the current school year to end to minimize disruption to academic programming for students.

Arundel PK-2

The Design is currently in the Design Development Phase (35% complete) with completion of Construction Documents anticipated in April 2016. Construction is anticipated to start in the summer of 2016. The project is tracking on schedule for an August 2018 school opening.

Cherry Hill 3-8

The Design is currently in the Schematic Design Phase (15% complete) with completion of Construction Documents anticipated in July 2016. Construction is anticipated to start in the fall of 2016. The project is tracking on schedule for an August 2018 school opening.

Forest Park HS

The Design is currently in the Schematic Design Phase (15% complete) with completion of Construction Documents anticipated in September 2016. Construction is anticipated to start next winter. The project is tracking on schedule for an August 2018 school opening.

Arlington PK-5

The Design is currently in the Schematic Design Phase (15% complete) with completion of Construction Documents anticipated in February 2017. Construction is anticipated to start in the summer of 2017. The project is tracking on schedule for an August 2018 school opening.

Pimlico PK-8

The Design is currently in the Schematic Design Phase (15% complete) with completion of Construction Documents anticipated in June 2016. Construction is anticipated to start next fall. The project is tracking on schedule for an August 2018 school opening.

Patterson HS

The Project is awaiting Enhanced Approval Package (EAP) approval. The EAP will be presented to the City's School Board in January 2016. MSA and City Schools have reviewed the proposed modifications with design anticipated to begin in May 2016 and construction to complete in May 2019.

Year 1 Project Budget Status Details

Exhibit 1, attached, provides a update on the current status of the Plan Year 1 and Plan Year 2 project budgets. In 2015, the program transitioned from the study and early estimating stages into full design and program execution, including the first swing space relocations. The current status includes only 20% of the project designs completed with limited pricing or construction market trade bids finalized. Other factors, such as workforce availability and competitive regional projects and bond market returns which will not be substantially known until the end of 2016, underscore the reality of this year's report as a progress update. These estimates, although conservative, will be tested by the numerous bid results expected over the next year. Next year's report will provide more reliable data upon which to project and compare – yet MSA and City Schools' maintain their responsibility and commitment to provide reliable planning models to the program.

Based upon current design enrollments there has been an increase of 799 students across all Plan Year 1 schools. The majority of the enrollment increase is attributed to changes at Fort Worthington, Patterson, and Pimlico. Each of these facilities gained additional students based on 10-year plan amendments. Increases at Arundel and Cherry Hill are due to the absorption of the Carter G. Woodson students. Carter G. Woodson was a Plan Year 1 school that was removed from the plan and slated for closure during the 2013-2014 Annual Portfolio Review. This change was the result of additional analysis of the Cherry Hill community that determined only

two schools were required to serve the number of students in the area. These changes were not reflected in the October 2014 report.

Current square footage projections for all Plan Year 1 schools are approximately 170,000 sq ft over what was reported in October 2014 report. Below is a summary of the differences in square footage:

- Cherry Hill and Arundel are currently about a combined total of 74,000 sq ft over largely due to the absorption of students from Carter G. Woodson.
- Patterson High School is currently about 76,000 sq ft due to the colocation of the Claremont High School Separate Public Day School program as a result of the deferral of the Lake Clifton building.
- Arlington PK-5 is currently about 10,500 sq ft over due primarily to the inclusion of a Judy Center and inefficiencies in renovating an existing structure.
- Fort Worthington PK-8 is over the desired square footage due to an additional 4,000 sq ft of programming for 4 Kindergarten Classrooms not included in the initial ed specs for the project and an increase of 91 students due to the closure of Dr. Rayner Browne.
- Frederick is about 5,100 sq ft over the desired square footage due to the lack of flexibility that the existing building offers in order to accommodate the new construction. Due to the existing configuration of the building some spaces such as the Administration Area were not as efficient as anticipated.
- John Eager Howard is about 2,000 sq ft over due to multiple special program spaces such as the Hearing Impaired Program, Parent and Early Infant Stimulation, Early Learning Environmental – Autism, and the Judy Center.
- Pimlico is about 4,000 s ft over the anticipated size due to existing site conditions and the increase of 129 students anticipated by the expanded middle grades program likely to receive students from Arlington and Edgecombe.
- Lyndhurst is about 6,500 sq ft over due to Pre-K / K play area, one additional teacher planning area, one additional storage space, kitchen lockers, maintenance storage, and a current grossing factor higher than planned.
- Forest Park is tracking approximately 16,000 sq ft under the 2014 projections.

The October 2014 report outlined several cost saving measures that were to be implemented in an effort to keep the program budget in line. On two critical metrics that allow for a comparison of project efficiency and cost, the square feet per student and the cost per square foot, the program has shown improvement. As shown in Table 2, below, the average sq ft/student across all Plan Year 1 schools has only increased slightly from what was expected in October 2014. Importantly, if the square footage associated with early childhood development centers (ECDC's) at Arlington and Arundel is not counted, the program average is exactly what was projected in October 2014.

Table 2: Year 1 School Square Foot Per Student Ratio			
Building Name	**2014 SQFT/ Student**	**2015 SQFT/ Student**	**SQFT/ Student Net ECDC**
Arlington #234	192	208	180
Arundel #164	133	169	148
Cherry Hill #159	122	143	143
Forest Park #406	258	215	215
Fort Worthington #85	176	148	148
Frederick #260	131	140	140
John Eager Howard #61	174	166	166
Lyndhurst #88	152	156	156
Patterson #405	137	166	166
Pimlico #223	204	157	157
Robert Poole #56	133	141	141
Average for PY1 Schools	**161**	**164**	**161**

The October 2014 report identified improved building efficiencies and increased utilization as an opportunity for program-wide savings. All but two of the Plan Year 1 schools fall within the 86-90% target utilization rate range established at that time. Those two schools, Pimlico and Ft. Worthington, are very close with 84% and 85% utilization, respectively. More importantly, though, is the evaluation of design efficiencies included below. The October 2014 recommendation associated increased utilization rates with improved design efficiencies based upon decreased building sq ft per student ratios.

Based upon the latest floor plans, elementary schools in Plan Year 1 are averaging about 171 sq ft/student which significantly exceeds the target efficiency goal. The high sq ft/Student ratio in the elementary schools is driven by three primary factors: the inclusion of special education programs, early childhood centers, and existing building conditions. The projected enrollment figures do not include children who will be utilizing the early childhood development centers, which significantly increases the ratios at Arlington and Arundel. In fact, if the ECDC spaces are not counted the average sq ft/Student for all elementary schools drops to 159 from 171. Additionally, existing buildings conditions, such as an auditorium or inefficient pre-existing administrative areas have increased the square footage in schools such as John Eager Howard and Arlington. There are no true middle schools in Plan Year 1, but there are several elementary/middle school hybrids (PK8, or 3-8). Those schools are averaging about 151 sq ft/student which is on the low end of the range between elementary and middle schools.

High schools are at about 174 sq ft/student which is significantly below the desired ratio. This is the average of the Forest Park and Patterson projects. The high sq ft/student ratio of 215 at Forest Park is driven predominantly by an existing pool and automotive program, which are large

volume spaces. The Patterson sq ft/Student ratio of 166 is based on the EAP which is pending approval.

Plan Year 2 Schools: Overview, Budget, and Schedule

Plan Year 2 currently includes seventeen proposed projects including eight PK-5 schools, eight PK-8 schools, and one high school program shown in Table 3 on the next page. Additionally, two PK-8 special education programs will be co-located at two of the 17 facilities.

Based upon the most recent square footage projections, Plan Year 2 projects are currently tracking about $83 million over the budget projection provided in October 2014. Primary drivers for this overage were Board Actions from December 2014 which led to project square footage increases to support 981 more students in the Year 2 buildings and the appropriate accounting of spaces related to special education programs and the colocation of programs. Additional information is required for three projects (Fairmont Harford HS, Commodore John Rogers PK-8 addition, and Highlandtown #237 PK-8 addition) before estimates can be developed and appropriately accounted for in the Plan Year 2 estimates. Work is currently underway to identify the required information to ensure accurate estimation for these projects. This uncertainty means the true difference in estimates for Plan Year 2 exceeds the currently available estimate of $83 million.

The 2014 basis for predicting program square footage at these schools was a basic extrapolation of the nearest prototype Educational Specification (because site-specific educational specifications had not yet been developed). This calculation utilized the projected enrollments dated 7/1/2014 (specifically the peak enrollment between SY13/14 and SY23/24) and the 90 percent utilization goal. This extrapolation of the prototype Ed Specs for project square footages utilized enrollment projections that did not yet reflect the impact of December 2014 board actions or the special education programs or specialized spaces required for the facilities. Total current sq ft projections for all Plan Year 2 schools are approximately 220,000 sq ft over what was reported in the October 2014 report. This estimate reflects the utilization of the Canton Building which was removed from the Year 2 school list in January 2016 but remains as a placeholder until accurate estimates can be developed for the three remaining projects.

Important in this analysis is the evaluation of projected design efficiencies by looking at the planned square feet per student. Although there were significant increases to student enrollment projections and building square foot requirements, the ratio of building square feet per student remains very close to what was projected in 2014 indicating that the space projections for the increased populations are being efficiently planned.

In aggregate, the current ratio of total square feet to total capacity for all Plan Year 2 schools comes to 147 sq ft per student. Last year this figure came to 146 total sq ft per student. The average elementary school has a 160 square foot per student ratio and the average PK-8 has a 141 square foot per student ratio. Those with higher ratios are expected due to the higher concentration of special education programs and partner spaces.

Table 3: Plan Year 2 Program Summary	
School:	**Program Phase**
Fairmont/Harford High School	Feasibility Study
Lot 1:	
Calvin M. Rodwell Elementary (Convert to PK-8)	Feasibility Study
Cross Country Elementary/Middle	Feasibility Study
John Ruhrah Elementary/Middle	Feasibility Study
Medfield Heights Elementary	Feasibility Study
Lot 2:	
Bay-Brook Elementary/Middle	Procurement of Feasibility Study Complete
Friendship Academy at Calverton Elementary/Middle	Procurement of Feasibility Study Complete
Govans Elementary	Procurement of Feasibility Study Complete
Walter P. Carter Elementary/Middle AND Lois T Murray Elementary/Middle	Procurement of Feasibility Study Complete
Lot 3:	
Commodore John Rodgers PK-8	Procurement of Feasibility Study Underway
Highlandtown #237 PK-8	Procurement of Feasibility Study Underway
Harford Heights Elementary AND Sharp Leadenhall Elementary/Middle	Procurement of Feasibility Study Underway
Mary E. Rodman Elementary	Procurement of Feasibility Study Underway
Montebello Elementary/Middle	Procurement of Feasibility Study Underway
Lot 4:	
James Mosher Elementary	Procurement of Feasibility Study Upcoming
Northwood Elementary	Procurement of Feasibility Study Upcoming
Robert W. Coleman Elementary	Procurement of Feasibility Study Upcoming

PROGRAM MANAGEMENT

The administration and management of this multi-faceted and multidisciplinary program requires a matrix of professional staff. MSA and City Schools must work as seamlessly as possible to execute and manage the rigor required for each school project in the 21st Century program. This section provides more detail on how program staffing and procedures, project control software, program audit and oversight as well as the project management, committees and partnerships were implemented during 2015. Important associated program initiatives and collaborations, such as workforce development and minority participation, community engagement efforts, school based teams, and co-location and facility use collaborations are discussed.

Program Staffing Update and Program Procedures

In late 2014, City Schools Board of Commissioners appointed a 'single point of contact', Executive Director for the 21st Century School Buildings Program to lead in partnering and day-to-day program management with the Maryland Stadium Authority. Over the course of the past year, the City Schools 21st Century School Buildings Office (21st Century Office) assembled a staffing structure and expertise that will enable City Schools to provide a high level of programmatic and school project coordination and execution according to the designated MOU roles and responsibilities for the district, MSA, the City and the IAC. . Although MSA Capital Development Group is the primary party responsible for financial and schedule management of the program, including procurements, City Schools shares the stage with MSA on practically every other aspect of delivering the work. The combined program management staffs of MSA and City Schools now includes comprehensive administration and procurement management support, architecture and interior design expertise, construction and engineering project management, logistics management, education planners, communications, graphics and information technology support, community engagement, public relations, and workforce development management.

Both organizations also rely heavily on their corporate infrastructure in the areas of legal and regulatory affairs as well as financial management. City Schools Operations department also shares in decision-making and analysis for the 21st Century Program. In turn, and as part of the program, essential new design standards and facilities management processes will result and provide needed efficiencies for City Schools future.

In the 2015 progress year, many of the assumptions established for the program were tested. Structures, roles and responsibilities established in the MOU, and how organizational processes and procedures would mesh legally and practically were affected, measured and in some cases, adjusted. Additionally estimates and contingencies established by MSA, financial assumptions, schedule and design standards were all reviewed and adjusted as necessary to better align with the practical realities of execution.

In some cases, the MSA and City Schools have different compliance requirements for administration that made execution details cumbersome. This was particularly the case in the area of contracts where MSA is the holder of seven Year 1 school project sets of contracts and City Schools the holder of four Year 1 school project sets of contracts. Even with organizational

assignments, both parties participate with the other to reach agreement. MSA and City Schools continue to work through these areas to streamline any burden that hurdles may have on the program.

Another area that bears important attention for meeting the schedule demands of the 21st Century Program is the engagement process and the ability of the four MOU partner organizations to manage and respond to expectations of the public and a variety of stakeholders. City Schools manages all school, community, partnership, and public engagement efforts for each replacement and renovation school project. This is in addition to the community engagement process necessary for each associated temporary school location (swing space) and all of the closing school program regulatory and communication process. This must all be accomplished in close alignment with the design, construction and school academic year calendars and schedules.

The Program Management contractor, City Schools Partners (CSP) continues to be an integral resource for the program. CSP provides technical expertise and staff support to both MSA and City schools in the areas of design and construction project management, scheduling, estimating, and information technology integration, communications and graphics, and logistics management.

CSP has also made extensive progress on a number of program administrative internal controls and program communications products in the past year including the Policy and Procedures Manual, the Project Controls Software, and the 21st Century Website.

The Project Management Procedures Manual contains process descriptions in the areas of program organization, collaborative engagement, financial controls, procurement, design and construction management, program and project controls, contract administration, risk management, information systems and program reporting.

Project Control Software

Meridian Systems established Proliance on Demand (POD) at the beginning of the program for MSA in order to facilitate communication, reporting, and project status tracking among the multiple entities involved in the program. The software is based on SaaS (Software as a Service) and can be accessed by any of the authorized users through a web based portal. The modules required for the program have been configured to standardize data and improve business processes. Program and project reporting is accomplished using Proliance's reporting interface. Reports are custom built based on metrics outlined in the MOU and as defined by user need.

Proliance software is used to streamline and standardize data entry and reporting throughout the program. To assist project teams, a User Manual was developed to use during the process of data entry and report generation. The purpose of the manual is to streamline the process of data entry and eliminate errors and confusion.

Program Audit and Oversight

MSA hired an internal auditor whose primary function is to review policies, procedures, and compliance on this program. MSA also hired a compliance officer who reviews and approves transactions in high risk areas of the program.

City Schools' Board of School Commissioners approved the engagement of an external audit firm to conduct an Internal Risk Assessment and proactive analysis of the processes and procedures of the 21st Century Plan as it relates to City Schools' roles and responsibilities.

COMMITTEES AND PARTNERSHIPS

Executive Committee

Pursuant to the Memorandum of Understanding (MOU) for the Construction and Revitalization of Baltimore City Public Schools, Section II-D establishes the Executive Committee, their duties, and responsibilities. The Executive Committee meets quarterly for the purpose of overseeing, reviewing, and monitoring the performance of the parties as described in the MOU.

The Committee is comprised of participants from the Interagency Committee, Maryland Stadium Authority, City Schools, and Baltimore City. During each session, the following reports are presented to the Committee for general discussion and approval as necessary:

- Coordinating Committee
- Collaborative Group
- STAT Committee
- IAC Report
- Financial
- City Schools Report
- MSA Report

Typical reports to the Committee include status updates on individual MOU initiatives, schedule updates, project updates, budget updates, and plan updates. The Committee is charged with reviewing and approving items presented during these sessions. Comprehensive meeting minutes and discussion documents are available for review on the Executive Committee page of the 21st Century Schools website. Specific information regarding the progress of the Minority Business Enterprises, the Work-based Learning, and Local Hiring initiatives is provided below.

Collaborative Group

The goals and charges of the 21st Century School Buildings Program go beyond just the design and construction of 21st Century Schools but also include collaboration with the broader community. This includes work force development and minority business enterprises. Pursuant to the MOU for the Construction and Revitalization of Baltimore City Public Schools, Sections II-B and C were adopted regarding workforce development and minority business participation as denoted below:

- Minority Business Enterprises - Section II-C: The Collaborative and the Mayor's Office of Minority and Women-Owned Business Development ("MWBD") will work to maximize the utilization of State-certified locally based minority and women-owned businesses.
- Workforce Development - Section II-B: The City, the School Board, and the Authority agreed to establish and participate in a collaborative group (The "Collaborative") to work together to maximize the opportunities for the City Schools' students and City residents to be informed about, prepared for and connected to work-based learning and employment opportunities created by the Plan.

The Collaborative Group continued its efforts to maximize the utilization of state-certified locally-based Minority Business Enterprises and provide students and City residents with access to opportunities for work-based learning. A work-based learning and local hiring plan was created and is currently in implementation. MSA and City Schools have attended over 20 MBE events to advertise the program. Next steps for the Collaborative Group include the development of an internship program, the preparation of a handbook for construction management firms, finalizing a communications plan, and implementing additional job fair events with construction management firms.

Minority Business Enterprises

In accordance with the MOU for the Construction and Revitalization of Baltimore City Public Schools, The Collaborative and MWBD will develop an outreach and inclusion plan, in compliance with Maryland State procurement guidelines, to be administered by MSA in partnership with MWBD for funded 10-Year Plan Projects, and to make recommendations to the Executive Committee to implement this goal.

A Supplier Diversity subgroup, chaired by MWBD, was formed to create the outreach and inclusion plan with the goal of maximizing opportunities for local Minority Business Enterprises ("MBEs"). The Supplier Diversity subgroup is comprised of leaders from the region's MBE advocacy organizations. The MSA, MWBD and City Schools Collaborative Sub-group drafted an MBE Outreach and Inclusion Plan that is approved and will be made available to the public on the 21st Century Schools website. The goal is to share the plan and its progress regularly with community stakeholders and to leverage the subgroup members' organizations as primary communication channels.

Specifically, the MBE Outreach and Inclusion Plan's broad approach towards MBE inclusion highlights awareness, education, and outreach to both MBEs and non-MBE contractors. The Plan also addresses review of requests for proposals and partnering with state and local technical assistance agencies to increase opportunities for MBEs.

It is imperative to the success of the program to fill the pipeline with qualified, prepared contractors with the capacity to perform contract responsibilities. The goal of the intake process is to efficiently and effectively evaluate the capacity of small business vendors in a structured approach to ensure maximum participation and building capacity for small businesses.

In July 2015, an MBE Matchmaking Event was held at M&T Bank Stadium for the first five schools. M/WBE firms had the opportunity to briefly meet with a representative from each of the teams to market their firm and services. Over 120 M/WBE subcontracting firms attended the event. Firms provided feedback commenting that the event was successful, and that the M/WBE community appreciated the great opportunity. Another event will most likely take place in the first half of 2016.

The MBE Collaborative's next steps are to:

- Continue awareness and outreach sessions aligned with future procurements
- Develop systems and procedures for program wide reporting

Work-Based Learning and Local Hiring

In accordance with the MOU, The Mayor's Office of Employment Development (MOED) is charged with developing a comprehensive local hiring plan to support the goals of the Collaborative. This plan will leverage the resources of MOED's One Stop Career Center Network and work collaboratively with a broad range of City educational, workforce/training, faith-based and community organizations to assist in the training and preparation of City residents for employment opportunities created by the 21st Century program.

A Work Based Learning and Local Hiring subgroup, chaired by MOED, has been formed to ensure that the local hiring plan maximizes opportunities to prepare and connect both City residents and City Schools' CTE program students to employment opportunities, while streamlining the hiring process for employers. The subgroup typically meets on a monthly basis and collectively supports and promotes the key components of the local hiring plan that meets the job seeker's and the employer's needs and includes a broad based outreach and communications effort. MOED, along with the Workforce Opportunities/Work Based Learning subgroup has developed and obtained approval for the Local Hiring Plan, referenced in Exhibit 6 that will be utilized as guiding principles throughout the life of the project.

In addition to the approved Local Hiring Plan, a list of frequently asked questions which supports consistency in messaging of the plan, has been finalized, approved and launched on the 21st Century School's website. In addition, workforce development language was incorporated in the request for proposals, which provides Construction Managers with expected outcomes and actionable next steps during and after the procurement process. Lastly, MOED has identified and engaged over twenty Baltimore City Training Partners to support this effort.

Several supporting documents have also been drafted to support the implementation of this initiative:

- A strategy and approach to the Baltimore City Internship Program.
- An Employment Connection process that includes job postings, how to refer jobseekers to the program, interview tracking, and follow-up.
- A flowchart, specifically for the Business Services Representatives, that aligns with the Employment Connection process. This flowchart includes interacting with the Construction Managers, how open positions will be posted, and the screening, interviewing and monitoring process of jobseekers who are engaged.

- A job-posting template to be used to ensure that all necessary information about the job posting is captured in a consistent manner.

The next steps for the Work-Based Learning and Local Hiring Collaborative Sub-Committee are as follows:

- Design and develop the Baltimore City High School internship program.
- Coordinate and manage logistics for implementation with all organizations that will support the implementation (Training organizations, Community Based Organization, etc.).
- Prepare a process guide/handbook for Construction Managers to become knowledgeable about the program, approach, process and expected outcomes.
- Finalize Communication Plan and begin implementation (including introducing the local hiring plan, approach, and processes to Construction Managers as they are procured).
- Partner with Construction Managers to coordinate and plan for awareness events and job fairs.

COMMUNITY ENGAGEMENT AND PARTNERSHIPS

In late 2015, to increase the effectiveness and attention that this area has on the successful delivery of the 21st Century program, City Schools established a dedicated, full time position of Director of Community and Public Relations. Along with CSP communications and graphics expertise support and the expansion of the City Schools design team, this area will benefit in the upcoming phases from improved engagement and coordination of the program with schools and their local communities, school partners, City agencies and initiatives (INSPIRE, MOED, MOIT, DPW, and others), elected officials, and internal City Schools departments and offices.

In 2015, the campaign formerly known as the Ten Year Plan: Better Buildings for Our Students and now branded as the Baltimore 21st Century School Buildings Program, transitioned from planning into its first execution progress year. As such, the coalition of elected leaders, education advocates, parents, students and community members whose large numbers rallied in February 2013 at the State House have remained active participants in feasibility studies, designing the replacement and renovated schools and construction activities with impacted groups, and preparing appropriate communications strategies since implementation started in June 2013. The relationship forged between City Schools and their constituents who supported the Baltimore City Public Schools Construction and Revitalization Act of 2013, is fundamental to building stronger school and community partnerships.

Since then, roughly 2,000 parents, staff, school partners and community members have participated in design engagement meetings coordinated by City Schools. Stakeholders overwhelmingly supported and validated the Educational Specifications that determined the space requirements during the planning phase. In the last year, a little more than 1,000 stakeholders attended 30 meetings, an average of 33 attendees per meeting and up from an average of 25 per meeting. These meetings insured that unique information about how the school, school partners and community program will actually use school spaces is considered during design.

One of the greatest challenges this past year was the complexity of fulfilling the vision to make schools the hub of the community through the incorporation of recreation spaces and programs into the new/renovated 21st Century schools. Designing for a maximum of 3,000 sq ft of 'cooperative- use space' as designated in the 2013 MOU potentially combines after-school hours programs, potential existing school partner resources, and Baltimore City Department of Recreation and Parks (BCRP) recreational programming. Communicating the loss of an existing standalone recreation center and planning for expectations of the future recreation programs presented discernible difficulties for City Schools and BCRP. The design schedule was temporarily impacted by this dilemma for Fort Worthington School. However, responsive communicating and creative solutions by the engagement team with all community parties, the project managers and the design team, yielded important results and useful lessons-learned for the other school projects.

The 21st Century program team coordinates a thoughtful and engaging process with the school and its surrounding neighborhoods, starting with a needs assessment by the Family League of Baltimore. The information generated helps to develop an understanding of needs for and resources required of the school, and the options to design for cooperative use and community space. Seven out of ten of the schools in Year 1 have completed this process and will include programs and services such as Judy Centers, after-school program service partners, mental health services, and BCRP programs.

In the example case of the Fort Worthington Elementary/Middle School, one of the first schools scheduled to open in August 2017, mixed emotions accompanied the design process, characterized by the excitement of students, parents and staff and frustration by the community association regarding the reality of losing an important fixture of the neighborhood - the attached recreation center. City Schools managed numerous additional educational and negotiation meetings with stakeholders to address issues such as (a) the community's access to the new 'cooperative-use' spaces such as the gym and auditorium, (2) the flexibility and operational responsibility of flexible spaces, (3) amount of space in the new school design for recreational programs and (4) value-added outdoor spaces that support integrated academic and community needs. The Fort Worthington School community and partnership results are being memorialized in the school's design, a City Schools and BCRP Memorandum of Understanding, and specifics to be captured in individual licensing agreements.

Renovation schools, like John Eager Howard Elementary which is absorbing students from closing West Side Elementary School, will face different challenges in establishing workable agreements for the community and the school. As one of City Schools' 45 'community schools'. This project must accommodate a well-developed network of established partner programs and the need to absorb an extensive recreation program. Much of the 3,000 sq ft of 'cooperative use space' will be reserved for a Judy Center, significantly reducing the availability of flexible space for other community and recreational purposes (versus the Fort Worthington condition). The 21st Century Director of Community and Public Relations meets weekly with the Department of Recreation to review both the school and recreation program space needs, program schedules and size of program to maintain as many of current programs and services as possible.

An essential strategy being incorporated for each Year 2 school is permanent core planning teams (Core Teams). Year 1, City Schools worked to develop school design team with stringent criteria, limited membership, and a short-term focus. These teams quickly fell apart as individual

schools worked to "check the box" for each membership criteria instead of focusing on people who are committed throughout the entire process to include planning, design, community schools planning and the INSPIRE process. The core team which includes various stakeholder perspectives and interests will see the projects through from start to finish and serve as an advocate and repository for school-based involvement. Another new element of involvement that the 21st Century team will utilize is school-based design reviews to further the depth of technical engagement for stakeholders.

INSPIRE

A significant area of focus in the comprehensive planning of school communities is INSPIRE, *Investing in Neighborhoods and Schools to Promote Improvement, Revitalization, and Excellence,* managed by the City of Baltimore Planning Department in coordination with the 21st Century program. INSPIRE focuses on the quarter-mile surrounding each school to leverage the investment in the school and enhance the connection between the school and the neighborhood. Plans will articulate the community's vision for guiding private investment as well as identify specific, implementable public improvements in areas such as transportation, housing, and open space to improve the surrounding neighborhood so that it can better support the school.

In 2015, the INSPIRE process progressed in eight of the Year 1 school neighborhoods and for Year 2 schools, the INSPIRE assessments will be incorporated during the initial 21st Century feasibility study process to offer a more integrated approach of input and planning for school stakeholders.

PROGRAM COMMUNICATIONS

Communications Plan

To ensure that information about the 21st Century Schools Buildings Plan is readily available and easily accessible to the community, a Communications Plan was created to outline the strategy and methodologies to be used for the various channels of communication including the 21st Century Schools website, social media, community meetings and traditional methods such as flyers and presentations. This plan was intended to be inclusive of all forms of communications, information distribution, feedback and stakeholder management, with an emphasis on how these will be managed and by whom during 2015 and beyond.

It was decided that the website portion of the Communications Plan should also be completed first. The website piece of the overall 21st Century Schools Communications Plan was intended to be used in conjunction with any initiatives or programs set forth in that larger plan. This Website Communications Plan's execution is the shared responsibility of the internal stakeholders as defined, primarily Baltimore City Schools and the Maryland Stadium Authority (MSA).

Program Website

The program website is the main portal and communication tool for all information relating to the status and future plans of the 21st Century School Buildings Plan. The website facilitates the sharing of information between internal and external stakeholder groups, including community members, school families, and workforce entities seeking construction opportunities. Additionally, the site is a communication tool for City Schools, MSA, the City, the IAC, and other government agencies, to provide updates, and detailed program and project descriptions.

After approximately five months of development with a web developer and stakeholders, the website was successfully launched in June of 2015. The City Schools team maintains the website and all aspects of content, design, and content interaction. Additional modules are expected to be added over the next year, to include a news and media gallery, workforce information, and social media tools.

The site can be viewed at: www.baltimore21stCenturySchools.org

PROGRAM FINANCIAL REPORT

Under the Baltimore City Public Schools Construction and Revitalization Act of 2013, the Maryland Stadium Authority receives various funds that are used for the 21st Century Buildings Program. The following is the information for the fiscal year ending June 30, 2015:

Revenues:

The Maryland Stadium Authority ("MSA") received $20.4 million from Baltimore City, which includes $8.0 million in bottle tax revenues for FY 15, $2.4 million in Bottle tax revenues for FY 14 and $10.0 million from the intercept of guaranteed tax base funding related to the retiree health payments.

Expenses:

The Maryland Stadium Authority incurred $5.5 million in expenses for the fiscal year. Exhibit 7 identifies the expense categories and the amount spent on each. Below is an explanation of what is included in each of the categories:

- Salaries, Wages & Fringe Benefits – The total spend for the fiscal year is $1.1. This is for MSA personnel that spent time working on the Baltimore City Public Schools program. There are full time positions and positions allocated based on the amount of time dedicated to the program. Benefits include FICA, insurance, retiree's insurance, pension, and unemployment. These items are approximately thirty percent (30%) of the amount in this category.
- Communications – The total spend for the year is $5,587. This is for landline service and cell phone service.

- Travel – The total spend for the fiscal year is $5,618. This is for travel to and from meetings and job sites plus attendance at MBE functions.
- Other contractual Services – The total spent for the fiscal year is $4.3. This included expenditures for:
    - Program Manager
    - Architects and engineers
    - Pre-construction services
    - Software acquisition, outside accounting services, temporary labor, legal fees, equipment rental
- Supplies and Materials – The total spent for the fiscal year is $23,505. This included supplies to open the new offices for the Capital Projects Development Group.
- Equipment Additional – The total spent for the fiscal year is $23,047. This was for additional furniture, cubical system and conference room chairs, for the offices for the Capital Projects Development Group.
- Fixed Charges – The total spent for the fiscal year is $125,730. This is primarily office rent of $124,500 and dues and subscriptions for about $1,230.
- City Schools was reimbursed $307,650 for FY15 operational expenses.

At the end of the fiscal year, there is $32.0 million cash remaining. A third party accounting firm performed a review of this information and copy of the report is available upon request.

The MSA is preparing to issue its first series of revenue bonds, referred to as the 2015 Series. Below is the schedule of events related to the bond sale.

Baltimore City Public Schools Construction & Revitalization Revenue Bonds, Series 2015

- Maryland Stadium Authority approved the financing plan on September 1, 2015
- Submitted to the legislative budget committees on September 2, 2015
- Received DLS response on October 20, 2015
- Received Board of Public Works approval on December 16, 2015
- Received final rating from the three rating agencies as follows:
    - Fitch AA
    - Standard and Poor's AA-
    - Moody's Aa3
- Investor presentation the starting the week of January 5, 2016
- Pricing expected in early February
- Closing in mid-February

COMPREHENSIVE MAINTENANCE PLAN UPDATE

The State of Maryland's Interagency Committee on School Construction (IAC) requires each Local Education Agency (LEA) to submit and update a Comprehensive Maintenance Plan (CMP). Per requirements in the MOU, the CMP is "...to demonstrate specific staffing, budget, and organizational components to make significant improvement over the five years following the date of approval of the CMP by the IAC..."[1]

MOU Section 11 Comprehensive and Building Maintenance Plans required the CMP to be approved by City Schools' Board of Commissioners and the IAC. City Schools' CMP was approved by the IAC on September 11, 2014. Established in the plan were FY 2015 and 2016 strategies to increase funds and staff, reorganize staff, develop staff, manage assets, implement a Computerized Maintenance Management System (CMMS), modernize the fleet, and allocate funds to contract maintenance.

In its September 11, 2014 session the IAC noted MOU elements not addressed in the CMP, which were to be corrected or completed within a reasonable time frame. These elements included comparable urban school districts analysis, CMMS implementation, departmental and divisional action plans for upcoming fiscal year, a template for a Building Maintenance Plan (BMP), and a prioritized list of maintenance and capital replacement projects to be accomplished in the budget year and future fiscal years.[2]

Following the CMP approvals, the MOU requires an annual update of the CMP. An update was included with the submission of the Fall 2015 CMP. Below is an update on the following topics discussed in the CMP: 21st Century budget allocation, Executive Director of Facilities, preventive maintenance, FY2016 reorganization, staffing, professional development, implementation of the CMMS and prioritization of projects for capital improvement.

These topics are discussed briefly below:

- City Schools' CEO and Board have increased the FM&O budget by $7.8 million from fiscal 2014 to fiscal 2016.
- In order to improve in the administration of City Schools' facility program, the COO has budgeted the position of Executive Director of Facilities. This position will be responsible for the management, oversight, leadership, and direction for the departments of Facility Maintenance and Operations (FM&O), Design and Construction, and Planning. The Executive Director of Facilities will report to the COO. Note: this position will be funded from the annual $3.0 million allocation for FM&O.
- A Preventive Maintenance Manager has been hired and a Preventive Maintenance team is in the process of being created to comprise six budgeted engineering positions. This new team will perform preventative maintenance tasks.
- In FY 2016, EBSs were reassigned from School Support Networks to FM&O and aligned across 10 Regions. This resulted in a reduction in square footage per FTE of 177,348 in FY 2014 to 127,480 square feet for FM&O's entire staff in FY 2016 (includes

[1] *Memorandum of Understanding for the Construction and Revitalization of Baltimore City Public Schools* (2013), 26.
[2] *IAC Minutes*, September 11, 2014, 4-5.

maintenance, repairs, management and support staff) [3]. The funding for the positions was transferred into operations budget and was not part of the additional 3M.

- The infusion of funding has allowed City Schools operation team to create more than 39 full time positions for repairs and maintenance
- Increased maintenance and repair regions from 3 to 10. This resulted in a decrease of 53 schools per team to 16 and square footage per team from 5.8M to 1.6M.
- FM&O's goal is to prepare EBS' with the skills to effectively manage the facility needs of their schools. Training firms were reviewed. The entity selected for training is the International Facility Management Association (IFMA). Training began in July 2015 in the following disciplines: Operations & Maintenance, Project Management, Business & Finance, and Leadership & Strategy. Training will be developed to bring staff up-to-date on new and upgraded systems and materials in buildings renovated or replaced as part of the 21st Century Buildings Program as well training for the maintenance and repairs to new equipment.
- The Request for Proposal (RFP) for a computerized maintenance management system (CMMS) was issued in August 2014. The evaluation process commenced and a vendor was selected. In accordance with State MBE regulations, the vendor was notified on May 7, 2015 they were the low bidder and were required to submit MBE Forms C&D. Upon receipt of the MBE forms, City Schools' MBE office determined the vendor was not compliant with the MBE regulations. In consultation with Legal Counsel and the MBE office, City Schools requested a Second Best and Final Offer. The vendor submitted a lower cost proposal and complied with MBE requirements. In July 2015, City Schools shared the results with MSA which prompted subsequent conversations with the vendor, during which it become apparent that the vendor had diminished the scope of services from their original proposal.

  City Schools' Department of Procurement recommended to close the solicitation and reject all bids in the best interest of the district. Procurement also recommended that City Schools evaluate other competitively solicited contracts to provide CMMS services. In consultation with our Legal Counsel, these recommendations were approved. The week of October 23rd, the solicitation was closed and all bids were rejected. During the week of October 26th, we issued a Request for Information (RFI) with the objective to select another competitively bid contract to provide CMMS services. The RFI required vendors to submit an awarded contract, the request for proposal for the contract, MBE documents, the financial proposal and evaluation materials. Three vendors submitted proposals.

  On January 12, 2016, The Board of School Commissioners voted to recommend the contract with School Dude to provide BCPS the CMMS in accordance with the MOU.

KPI Highlights of 2015 CMP

By means of the MOU for the Construction and Revitalization of Baltimore City Public Schools, City Schools' is to submit metrics for FM&O for review by the IAC. The MOU identified four domains by which to organize the metrics.

[3] *excludes Building Maintenance and Inspections and Grounds FTEs

1) Staffing
2) Work Orders
3) Inspections
4) Computerized Maintenance Management System

Objective SD 1: Reduce the number of vacancies in FM&O by June 30, 2015.

Metric SD 1: Fill the 5 FM&O vacant and 15 newly created positions by June 30, 2015. The Comprehensive Maintenance Plan, approved by City Schools' Board of Commissioners on August 12, 2014, contains the hiring and staffing plan.

To date the following have been hired: 1 Administrative Assistant, 3 Plumbers, and 1 Building Maintenance Repairer. An additional four applicants are in the hiring process for the Building Repairer positions.

Objective SD 2: Reduce the square footage per FTE to 157,617 square feet. The Comprehensive Maintenance Plan, approved by City Schools' Board of Commissioners on August 12, 2014, projects a square footage per FTE of 86,295 by Fiscal 2019.

The reduction of square footage is an essential strategy to reduce the maintenance burden while increasing FM&O resources.

Metric SD 2:

5 Year Plan: Facility and Maintenance						
Primary Initiatives	**FY2014**	**FY2015**	**FY2016**	**FY2017**	**FY2018**	**FY2019**
		CMP Year-1	CMP Year-2	CMP Year-3	CMP Year-4	CMP Year-5
4) Increase FM&O Staffing						
	FTEs	FTEs	FTEs	FTEs	FTEs	FTEs
Maintenance and Repairs	77	84	98	117	132	147
Support	15	15	13	13	13	13
Management	6	10	26	27	27	27
Total FTEs	98	109	137	157	172	187
FTE increase		11	28	20	15	15
Projected costs to increase FTEs		$ 429,926	$ 1,605,592	$ 730,437	$ 749,698	$ 787,318
Square footage per FTE						
Maintenance and repairs	225,715	207,913	178,211	148,731	126,949	109,776
Total staff	177,348	160,227	127,480	110,837	97,426	86,295

Objective PM 1: Establish staff whose primary work is preventive maintenance. An FTE is one who spends 75% or more of their time on preventive maintenance activities.

Metrics PM 1:

PM 1	*Establish staff* whose primary work is preventive maintenance.*				
	Measure Name	**Category**	**FY14 Actual**	**FY15 Actual/Baseline**	**FY15 Target**
PM 1.1	Number of FTEs planned for preventive maintenance	Input	0	6	
PM 1.2	Number of FTESs actually performing preventive maintenance	Output	0	2	
PM 1.3	Percentage of FTEs performing preventive maintenance: Plan vs. Actual	Outcome		33%	100%

A challenge has been filling positions; between District wide budget challenges and retirements we have about 16 vacancies against 20 at the start of FY2015.

This has affected our Preventive Maintenance metrics around FTE's and labor hours.

Despite the staffing challenges PM3 (below) was surpassed.

Objective PM 3: Plan and direct contractor resources to preventive maintenance activities.

Metrics PM 3:

PM 2	*Plan and direct contractor resources to preventive maintenance activities.*				
	Measure Name	**Category**	**FY14 Actual**	**FY15 Actual/Baseline**	**FY15 Target**
PM 3.1	Total contractor costs planned for preventive maintenance	Input		$ 4,000,000	
PM 3.2	Actual contractor costs for preventive maintenance	Output		$ 7,141,628	
PM 3.3	Percentage of contractor preventive maintenance costs planned	Outcome	#DIV/0!	179%	90%

Objective ID 4: Complete City, State and Federal mandated inspections. During Fiscal Year 15, an additional 3M dollars was provided to perform further preventative maintenance and repairs. Fire alarm inspections were one of many fully funded preventative maintenance efforts. Inspections and testing were attempted during the school year with occupied buildings however found to be difficult as the testing disrupted classroom teaching. The sounding of the alarm was continuous and would take from 1- 5 hours depending on the size of the building. Alarm testing, consists of pulling and resetting each individual pull station. Attempts were initiated however we determined it to be too disruptive. Testing will be scheduled with vendor after school hours and on Saturdays.

Metrics ID 4:

IM 1	Complete City, State and Federal mandated inspections.								
	Maintenance Category	**Mandate**	**Sites**	**Size**	**Unit**	**Contractor Costs**	**Responsible**	**Target**	**Period**
IM 1.1	Roofs	278	177	9,167,380	square feet	$ 200,000	Bill Nelson	2	Year
IM 1.2	Sprinklers/Pumps	272	108	108	each	$ 88,000	Mike Rozier	2	Year
IM 1.3	Elevators	2136	130	172	each	$ 432,000	Christine Bradshaw	1	Monthly
IM 1.4	Elevators	178	130	172	each		Christine Bradshaw	1	Year
IM 1.5	Bleachers	26	30	90	sections	$ 50,000	Mike Rozier	2	Year
IM 1.6	Hood Suppression	160	118	118	each	$ 40,000	Christine Bradshaw	2	Year
IM 1.7	Operable Walls	72	38	38	each	$ 8,000	Orville White	1	Year
IM 1.8	Fire Alarms	4	167		each	$ 150,000	Terry Knight	2	Year
IM 1.9	Cleaning Inspections	563	186	186	each		Tim Ballard	4	Year
IM 1.10	Boilers	85	93	204	each		Al Jenkins	2	Year
IM 1.11	Cooling Equipment	156	40	68	each				
IM 1.12	Generators	103	81	82	each	$ 65,000	Orville White	2	Year
IM 1.13	Emergency Lights	89	62		each	$ 25,000	Orville White	2	Year
	Fire Extinguishers	230							
	Electrical Systems								

Objective CMMS 1:
Plan, schedule and complete preventive maintenance work orders.

Metrics CMMS 1: Presently there are no data for these metrics. Data will become available as the CMMS is implemented across schools. An implementation timeline will be developed after the selected vendor is approved by the Board of School Commissioners and MSA.

CMMS 1 *Plan, schedule and complete preventive maintenance work orders.*					
	Measure Name	**Category**	**FY14 Actual**	**FY15 Actual/Baseline**	**FY15 Target**
CMMS 1.1	Total number of preventive maintenance work orders scheduled	Input	1826	3978	
CMMS 1.2	Total number of scheduled preventive maintenance work orders completed	Output	1716	3766	
CMMS 1.3	Total number of preventive maintenance work orders completed	Output	3409	3995	
CMMS 1.4	Percentage of preventive maintenance work orders scheduled	Outcome	54%	100%	
CMMS 1.5	Percentage of scheduled preventive maintenance work orders completed	Outcome	94%	95%	NA

EXHIBIT 1 – SUMMARY TABLES

Building Name	2014 Enrollment Projection	2014 SQFT	2014 SQFT/ Student	2015 Enrollment Projection	2015 SQFT	2015 SQFT/ Student	SF Net ECDC + Judy	SF/ Student Net ECDC
Arlington #234	409	87,226	192	408	97,750	208	84750	180
Arundel #164	575	84,736	133	575	107,420	169	94,420	148
Cherry Hill #159	604	81,573	122	840	132,984	143	132,984	143
Forest Park #406	753	215,965	258	812	199,331	215	199,331	215
Fort Worthington #85	503	98,500	176	594	103,280	148	103,280	148
Frederick #260	548	79,826	131	548	84,961	140	84,961	140
John Eager Howard #61	465	89,926	174	500	91,750	166	91,750	166
Lyndhurst #88	622	104,934	152	645	111,435	156	111,435	156
Patterson #405	1,262	191,890	137	1,493	267,771	166	267,771	166
Pimlico #223	511	115,636	204	640	119,700	157	119,700	157
Robert Poole #56	924	136,738	133	921	138,963	141	138,963	141
Plan Year 1 Schools	**7,177**	**1,286,950**	**161**	**7,976**	**1,455,345**	**164**	**1,429,345**	**161**
Calvin M. Rodwell #256	545	88,614	146	643	105,007	147		
Cross Country #247	803	120,969	136	897	132,643	133		
John Ruhrah #228	893	125,731	127	911	135,317	139		
Medfield Heights #249	445	73,773	149	440	80,024	163		
Bay-Brook #124	502	85,439	153	727	117,698	146		
Calverton #75	817	120,969	133	1004	154,364	133		
Govans #213	425	72,186	153	531	92,183	156		

Building Name	2014 Enrollment Projection	2014 SQFT	2014 SQFT/ Student	2015 Enrollment Projection	2015 SQFT	2015 SQFT/ Student	SF Net ECDC + Judy	SF/ Student Net ECDC
Walter P. Carter #134	433	75,916	158	927	164,255	153		
Canton Building #230	740	116,208	141	908	130,109	133		
Harford Heights Bldg #36	603	104,354	156	654	122,245	166		
Mary E. Rodman #204	410	72,186	158	465	82,747	154		
Montebello #44	696	114,620	148	642	104,307	146		
James Mosher #144	463	85,439	166	319	64,078	181		
Northwood #242	718	112,287	141	734	111,629	137		
Robert W. Coleman #142	499	88,709	160	442	80,052	163		
Plan Year 2 Schools	**8,992**	**1,457,400**	**146**	**10,244**	**1,676,658**	**147**		
PY1 and PY2 Combined	**16,169**	**2,744,350**	**153**	**18,220**	**3,132,003**	**154**		
Fairmont Harford HS*								
Commodore John Rodgers*								
Highlandtown #237*								

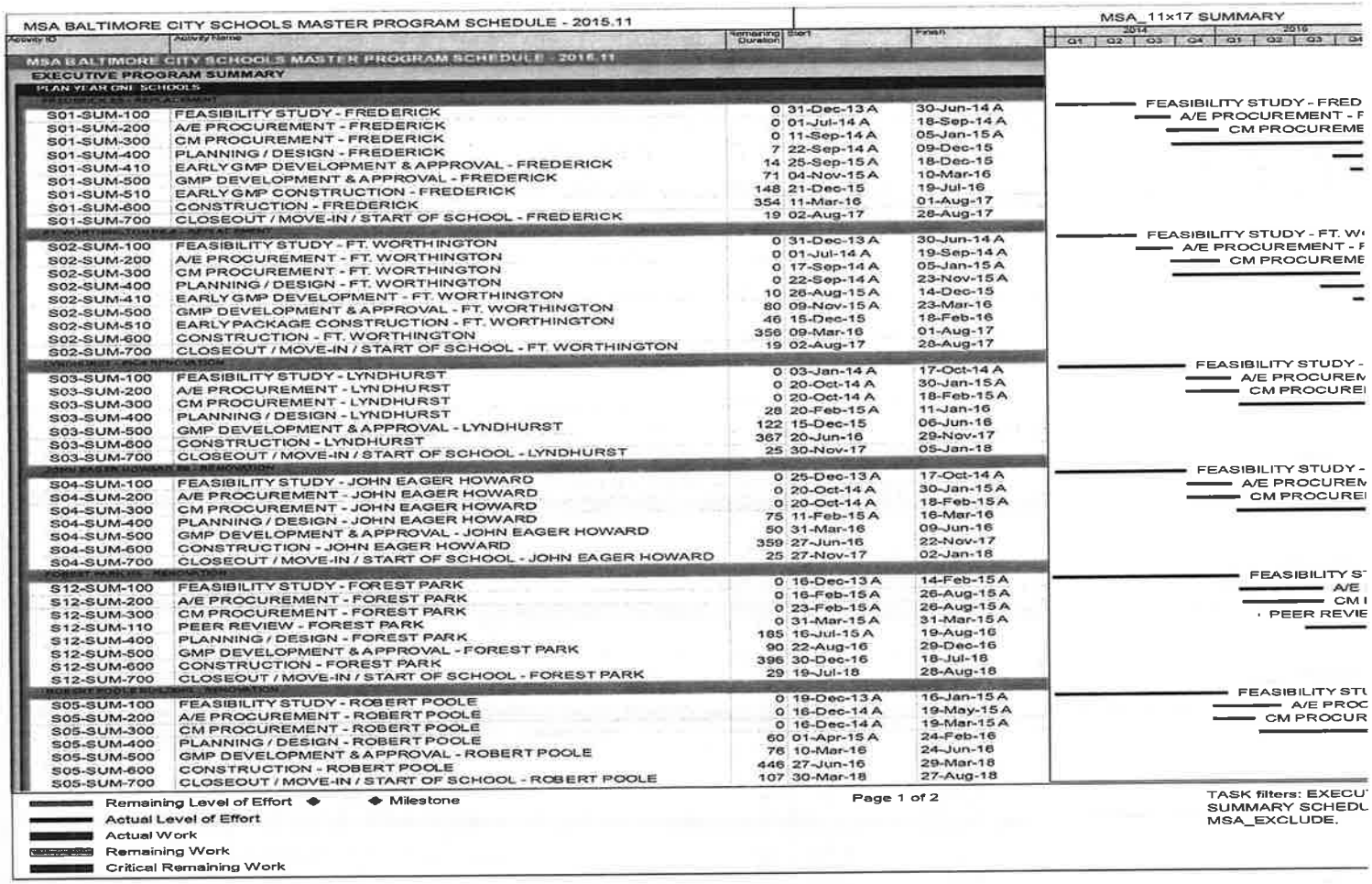
* Information is under development for this project.

Building Name	Oct 2014 Cost Estimate	$/SF 2014	EAP/Feasibility Estimates	$/SF EAP	Current Est.	$/SF Current
Arlington #234	$ 31,031,607	$ 356	$ 41,260,642	$ 422	$ 34,775,540	$ 356
Arundel #164	$ 29,914,385	$ 353	$ 44,253,517	$ 412	$ 44,179,242	$ 411
Cherry Hill #159	$ 29,378,155	$ 360	$ 48,281,839	$ 363	$ 47,822,994	$ 360
Forest Park #406	$ 72,622,897	$ 336	$ 70,122,898	$ 352	$ 72,622,897	$ 364
Fort Worthington #85	$ 37,376,872	$ 379	$ 42,187,379	$ 408	$ 37,762,109	$ 366
Frederick #260	$ 27,217,406	$ 341	$ 30,855,997	$ 363	$ 27,023,507	$ 318
John Eager Howard #61	$ 32,539,979	$ 362	$ 33,539,979	$ 366	$ 32,639,284	$ 356
Lyndhurst #88	$ 39,938,364	$ 381	$ 39,938,364	$ 358	$ 41,538,183	$ 373
Patterson #405	$ 86,203,269	$ 449	$ 95,000,000	$ 355	$ 95,000,000	$ 355
Pimlico #223	$ 41,592,474	$ 360	$ 45,279,387	$ 378	$ 43,053,696	$ 360
Robert Poole #56	$ 52,775,763	$ 386	$ 55,056,540	$ 396	$ 52,903,905	$ 381
Plan Year 1 Schools	**$ 480,591,171**	**$ 373**	**$ 545,776,542**	**$ 375**	**$ 529,321,357**	**$ 364**
Calvin M. Rodwell #256	$ 32,661,008	$ 369			$ 38,703,077	$ 369
Cross Country #247	$ 47,438,566	$ 392			$ 52,016,580	$ 392
John Ruhrah #228	$ 49,305,858	$ 392			$ 53,065,042	$ 392
Medfield Heights #249	$ 27,191,182	$ 369			$ 29,495,170	$ 369
Bay-Brook #124	$ 33,505,452	$ 392			$ 46,156,026	$ 392
Calverton #75	$ 47,438,566	$ 392			$ 60,534,573	$ 392
Govans #213	$ 26,606,173	$ 369			$ 33,976,628	$ 369
Walter P. Carter #134	$ 29,770,947	$ 392			$ 64,413,653	$ 392
Canton Building #230	$ 45,571,273	$ 392				
Harford Heights Bldg #36	$ 38,462,535	$ 369			$ 45,056,755	$ 369
Mary E. Rodman	$ 26,606,173	$ 369			$ 30,498,725	$ 369

Building Name	Oct 2014 Cost Estimate	$/SF 2014	EAP/Feasibility Estimates	$/SF EAP	Current Est.	$/SF Current
#204						
Montebello #44	$ 44,948,843	$ 392			$ 40,904,545	$ 392
James Mosher #144	$ 31,490,992	$ 369			$ 23,617,783	$ 369
Northwood #242	$ 41,386,406	$ 369			$ 41,143,882	$ 369
Robert W. Coleman #142	$ 32,696,109	$ 369			$ 29,505,337	$ 369
Plan Year 2 Schools	**$ 555,080,083**	**$ 381**			**$ 589,087,777**	**$ 351**
PY1 and PY2 Combined	**$ 1,035,671,254**	**$ 377**			**$ 1,118,409,134**	**$ 357.09**
Fairmont Harford HS						
Commodore John Rodgers						
Highlandtown #237						

* Information is under development for this project.

EXHIBIT 2 – PLAN YEAR 1 AND 2 SCHEDULES



MSA BALTIMORE CITY SCHOOLS MASTER PROGRAM SCHEDULE - 2015.11

MSA_11x17 SUMMARY

Activity ID	Activity Name	Remaining Duration	Start	Finish
	MSA BALTIMORE CITY SCHOOLS MASTER PROGRAM SCHEDULE - 2015.11			
	EXECUTIVE PROGRAM SUMMARY			
	PLAN YEAR ONE SCHOOLS			
S01-SUM-100	FEASIBILITY STUDY - FREDERICK	0	31-Dec-13 A	30-Jun-14 A
S01-SUM-200	A/E PROCUREMENT - FREDERICK	0	01-Jul-14 A	18-Sep-14 A
S01-SUM-300	CM PROCUREMENT - FREDERICK	0	11-Sep-14 A	05-Jan-15 A
S01-SUM-400	PLANNING / DESIGN - FREDERICK	7	22-Sep-14 A	09-Dec-15
S01-SUM-410	EARLY GMP DEVELOPMENT & APPROVAL - FREDERICK	14	25-Sep-15 A	18-Dec-15
S01-SUM-500	GMP DEVELOPMENT & APPROVAL - FREDERICK	71	04-Nov-15 A	10-Mar-16
S01-SUM-510	EARLY GMP CONSTRUCTION - FREDERICK	148	21-Dec-15	19-Jul-16
S01-SUM-600	CONSTRUCTION - FREDERICK	354	11-Mar-16	01-Aug-17
S01-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - FREDERICK	19	02-Aug-17	28-Aug-17
S02-SUM-100	FEASIBILITY STUDY - FT. WORTHINGTON	0	31-Dec-13 A	30-Jun-14 A
S02-SUM-200	A/E PROCUREMENT - FT. WORTHINGTON	0	01-Jul-14 A	19-Sep-14 A
S02-SUM-300	CM PROCUREMENT - FT. WORTHINGTON	0	17-Sep-14 A	05-Jan-15 A
S02-SUM-400	PLANNING / DESIGN - FT. WORTHINGTON	0	22-Sep-14 A	23-Nov-15 A
S02-SUM-410	EARLY GMP DEVELOPMENT - FT. WORTHINGTON	10	26-Aug-15 A	14-Dec-15
S02-SUM-500	GMP DEVELOPMENT & APPROVAL - FT. WORTHINGTON	80	09-Nov-15 A	23-Mar-16
S02-SUM-510	EARLY PACKAGE CONSTRUCTION - FT. WORTHINGTON	46	15-Dec-15	18-Feb-16
S02-SUM-600	CONSTRUCTION - FT. WORTHINGTON	356	09-Mar-16	01-Aug-17
S02-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - FT. WORTHINGTON	19	02-Aug-17	28-Aug-17
S03-SUM-100	FEASIBILITY STUDY - LYNDHURST	0	03-Jan-14 A	17-Oct-14 A
S03-SUM-200	A/E PROCUREMENT - LYNDHURST	0	20-Oct-14 A	30-Jan-15 A
S03-SUM-300	CM PROCUREMENT - LYNDHURST	0	20-Oct-14 A	18-Feb-15 A
S03-SUM-400	PLANNING / DESIGN - LYNDHURST	28	20-Feb-15 A	11-Jan-16
S03-SUM-500	GMP DEVELOPMENT & APPROVAL - LYNDHURST	122	15-Dec-15	06-Jun-16
S03-SUM-600	CONSTRUCTION - LYNDHURST	367	20-Jun-16	29-Nov-17
S03-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - LYNDHURST	25	30-Nov-17	05-Jan-18
S04-SUM-100	FEASIBILITY STUDY - JOHN EAGER HOWARD	0	25-Dec-13 A	17-Oct-14 A
S04-SUM-200	A/E PROCUREMENT - JOHN EAGER HOWARD	0	20-Oct-14 A	30-Jan-15 A
S04-SUM-300	CM PROCUREMENT - JOHN EAGER HOWARD	0	20-Oct-14 A	18-Feb-15 A
S04-SUM-400	PLANNING / DESIGN - JOHN EAGER HOWARD	75	11-Feb-15 A	16-Mar-16
S04-SUM-500	GMP DEVELOPMENT & APPROVAL - JOHN EAGER HOWARD	50	31-Mar-16	09-Jun-16
S04-SUM-600	CONSTRUCTION - JOHN EAGER HOWARD	359	27-Jun-16	22-Nov-17
S04-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - JOHN EAGER HOWARD	25	27-Nov-17	02-Jan-18
S12-SUM-100	FEASIBILITY STUDY - FOREST PARK	0	16-Dec-13 A	14-Feb-15 A
S12-SUM-200	A/E PROCUREMENT - FOREST PARK	0	16-Feb-15 A	26-Aug-15 A
S12-SUM-300	CM PROCUREMENT - FOREST PARK	0	23-Feb-15 A	26-Aug-15 A
S12-SUM-110	PEER REVIEW - FOREST PARK	0	31-Mar-15 A	31-Mar-15 A
S12-SUM-400	PLANNING / DESIGN - FOREST PARK	185	16-Jul-15 A	19-Aug-16
S12-SUM-500	GMP DEVELOPMENT & APPROVAL - FOREST PARK	90	22-Aug-16	29-Dec-16
S12-SUM-600	CONSTRUCTION - FOREST PARK	396	30-Dec-16	18-Jul-18
S12-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - FOREST PARK	29	19-Jul-18	28-Aug-18
S05-SUM-100	FEASIBILITY STUDY - ROBERT POOLE	0	19-Dec-13 A	16-Jan-15 A
S05-SUM-200	A/E PROCUREMENT - ROBERT POOLE	0	16-Dec-14 A	19-May-15 A
S05-SUM-300	CM PROCUREMENT - ROBERT POOLE	0	16-Dec-14 A	19-Mar-15 A
S05-SUM-400	PLANNING / DESIGN - ROBERT POOLE	60	01-Apr-15 A	24-Feb-16
S05-SUM-500	GMP DEVELOPMENT & APPROVAL - ROBERT POOLE	76	10-Mar-16	24-Jun-16
S05-SUM-600	CONSTRUCTION - ROBERT POOLE	446	27-Jun-16	29-Mar-18
S05-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - ROBERT POOLE	107	30-Mar-18	27-Aug-18

2014 Q1 Q2 Q3 Q4 | 2015 Q1 Q2 Q3 Q4

FEASIBILITY STUDY - FRED
A/E PROCUREMENT - F
CM PROCUREME
FEASIBILITY STUDY - FT. W
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Remaining Level of Effort ◆ Milestone
Actual Level of Effort
Actual Work
Remaining Work
Critical Remaining Work

Page 1 of 2

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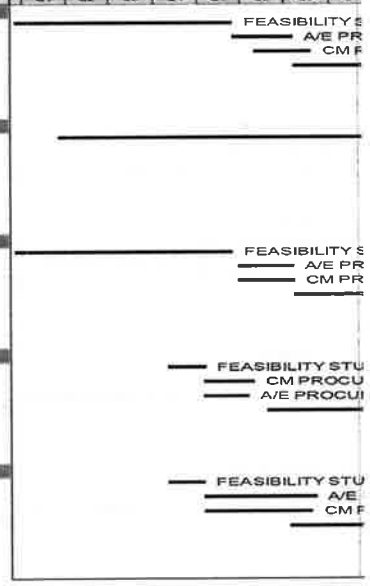
MSA BALTIMORE CITY SCHOOLS MASTER PROGRAM SCHEDULE - 2015.11

MSA_11x17 SUMMARY

Activity ID	Activity Name	Remaining Duration	Start	Finish
ARLINGTON K-8 - RENOVATION				
S06-SUM-100	FEASIBILITY STUDY - ARLINGTON	0	17-Dec-13 A	15-Mar-15 A
S06-SUM-200	A/E PROCUREMENT - ARLINGTON	0	16-Mar-15 A	20-Jul-15 A
S06-SUM-300	CM PROCUREMENT - ARLINGTON	0	30-Apr-15 A	26-Aug-15 A
S06-SUM-400	PLANNING / DESIGN - ARLINGTON	95	22-Jul-15 A	13-Apr-16
S06-SUM-500	GMP DEVELOPMENT & APPROVAL - ARLINGTON	82	14-Apr-16	09-Aug-16
S06-SUM-600	CONSTRUCTION - ARLINGTON	468	10-Aug-16	12-Jun-18
S06-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - ARLINGTON	54	13-Jun-18	27-Aug-18
PATTERSON HIGH SCHOOL - RENOVATION				
S09-SUM-100	FEASIBILITY STUDY - PATTERSON	49	18-Mar-14 A	09-Feb-16
S09-SUM-200	A/E PROCUREMENT - PATTERSON	45	01-Feb-16	01-Apr-16
S09-SUM-300	CM PROCUREMENT - PATTERSON	58	10-Feb-16	29-Apr-16
S09-SUM-400	PLANNING / DESIGN - PATTERSON	260	04-Apr-16	11-Apr-17
S09-SUM-500	GMP DEVELOPMENT & APPROVAL - PATTERSON	71	16-Mar-17	23-Jun-17
S09-SUM-600	CONSTRUCTION - PATTERSON	499	26-Jun-17	31-May-19
S09-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - PATTERSON	61	03-Jun-19	26-Aug-19
PIMLICO K-8 - RENOVATION				
S10-SUM-100	FEASIBILITY STUDY - PIMLICO	0	17-Dec-13 A	15-Mar-15 A
S10-SUM-200	A/E PROCUREMENT - PIMLICO	0	26-Mar-15 A	20-Jul-15 A
S10-SUM-300	CM PROCUREMENT - PIMLICO	0	26-Mar-15 A	22-Jul-15 A
S10-SUM-400	PLANNING / DESIGN - PIMLICO	112	22-Jul-15 A	06-May-16
S10-SUM-500	GMP DEVELOPMENT & APPROVAL - PIMLICO	78	02-May-16	19-Aug-16
S10-SUM-600	CONSTRUCTION - PIMLICO	460	22-Aug-16	12-Jun-18
S10-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - PIMLICO	54	13-Jun-18	27-Aug-18
ARUNDEL K-8 - RENOVATION				
S11-SUM-100	FEASIBILITY STUDY - ARUNDEL	0	31-Oct-14 A	16-Jan-15 A
S11-SUM-300	CM PROCUREMENT - ARUNDEL	0	16-Jan-15 A	29-Apr-15 A
S11-SUM-200	A/E PROCUREMENT - ARUNDEL	0	16-Jan-15 A	17-Apr-15 A
S11-SUM-400	PLANNING / DESIGN - ARUNDEL	88	26-May-15 A	04-Apr-16
S11-SUM-500	GMP DEVELOPMENT & APPROVAL - ARUNDEL	67	15-Mar-16	16-Jun-16
S11-SUM-600	CONSTRUCTION - ARUNDEL	493	11-Jul-16	15-Jun-18
S11-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - ARUNDEL	51	18-Jun-18	27-Aug-18
CHERRY HILL K-8 - RENOVATION				
S07-SUM-100	FEASIBILITY STUDY - CHERRY HILL	0	31-Oct-14 A	16-Jan-15 A
S07-SUM-200	A/E PROCUREMENT - CHERRY HILL	0	16-Jan-15 A	03-Sep-15 A
S07-SUM-300	CM PROCUREMENT - CHERRY HILL	0	16-Jan-15 A	26-Aug-15 A
S07-SUM-400	PLANNING / DESIGN - CHERRY HILL	159	13-Jul-15 A	14-Jul-16
S07-SUM-500	GMP DEVELOPMENT & APPROVAL - CHERRY HILL	107	24-May-16	24-Oct-16
S07-SUM-600	CONSTRUCTION - CHERRY HILL	418	25-Oct-16	15-Jun-18
S07-SUM-700	CLOSEOUT / MOVE-IN / START OF SCHOOL - CHERRY HILL	51	18-Jun-18	27-Aug-18



Remaining Level of Effort
Actual Level of Effort
Actual Work
Remaining Work
Critical Remaining Work
Milestone

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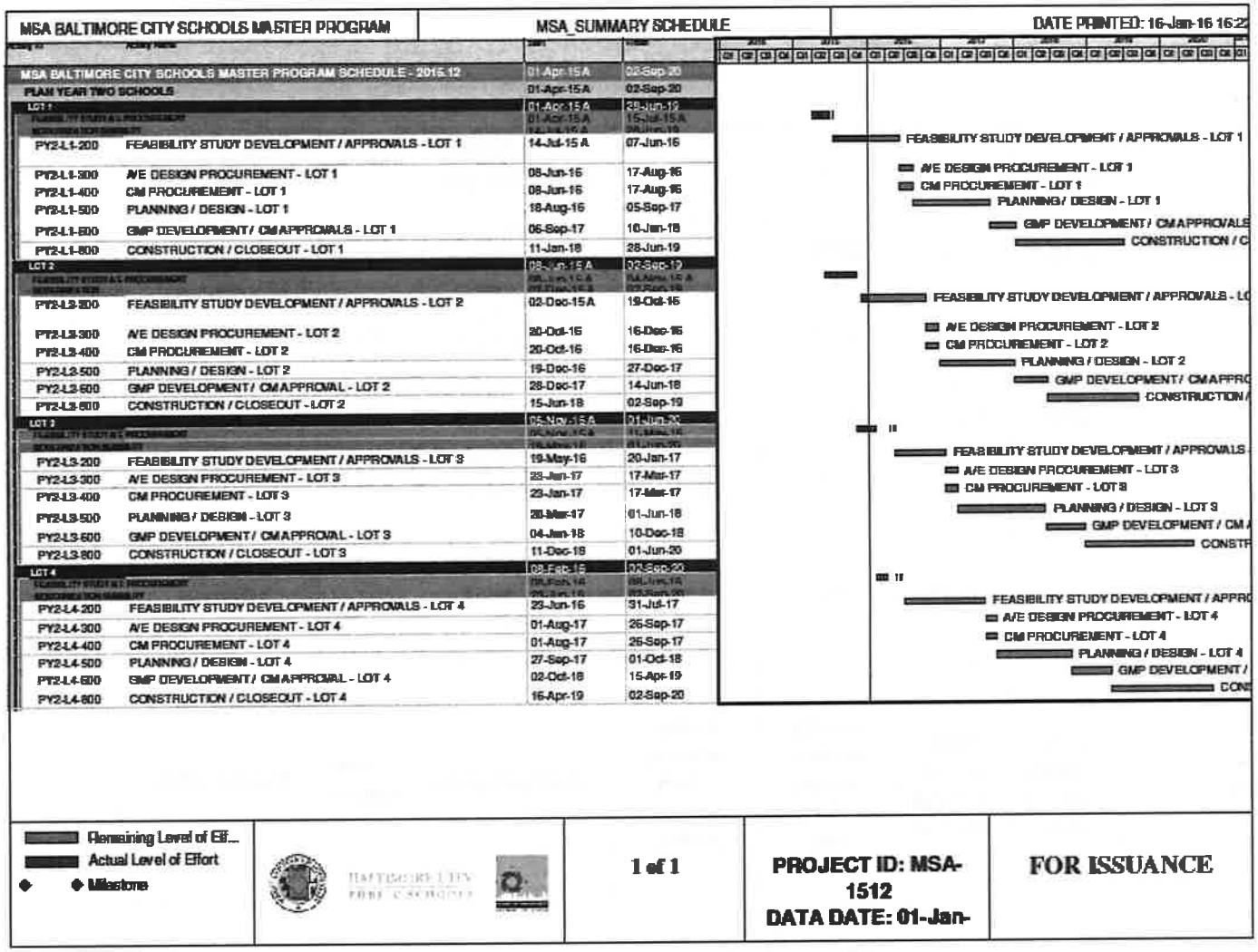
MSA BALTIMORE CITY SCHOOLS MASTER PROGRAM
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DATE PRINTED: 16-Jan-16 16:22
MSA BALTIMORE CITY SCHOOLS MASTER PROGRAM SCHEDULE - 2015.12 01-Apr-15 A 02-Sep-20
PLAN YEAR TWO SCHOOLS 01-Apr-15 A 02-Sep-20
LOT 1 01-Apr-15 A 28-Jun-19
PY2-L1-200 FEASIBILITY STUDY DEVELOPMENT / APPROVALS - LOT 1 14-Jul-15 A 07-Jun-16
PY2-L1-300 A/E DESIGN PROCUREMENT - LOT 1 08-Jun-16 17-Aug-16
PY2-L1-400 CM PROCUREMENT - LOT 1 08-Jun-16 17-Aug-16
PY2-L1-500 PLANNING / DESIGN - LOT 1 18-Aug-16 05-Sep-17
PY2-L1-600 GMP DEVELOPMENT / CM APPROVALS - LOT 1 06-Sep-17 10-Jan-18
PY2-L1-800 CONSTRUCTION / CLOSEOUT - LOT 1 11-Jan-18 28-Jun-19
LOT 2 08-Jun-15 A 02-Sep-19
PY2-L2-200 FEASIBILITY STUDY DEVELOPMENT / APPROVALS - LOT 2 02-Dec-15 A 19-Oct-16
PY2-L2-300 A/E DESIGN PROCUREMENT - LOT 2 20-Oct-16 16-Dec-16
PY2-L2-400 CM PROCUREMENT - LOT 2 20-Oct-16 16-Dec-16
PY2-L2-500 PLANNING / DESIGN - LOT 2 19-Dec-16 27-Dec-17
PY2-L2-600 GMP DEVELOPMENT / CM APPROVAL - LOT 2 28-Dec-17 14-Jun-18
PY2-L2-800 CONSTRUCTION / CLOSEOUT - LOT 2 15-Jun-18 02-Sep-19
LOT 3 05-Nov-15 A 01-Jun-20
PY2-L3-200 FEASIBILITY STUDY DEVELOPMENT / APPROVALS - LOT 3 19-May-16 20-Jan-17
PY2-L3-300 A/E DESIGN PROCUREMENT - LOT 3 23-Jan-17 17-Mar-17
PY2-L3-400 CM PROCUREMENT - LOT 3 23-Jan-17 17-Mar-17
PY2-L3-500 PLANNING / DESIGN - LOT 3 20-Mar-17 01-Jun-18
PY2-L3-600 GMP DEVELOPMENT / CM APPROVAL - LOT 3 04-Jun-18 10-Dec-18
PY2-L3-800 CONSTRUCTION / CLOSEOUT - LOT 3 11-Dec-18 01-Jun-20
LOT 4 03-Feb-16 02-Sep-20
PY2-L4-200 FEASIBILITY STUDY DEVELOPMENT / APPROVALS - LOT 4 23-Jun-16 31-Jul-17
PY2-L4-300 A/E DESIGN PROCUREMENT - LOT 4 01-Aug-17 26-Sep-17
PY2-L4-400 CM PROCUREMENT - LOT 4 01-Aug-17 26-Sep-17
PY2-L4-500 PLANNING / DESIGN - LOT 4 27-Sep-17 01-Oct-18
PY2-L4-600 GMP DEVELOPMENT / CM APPROVAL - LOT 4 02-Oct-18 15-Apr-19
PY2-L4-800 CONSTRUCTION / CLOSEOUT - LOT 4 16-Apr-19 02-Sep-20
FEASIBILITY STUDY DEVELOPMENT / APPROVALS - LOT 1
A/E DESIGN PROCUREMENT - LOT 1
CM PROCUREMENT - LOT 1
PLANNING / DESIGN - LOT 1
GMP DEVELOPMENT / CM APPROVALS
CONSTRUCTION / C
FEASIBILITY STUDY DEVELOPMENT / APPROVALS - LO
A/E DESIGN PROCUREMENT - LOT 2
CM PROCUREMENT - LOT 2
PLANNING / DESIGN - LOT 2
GMP DEVELOPMENT / CM APPRO
CONSTRUCTION /
FEASIBILITY STUDY DEVELOPMENT / APPROVALS -
A/E DESIGN PROCUREMENT - LOT 3
CM PROCUREMENT - LOT 3
PLANNING / DESIGN - LOT 3
GMP DEVELOPMENT / CM /
CONSTR
FEASIBILITY STUDY DEVELOPMENT / APPRO
A/E DESIGN PROCUREMENT - LOT 4
CM PROCUREMENT - LOT 4
PLANNING / DESIGN - LOT 4
GMP DEVELOPMENT /
CONS
Remaining Level of Eff...
Actual Level of Effort
Milestone
1 of 1
PROJECT ID: MSA-1512
DATA DATE: 01-Jan-
FOR ISSUANCE

EXHIBIT 3 – UPDATED EXHIBIT 6

Revised Exhibit 6

Approved July 17, 2015

	School Building	Building Number	Building Address	Original Anticipated School Program Closure	New Anticipated School Program Closure	Original Building Closure Date	New Building Closure Date	Swing Space	Sq. Footage
1	Garrison Middle	42	3910 Barrington Road, 21207	2013	2013	2023	2023*	Designated Swing Space	149,627
2	Laurence G. Paquin	457	2200 Sinclair Lane, 21213	2013	2013	2013	2013		57,850
3	Waverly Middle (Building)	115	3400 Ellerslie Avenue, 21218	2015	2014	2015	2014		33,000
4	Samuel F. B. Morse Elementary	98	424 S. Pulaski Street, 21223	2017	2017	2024	2017*		63,205
5	Thurgood Marshall	170	5001 Sinclair Lane, 21206	2020	2020	2023	2023*	Designated Swing Space	255,756
6	Patapsco	163	844 Roundview Road, 21225	2013	2013	2017	2018*		73,620

	School Building	Building Number	Building Address	Original Anticipated School Program Closure	New Anticipated School Program Closure	Original Building Closure Date	New Building Closure Date	Swing Space	Sq. Footage
7	Alexander Hamilton	145	800 Poplar Grove Street, 21216	2017	2020	2022	2020*		53,304
8	Claremont Special Education High	307	2555 Harford Road, 21218	2017	2019	2017	2019*		18,780
9	Rognell Heights	89	4300 Sidehill Road, 21229	2017	2018	2019	2018*		78,988
10	Lois T. Murray	313	1600 Arlington Avenue, 21239	2018	2019	2018	2019*		20,725
11	Sarah M. Roach	73	3434 Old Frederick Road, 21229	2018	2020	2020	2020*		44,874
12	Sharp Leadenhall	314	150 West Street, 21230	2018	2020	2018	2020*		20,725
13	Westside Elementary	24	2235 N. Fulton Avenue, 21217	2018	2018	2018	2018*	Temporary Swing Space	73,740
14	Independence Charter	333	1250 W. 36th Street, 21211	2017	2018	2017	2018*		9,280

	School Building	Building Number	Building Address	Original Anticipated School Program Closure	New Anticipated School Program Closure	Original Building Closure Date	New Building Closure Date	Swing Space	Sq. Footage
15	Southeast Building	255	6820 Fait Avenue, 21216	2016	2017	2024	2019*	Temporary Swing Space	95,000
16	Langston Hughes	5	5011 Arbutus Avenue, 21215	2017	2015	2017	2015		40,920
17	Northwestern High	401	6900 Park Heights Avenue, 21215	2017	2017	2023	2018*	Temporary Swing Space	307,200
18	William Pinderhughes	28	701 Gold Street, 21217	2013	2013	2020	2015		34,757
19	William C. March	263	2050 Wolfe Street, 21213	2013	2013	2020	2024*	Designated Swing Space	97,809
20	Dr. Carter G. Woodson	160	2501 Seabury Road, 21225		2018		2018*		110,732
21	Lake Clifton Building	40	2815 Saint Lo Drive, 21213		2020		2020*	Temporary Swing Space	485,622
22	Dr. Rayner Browne	25	1000 North Montford Avenue, 21213		2015		2015		40,920

	School Building	Building Number	Building Address	Original Anticipated School Program Closure	New Anticipated School Program Closure	Original Building Closure Date	New Building Closure Date	Swing Space	Sq. Footage
23	West Baltimore Bldg.	80	201 North Bend Road, 21229		2015		2024*	Designated Swing Space	244,681
24	Westside (Edmondson Westside Skill Center)	400B	4501 Edmonson Avenue, 21229	2018	2023	2023	2023*		219,525
25	Joseph C. Briscoe	451	900 Druid Hill Avenue, 21201	2019	2021	2021	2021*		91,774
26	Corps Building	457	5000 Gwynn Oak Avenue, 21207				2014		10,206
								Total Square Footage	**2,732,620**
								Original Exhibit 6 Square Footage	**2,384,844**
								Additional Square footage with Revisions	**347,776**

* Board vote will likely occur in December of previous year as part of the annual portfolio review process outlined in Exhibit 3 of the MOU. The vote will have an effective date within the year listed as the building closure date once the school building is no longer occupied by students. This is to allow the program closure process required by COMAR to align with the building surplus process.

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Maryland Stadium Authority
Baltimore City Public Schools
Project Management Procedures Manual

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EXHIBIT 5 – MAP OF YEAR 1 AND YEAR 2 SCHOOLS

21st Century Schools Phase 1

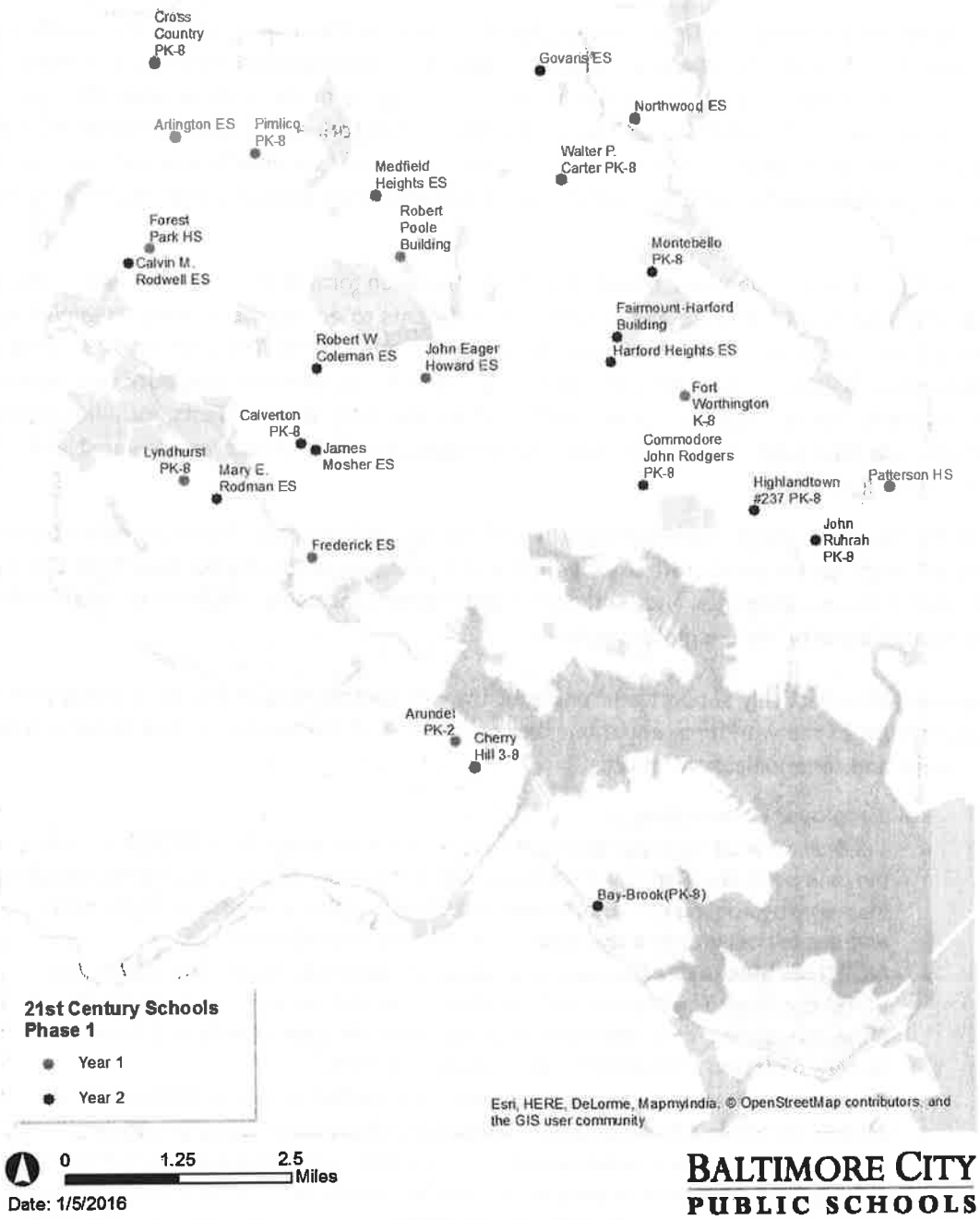

EXHIBIT 6 – LOCAL HIRING PLAN

The Baltimore City Public Schools Construction and Revitalization

LOCAL HIRING PLAN

As stated in the Memorandum of Understanding for the Baltimore City Public Schools Construction and Revitalization Act of 2013, the Mayor's Office of Employment Development (MOED) is charged with developing a comprehensive local hiring plan to support the goals of the Collaborative. This plan will leverage the resources of MOED's One Stop Career Center Network and work collaboratively with a broad range of City educational, workforce/training, faith-based and community organizations to assist in the training and preparation of City residents for employment opportunities created by the Ten-Year Plan Project.

A *Workforce Opportunities* subgroup, chaired by MOED, has been formed to ensure the local hiring plan maximizes opportunities to prepare and connect City residents to employment while streamlining the hiring process for employers. Consistent with the implementation of the Ten Year Plan, the subgroup will identify opportunities through the construction contracts for students to gain work experience, for City Schools' graduates to connect to career paths and for Baltimore City residents, including residents of neighborhoods with high rates of poverty and unemployment, to access employment and other economic opportunities.

As part of the local hiring plan, the subgroup will work to ensure that all construction contracts provide consistent and high quality multi-craft employment and training opportunities for Baltimore City public school students, recent graduates and Baltimore City residents, including residents of neighborhoods with high rates of poverty and unemployment.

The subgroup will collectively support and promote the key components of the local hiring plan that address both sides of the workforce equation- the job seeker and the employer- and includes a broad based outreach and communications effort.

I. **The Employer Connection**:

- As Baltimore City's designated Local Workforce Investment Area, MOED will serve as the lead point of contact for the construction contractors and subcontractors regarding their employment needs. Employers will utilize one phone number and one email address to post jobs and to access qualified city job candidates.
- MOED will meet with employers to assess their workforce needs and review their Workforce Plan. The Workforce Plan will describe the general scope of the work, total projected staffing, projected number of new hires, the type of skills and expertise needed for new hires and a timeline for commencing the work.
- All open positions will be posted in a newly created School Construction website.
- MOED will create a team of School Construction Business Service Representatives (SCBSR) comprised of public sector and nonprofit sector organizations that provide job training to city residents in construction related industries. The SCBSRs will provide guidance throughout the process and job ready candidates that may be selected for work on the school construction projects.

- MOED will actively market the *Employ Baltimore Ready To Work for You* talent pipeline to all contractors and sub-contractors, informing them of the pre-screened job ready candidates that will be referred to them through this service. MOED will increase awareness of this service that includes, but is not limited to, attending and providing presentations at vendor open house events, pre-bid meetings, and outreach events to subcontractors, consultants and on site subcontractor meetings to explain and promote the *Employ Baltimore* services and to collect information on job openings available from these entities.
- MOED will circulate information from subcontractors and contractors regarding potential job openings to the SCBSRs as soon as it becomes available. SCBSRs will submit pertinent information regarding suitable job ready candidates to MOED who will forward them on to the employer as appropriate. MOED will keep SCBSRs informed regarding hiring progress and employment decisions.
- MOED will inform the contractors and subcontractors of any incentives available to enhance the hiring process such as tax incentives aligned with hard to serve populations, opportunity to create state certified apprenticeships and job training offered by local workforce partners. MOED and the Maryland Stadium Authority, or the Stadium Authority's Program Manager (collectively, MSA), will meet regularly with employer representatives to review hiring progress and assist as necessary.

II. **Job Seeker Preparation and Connection:**

- MOED and members of the Workforce Opportunities subgroup will work to identify training funds for investment in preparation of workers to prepare Baltimore City residents for immediate placement in construction jobs and ongoing career track/ apprenticeship training in the building trades.
- MSA will provide the Workforce Opportunities subgroup with projected employment needs for the construction projects on a regular basis (to be determined by the MSA and the Subgroup) to enable the workforce partners to build and maintain a pipeline of qualified candidates to meet the demand.
- MOED and members of the Workforce Opportunities subgroup will host multiple meetings and community forums to share information about the *Employ Baltimore Ready To Work For You* talent pipeline. Workforce, educational, community and faith-based organizations will be invited to enroll job ready City residents from all communities in the pipeline for referral to the construction openings.
- The objective will be to encourage the continued employment of workers who have successfully completed work on these projects.
- MOED will share with workforce, community, faith-based and educational partners the new 21st Century Job Readiness curriculum to assist in preparing job seekers with the necessary skills to apply and interview for positions. A series of "train the trainer" workshops will be held to expand the opportunities for City residents to access the curriculum.
- Utilizing the resources of MOED's One Stop Centers and Community Job Hubs, a series of Job Readiness sessions will be implemented on an ongoing basis. These will be scheduled on the School Construction website.
- Pre-Apprenticeship and construction skills training opportunities will be marketed on the School Construction website.

III. Communication and Accountability:

- A new School Construction website will provide ongoing and up to date information on employment opportunities, hiring events, skills training classes and other relevant information.
- The Workforce Opportunities subgroup will meet no less than quarterly to assess the progress of the local hiring plan. Information about hiring in the form of progress against hiring goals, placement rates (placements/referrals; local placements/available jobs) and wages will be reported quarterly and made publicly available. Based on reports and results, the Subgroup will make further recommendations to maximize this opportunity to increase city employment and incomes.

IV. Promoting Local Hiring:

MSA has developed its Requests for Proposals (RFPs) to include language requiring a local hiring and workforce plan to be set forth in responses, as follows:

1) *For Pre-Construction Submission:*

a) A general approach to workforce development efforts to be implemented throughout the course of the project.
b) Organizational chart showing responsibility and accountability for implementing the "Plan", including the anticipated staffing requirements for the plan and the roles/responsibilities of such staff.
c) A description of the proposer's overall staffing model for construction of the Project, including measures to ensure adequate labor supply and stability to fulfill the Project's workforce needs. The description shall include:

- *The estimated types of positions expected to perform work on the Project.*
- *The estimated number of individuals needed for each type of position over the course of the project.*
- *Special Hiring Requirements/Expectations for each job type.*

2) *During Pre-Construction/Planning:*

a) The estimated percentage of positions and projected work hours that will be filled at the journeyman, apprentice/trainee, skilled and common laborer, untrained entry level new hire, including the specialized skills or certifications for each position, and the skills necessary to meet the basic position qualifications.
b) A description of how the Proposer shall work with the MSA, City Schools, Mayor's Office of Employment Development ("MOED"), State-certified training organizations, and the specific trade contractors to educate and train the workforce in each new position that may be available, and include a process for providing review and input to the curricula offered by the training partners to meet additional project workforce needs.
c) A description of how the Proposer plans to partner with City Schools to prepare students for employment opportunities through the Work-Based Opportunity Curriculum and/or Registered Apprenticeship programs.
d) A process on how the potential applicants shall be screened, and how the Proposer and specific trade contractors will give feedback to the training providers on employee performance and curricula improvement.

3) *GMP Negotiation/Award*

Prior to acceptance of the GMP, the CM shall establish the percentage of skilled and unskilled labor hours for the project to be performed by City residents, as shall be set forth in the Agreement between MSA and the CM.

As part of the subcontractors' bids for the work, the CM shall require that each subcontractor submit a total number of the hours that will be required to complete the subcontracted work, and the number of hours of such work that will be performed by City residents.

The CM shall submit with the bid tabulations required by this Agreement the Workforce Utilization Estimate provided by each subcontractor. The CM shall ensure that the Workforce Utilization Estimate is considered as part of its subcontractor selection process.

In conjunction with the monthly payment application process, the CM shall submit and report monthly the following;

- *Work hours performed in the preceding month, by job trade, classification and employee residency.*
- *Projection of workforce needs for the coming 90 days by job type, based on the proposed plan.*

The CM and its respective subcontractors shall make good faith efforts as noted below, but not limited to:

- *Ensuring that MOED, School Construction Business Service Representatives ("SCBSR"), and City Schools are made aware of employment opportunities to the fullest extent practicable through outreach and recruitment activities, in accordance with the Collaborative' s Local Hiring Plan (currently in draft form, to be provided at a later date)*
- *Actively recruit City of Baltimore residents via MOED, SCBSR, City Schools, and collective and independent job fair recruiting efforts.*
- *Use the services and assistance of MOED, SCBSR, and City Schools.*

MSA will incur damages (including but not limited to loss of goodwill, detrimental impact on MSA's goals for economic development, and diversion of internal staff resources) if the CM does not comply with the minimum goals established in the CM's Workforce Development Plan, including the reporting requirements on progress toward attaining those goals set forth in the plan. If negotiable terms are reached at the end of preconstruction, the resulting GMP Contract will include a clause assessing liquidated damages to the CM if the CM fails to provide the required reporting information or to achieve the goals related to the Plan. The GMP contract will also provide that MSA may waive the right to collect liquidated damages upon MSA's determination that the CM has made good-faith efforts to comply with the reporting requirements and staffing goals of the Plan.

On a case-by-case basis, MSA shall have the right to revise the above language if, in the exercise of its discretion, MSA determines that revision would be appropriate and consistent with the local hiring aspirations of the Ten Year Plan.

EXHIBIT 7 – STATEMENT OF REVENUES AND EXPENSES

Maryland Stadium Authority
Pgm 56 & 57 - Baltimore City Public Schools
Statement of Revenues and Expenses
12 Periods Ended 6/30/2015

	CURRENT YTD	BUDGET YTD
REVENUES:		
Total Revenues	$20,363,971	$18,000,000
EXPENSES:		
Subtotal-Salaries, Wages & Fringe Benefits (Object .01)	$1,055,689	$1,796,108
Subtotal-Technical and Special Fees (Object .02)	$676	$0
Subtotal-Communications (Object .03)	$5,587	$23,600
Subtotal-Travel (Object .04)	$5,618	$32,448
Subtotal-Contractual Services (Object .08)	$4,271,531	$8,235,500
Subtotal-Supplies and Materials (Object .09)	$23,505	$12,000
Subtotal-Equipment Additional (Object .11)	$23,047	$17,000
Subtotal-Fixed Charges (Object .13)	$125,730	$168,920
Total Expenses	$5,511,383	$10,285,576