December 15, 2022

The Honorable Senator Guy Guzzone  
Chair, Senate Budget and Taxation  
3 West  
Miller Senate Office Building  
Annapolis, MD 21401

The Honorable Delegate Ben Barnes  
Chair, House Appropriations  
Room 121  
House Office Building  
Annapolis, MD 21401

Dear Chairs Guzzone and Barnes,

The 2022 Joint Chairmen's Report states:

The second report should be submitted by December 15, 2022, and include additional actions taken by IAC in calendar 2022 to complete the aforementioned tasks and fulfill workgroup recommendations, including progress made on items submitted as part of the July 15, 2022, report and, if enacted, implementation of HB 1290. The budget committees shall have 45 days from the date of the receipt of the second report to review and comment. Funds restricted pending the receipt of a report may not be transferred by budget amendment or otherwise to any other purpose and shall revert to the General Fund if the report is not submitted to the budget committees.

As requested in the FY 2023 State Operating Budget (SB 290), the Interagency Commission on School Construction (IAC) is providing this second report on Chapter 14 of 2018 implementation requirements related to the Statewide Facilities Assessment (SFA), the Integrated Master Facility Asset Library (IMFAL), and recommendations from the Workgroup on the Assessment and Funding of School Facilities. The first report is attached for your convenience as Attachment 1.

Further information requested by DLS

A. Accurate documentation of version changes for all datasets, particularly the 2/28 "baseline" data now that it is locked down;
   a. We have an asset level spreadsheet provided by BV that describes the changes to the database as part of the cleanup effort leading up to the 2/28 dataset. The cleanup generally focused on cleaning up asset types, quantities, etc. An excel file is enclosed with this report.

B. Assignment of relocatable/modular data so they are easily viewed and sortable;
   a. Modulars/relocatables are typically stored as facility assets and room assets. Through Qlik, any permutation of data can be downloaded and evaluated. An excel file is provided to accompany this report with an extract from the complete data set containing each assessed modular and relocatable and its asset information. Additional information, sorting, and analysis are available upon request.
C. Clear alignment of the data dictionary with all documentation, particularly data ranges related to supplemental data points as specified in the sufficiency standards.
   a. The Data Dictionary (see Attachment 2) includes a new section for "supplemental items." After the enactment of HB 1290 (2022), the IAC developed a survey that will be sent to every LEA annually. The LEAs are asked to identify, for every facility (whether it would be assessed in that year or not):
      i. Whether or not lead paint existed in the facility, including a description of areas affected;
      ii. Whether or not asbestos existed in the facility, including a description of areas affected;
      iii. Whether or not the facility has persistent trouble spots where the temperature cannot be maintained with the standard of 68 to 75 degrees;
      iv. Fahrenheit at full occupancy, including a description of areas affected;
      v. Whether or not the facility has persistent trouble spots where the humidity cannot be maintained within the standard of 30% to 60% relative humidity at full occupancy, including a description of areas affected;
      vi. Whether or not the facility has persistent trouble areas that cannot be maintained at CO2 levels below the threshold of 1,200ppm at full occupancy, including a description of the area affected and what percentage of the facility is impacted;
      vii. Whether or not the facility has acoustic issues where the outside noise exceeds the standard of 55 decibels, including a description of problem areas and what percentage of the facility is impacted;
      viii. Whether or not the facility has lighting issues where the lighting system is unable to meet the standard of 50 foot candles, including a description of problem areas and what percentage of the facility is impacted;
      ix. Whether their kitchens had all of the equipment necessary to meet standards, including a telephone, potable water, a sink for handwashing, and a sink for utensil washing and food prep, including a list of missing equipment;
      x. Whether the facility has a functioning Emergency Communication System that meets current sufficiency standards, including having a fire alarm and emergency-notification system as well as a two-way internal communication system between a central location and each classroom, isolated office space, and other regularly occupied spaces;
      xi. Whether or not their health room had all necessary attributes (including areas for waiting, examination, treatment, resting, storage, and an accessible toilet room, a separate room for private consultations, an office, lockable cabinets for medical records and medication, and at least
one sink in addition to the sink in the toilet room) and to provide a list of missing equipment;

xii. Whether or not their lab spaces (both science and CTE) had all the safety equipment necessary for the provided program and to provide a list of missing equipment; and

xiii. Whether or not the facility's water service was delivering potable water, and if not, to describe potable water issues and what system is in place to provide water (such as bottled water).

Progress from first report
IAC staff are consulting with MSDE to complete during FY 2023 the development of additional revisions to the EFSS for the special school types that provide specialized or comprehensive education listed below:

- Alternative Schools
- Career and Technical Education
- Special Education Facilities
- Outdoor Science Centers

In general, it is anticipated that these schools will be assessed against the same environmental conditions established in the traditional EFSS (such as temperature, humidity, CO2, lead, asbestos, safety, communications, etc.) but not against the same space standards since their program delivery requires different spaces and configurations than comprehensive education.

Adoption of the Sufficiency Standards
The IAC adopted Code of Maryland Regulations (COMAR) 14.39.07 Public Schools Facilities Educational Sufficiency Standards chapter at the November 10, 2022 IAC meeting. The chapter was published in the December 2, 2022 Maryland Register and became effective on December 12, 2022. The sufficiency standards shall be used to complete assessments of existing school facilities Statewide. They are to be used for assessment purposes only and are not requirements for school-facilities design or construction, nor are they used as the basis of funding for State supported projects.

Progress on the Integrated Master Facility Asset Library (IMFAL)
A primary component of the IMFAL, the Business Management System (BMS), is currently being developed for the IAC by e-Builder, Inc. This system is a cloud-based application that will contain and manage the routing and processing of the vast majority of documents involved in the IAC’s many business processes, from applications for site approval through submissions of project design documents and contracts to grant applications and payments. There are several phases of development: Discovery, Design Configuration/UAT, Training, and Adoption. Kickoff of development began on July 27, 2022, and discovery and design are underway. The BMS is expected to complete
development in 2023 and proceed into testing, focus groups, and additional development in consultation with the LEAs before being rolled out by or prior to January 2024.

Another component, which the IAC has called the IAC Facilities Data System (FDS), is also under development. The FDS will provide a portal to Local School Systems to review and report changes to their school-facilities assessment data and provide school-facilities assessment reports. Currently, this function is being provided through the IAC’s SFA third-party vendor, Bureau Veritas. Development of the IAC’s FDS will bring the data and management of the system under direct State control. The IAC has been working with DoIT to support the development and implementation of the system and expects a task order request for proposals (TORFP) to be issued prior to the end of December 2022 to solicit proposals from vendors currently participating in a State master contract. A graphic depiction of the IAC’s systems and how they combine to create the required IMFAL is attached as Attachment 3.

**Implementation of HB1290**

Revisions to COMAR 14.39.02.05 State Cost Share Percentage were adopted at the September 8, 2022 IAC meeting. The revisions were published in the October 7, 2022 issue for the Maryland Register and became effective on October 17, 2022. The State Cost Share was revised in accordance with changes made to Education Article §5-303 except for the Total Cost of Ownership (TCO) increase. IAC staff are currently developing a regulation regarding the TCO repayment process as required by Education Article §5-327, once completed, the State Cost Share Percentage will be revised to include the TCO increase.

The proposal to revise the COMAR 14.39.02.06 Maximum State Construction Allocation was published in the November 4, 2022 issue for the Maryland Register. Public Comment ended on December 5, 2022. Final action on the proposal is expected to be considered by the IAC during the January 12, 2023 IAC meeting. The revisions will permit the IAC when calculating the maximum state construction allocation for a project approved for State funding to reduce the eligible projected enrollment for the project only if the sum of available seat counts in all adjacent schools is 15% or more of the project school’s enrollment.

IAC Staff are currently developing a new regulation and an administrative procedures guide to govern the School Construction Revolving Loan Fund. FY 2023 is the first time it was allocated funds and was revised to include the State share.

**Memorandum of Understanding (MOU) for Prince George’s County Public-Private Partnership (P3)**

Edu. Art. 4-126(e)(3)(ii)(3) mandates that, if a P3 project in PGCPS receives State funding from the Supplemental Public School Construction Financing Fund under §10–658 of the Economic Development Article, a four-party memorandum of understanding (MOU) shall be entered into and signed by the Prince George’s County Board, Prince George’s County, the Maryland Stadium Authority, and the Interagency Commission on School Construction. Over the course of 2022, Prince George’s County Public Schools (PGCPS) conducted a task force to take the first steps in developing a P3 that
PGCPS has named “Blueprint Schools Phase II.” The task force included representatives from PGCPS, Prince George's County, members of each house of the General Assembly, the Maryland Stadium Authority, and the IAC.

It was identified that at least one conflict exists between existing statutes pertaining to the funding and fiscal management of the proposed P3 that stands in the way of the negotiation of an MOU for the Blueprint Schools Phase II P3. It is the understanding of IAC staff that PGCPS staff intend to propose draft legislation to the appropriate committee in January 2023 to resolve the conflict(s). IAC staff stand ready to negotiate an MOU once the statutory conflict(s) are resolved.

Please contact me at Alex.Donahue@maryland.gov or Cassandra Viscarra at Cassandra.Viscarra@maryland.gov with questions or concerns.

Best Regards,

Alex Donahue
Executive Director
Interagency Commission on School Construction

Cc: Sarah Albert, Department of Legislative Services (5 copies)
Laura Hyde, Department of Legislative Services

Enclosures:
A. Asset Reconciliation
B. SFA Baseline - Modualrs and Relocatables
The Honorable Senator Guy Guzzone  
Chair, Senate Budget and Taxation  
3 West  
Miller Senate Office Building  
Annapolis, MD 21401

The Honorable Delegate Ben Barnes  
Chair, House Appropriations  
Room 121  
House Office Building  
Annapolis, MD 21401

Dear Chairs Guzzone and Barnes,

The 2022 Joint Chairmen's Report states:

... provided that $300,000 of this appropriation may not be expended until the Interagency Commission on School Construction (IAC) submits to the budget committees two reports on Chapter 14 of 2018 implementation requirements related to the Statewide Facilities Assessment, the Integrated Master Facility Asset Library (IMFAL), and recommendations from the Workgroup on the Assessment and Funding of School Facilities. The first report shall be submitted by July 15, 2022, and include:

(1) detailed information on steps taken by IAC to resolve outstanding data and dataset issues with the Department of Legislative Services and local education agencies (LEA) including, but not limited to:
   (a) receipt of requested datasets;
   (b) development of a data dictionary;
   (c) confirmation of the accuracy of the facility condition index at the school, system, and LEA level; and
   (d) calculations for, and confirmation of, the accuracy of the enrollment growth index;

(2) revisions to Maryland Educational Sufficiency Standards and details as to how those standards will be used in future school facility assessments starting in fiscal 2022;

(3) regulations adopted by IAC that support workgroup decisions involving the use of assessment data and revised sufficiency standards; and

(4) progress on IMFAL, including the implementation schedule for the business processing system; system costs for fiscal 2022, 2023 and 2024; and progress on other key system software and/or components needed to integrate school construction data for LEA use.

As requested in the FY 2023 State Operating Budget (SB 290), the Interagency Commission on School Construction is providing the first report on Chapter 14 of 2018 implementation requirements related to the Statewide Facilities Assessment (SFA), the Integrated Master Facility Asset Library, and recommendations from the Workgroup on the Assessment and Funding of School Facilities.

Steps taken to resolve outstanding data and dataset issues with DLS and LEAs

A. Receipt of requested datasets;
   i. On Dec. 21, 2021, the IAC provided to DLS a set of SFA data files that included the following with regard to the complete set of 1,383 LEA schools assessed:
1. The full data set, unweighted and with modulars/relocatables registering as space deficiencies at/upon 0 observed RUL, and with formulas and columns to validate the results calculated by Qlik;
2. A “slim” and more easily filterable and usable version of the full data set (lacking validation formulas and columns);
3. Condition and FCI data for each asset in each building, with rollups to system group, facility, LEA, and statewide levels;
4. An example of the math used to cost-weight the assets in a facility (Stadium School); and
5. Enrollments and growth factors.

ii. On June 2, 2022, the IAC provided an updated data set that corrected minor variations in cost per unit figures for some assets as well as FCI figures recalculated accordingly.

iii. The IAC continues to meet with DLS, typically bi-weekly, to review in depth the data methodology and resulting information.

iv. Based upon DLS’s statements in June 2022, IAC staff believe that all of DLS’s issues with the data set have been resolved, although some work remains to be done so that formulas and outputs can be more easily verified by DLS in the future. That work is ongoing.

B. Development of a data dictionary;
   i. The development of the data dictionary is currently in process (see Attachment 1) and is under DLS review.

C. Confirmation of the accuracy of the facility condition index at the school, system, and LEA level; and
   i. After the contractor Bureau Veritas (BV) completed the baseline set of assessments in August 2021, it performed an internal quality-assurance/quality-control (QA/QC) review of the resulting data set. Between December 2021 and January 2022, the IAC performed its QA/QC review of the data set provided by the contractor and found adjustments that were required with regard to some unit costs, asset names, expected useful lifespans, and asset quantities. BV conducted a deep review and completed the needed adjustments in February, submitting the updated and final baseline data set to the IAC on 2/28/2022. IAC staff then conducted further QA/QC checks on that data set prior to sending updated data summaries to all LEAs on 3/8/2022 for review and questions. To date, the IAC has not received any inquiry or concerns from LEAs regarding the final dataset. Additionally, FCI calculations and data have been independently reviewed by data scientists at Johns Hopkins University, who provided confirmation that the method was sound. On June 23, 2022, DLS staff confirmed that they were able to validate the FCI calculations and figures submitted and had no further related questions.

D. Calculations for, and confirmation of, the accuracy of the enrollment growth index.
i. The enrollment projections used in the SFA were provided by the Maryland State Department of Education (MSDE). The MSDE enrollment figures are vetted by the Maryland Department of Planning and confirmed by the LEAs (LEA enrollment projections have to be within 5% of MSDE figures). These figures were determined to be the best starting point for enrollment growth calculations. In the event that enrollment growth projections utilized in the SFA exceeded 120%, a member of the IAC staff would review the provided enrollment data and research the local situation through LEA provided documentation (Educational Facilities Master Plans) to make a determination on what the 5-year enrollment projection should be, and set the appropriate Growth Factor Override. On June 23, 2022, DLS staff confirmed that they were able to validate the growth factor and enrollment calculations and had no further related questions.

Revisions to Maryland Educational Facilities Sufficiency Standards (EFSS) and use in future Statewide Assessments starting in FY22.

HB 1290 contained the workgroup’s recommendations including several items to be established in the EFSS and used in the SFA. The recommended items, listed below, currently are covered in the EFSS. However, some of them were not specifically captured in the prior year assessment methodology. The IAC and BV are implementing additional data collection tools as detailed for each item below to address this requirement.

1. Temperature: The EFSS state that building systems must be capable of maintaining the facility temperature between 68 and 75 degrees fahrenheit at full occupancy. As part of the pre-assessment questionnaire, LEAs are asked to identify persistent trouble spots where this is not the case. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

2. Humidity: The EFSS state that the facility’s humidity must be between 30% and 60% relative humidity (RH) at full occupancy. As part of the pre-assessment questionnaire, LEAs are asked to identify persistent trouble spots where this is not the case. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

3. Carbon Dioxide: The EFSS state that the facility’s CO2 level must be below 1,200ppm at full occupancy. As part of the pre-assessment questionnaire, LEAs are asked to identify persistent trouble spots where this is not the case. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

4. Acoustic Levels: The EFSS state that outside noise should not exceed 55db. As part of the pre-assessment questionnaire, LEAs are asked to identify persistent trouble spots where this is not the case. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

5. Lead Paint: The EFSS state that the facility must be free of exposed lead paint. As part of the pre-assessment questionnaire, LEAs are asked to identify areas in their facilities they believe contain exposed lead paint. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

6. Asbestos: The EFSS state that the facility must be free of exposed, friable asbestos. As part of the pre-assessment questionnaire, LEAs are asked to identify areas in their facilities they
believe contain Asbestos. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

7. Kitchen Sanitary Equipment: The EFSS state that the facility’s kitchen must contain the following equipment: a telephone, plumbing providing potable water, a sink suitable for use both in preparing food and washing utensils, and a separate hand-washing sink. As part of the pre-assessment questionnaire, LEAs are asked to identify Kitchen Equipment they feel is missing. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation. In compliance with HB 1290, the IAC has engaged in discussions with Maryland Department of Health and learned that as school cafeterias are considered to be retail food facilities, they are licensed by local health departments, and that retail food facilities equipment requirements are based entirely on the processes they need to complete. The IAC will continue to engage with the Department of Health to determine what, if any, equipment should be standardized.

8. Lighting: The EFSS state that lighting should be at least 50 foot candles (fc) at work surface height in the center of the room. As part of the pre-assessment questionnaire, LEAs are asked to identify persistent trouble spots where this is not the case. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

9. Emergency Communication System: The EFSS state that “[a] school facility shall have a fire alarm and emergency-notification system as required by applicable State fire codes and emergency procedures” and “[a] school facility shall have a two-way internal communication system between a central location and each classroom, isolated office space, library media center, physical education space, cafeteria, and other regularly occupied spaces.” As part of the pre-assessment questionnaire, LEAs are asked to identify whether or not the facility has an emergency communication system that meets these requirements. If issues are identified, assessors will verify when onsite, and the SFA scores will appropriately reflect the need for remediation.

10. Health Room Attributes: The EFSS state that “[a] school facility shall have a dedicated health services space with areas for waiting, examination and treatment, resting, storage, and an accessible toilet room. There shall be a separate room for private consultations and for use as a health service professional’s office. Provide lockable cabinets for medical records and medications and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water. Provide a minimum of 500 net sf.” As part of the pre-assessment questionnaire, LEAs are asked to identify Health Room Attributes they believe are missing. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

11. Safety Equipment in Laboratory Space: Laboratory spaces can include science classrooms and career or technical education labs (i.e. diesel-engine repair, cosmetology, culinary). The EFSS state that “[t]he space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards” with respect to Science Labs, and “spaces for programs requiring licensing, certification, or accreditation by a state board or agency shall meet all applicable health and safety standards. Cosmetology and barber programs shall comply with
the sanitation requirements of the State Board of Cosmetologists and the State Board of Barbers, respectively” with respect to CTE Labs. As part of the pre-assessment questionnaire, LEAs are asked to identify laboratory safety equipment they believe is missing. Assessors will verify the issue when onsite, and the SFA scores will appropriately reflect the need for remediation.

12. The functionality of HVAC, life/safety building systems, roofs, and any additional critical building systems identified by the IAC. The functionality of all these items is determined by assessors onsite and reflected in the observed remaining useful life (ORUL) metric of individual assets.

Additional revisions to the EFSS are in progress for the special school types listed below:
- Alternative Schools
- Career and Technical Education
- Special Education Facilities
- Outdoor Science Centers

Regulations adopted by IAC that support workgroup decisions involving the use of assessment data and revised sufficiency standards
At the July 14, 2022 IAC meeting, revisions to Code of Maryland Regulations (COMAR) 14.39.07 Public Schools Facilities Educational Sufficiency Standards chapter were presented to the IAC members for their review and approval. These revisions will codify the sufficiency standards that were approved by the IAC on May 31, 2018 into COMAR. The sufficiency standards shall be used to complete assessments of existing school facilities Statewide. They are to be used for assessment purposes only and are not requirements for school facility design or construction. The revision has been filed with the Division of State Documents (DSD) for publication in the Maryland Register and then will be open for public comment for a period of at least 30 days. Final action on the proposals is expected to be considered by the IAC during the October 13, 2022 IAC meeting.

IAC regulations adopted based on workgroup recommendations
The proposal to revise the COMAR 14.39.02.05 State Cost Share Percentage was submitted to the IAC at the June 8, 2022 meeting for IAC member review and approval. The proposal has been filed with the DSD with a desired date of publication in the July 15, 2022 issue for the Maryland Register for a period of at least 30 days. Final action on the proposal is expected to be considered by the IAC during the September 8, 2022 IAC meeting. The State Cost Share was revised to accord with changes made to Education Article §5-303 by 2022 MD Laws, Ch. 32 except for the Total Cost of Ownership increase that will be proposed once the new regulation regarding the repayment process is completed.

IAC staff anticipate proposing revisions to COMAR 14.39.02.06 Maximum State Construction Allocation to the IAC at the August 11, 2022 meeting for IAC member review and approval. The revisions will permit the IAC when calculating the maximum state construction allocation for a project approved for State funding to reduce the eligible projected enrollment for the project only if the sum of available seat counts in all adjacent schools is 15% or more of the project school’s enrollment.
Progress on IMFAL
The IAC reported on the progress of the IMFAL procurement in August 2021. The IMFAL will be a cloud-based window to information from a variety of IAC data sets that will be output into portals for LEAs and the general public to access appropriate information.

The IMFAL will gather data from the following:

- Maintenance Database
- Facility Assessment Database
- Business Management System (BMS)
- Facility Inventory Database
- Other IAC data as necessary

Some of these data sources are already in place, such as the Facility Inventory and Maintenance databases. The Facility Assessment Database has been generated by BV and will be in use for the remainder of the three-year contract term, during which time the IAC expects to work with DoIT or a DoIT contractor to build an appropriate replacement.

The BMS, which is a primary component of the IMFAL, has completed the process of procurement. The contract was awarded to e-Builder, Inc. and was approved by the Board of Public Works (BPW) at its June 22, 2022 meeting. The contract term is for 5 years with two 1-year renewal options with a base amount of $3,726,111 and additional $1,620,975 for the optional renewals. It is anticipated to go live within 18 months of BPW approval.

Please contact me at Alex.Donahue@Maryland.gov or Cassandra Viscarra at Cassandra.Viscarra@maryland.gov with questions or concerns.

Best Regards,

Alex Donahue
Acting Executive Director
Interagency Commission on School Construction

Cc: Cassandra Viscarra, Deputy Director for Administration, IAC
Sarah Albert, Department of Legislative Services (5 copies)
This section of the Data Dictionary defines Basic SFA Variables.

### 1.01 Local Education Agency
- **Field Type:** Fixed
- **Example:**
- **Data Source:** Inventory Database
- **Description:** Local Education Agency of an asset or school

### 1.02 PSC Number
- **Field Type:** Fixed
- **Example:**
- **Data Source:** Inventory Database
- **Description:** Unique identifier for school facilities in the format 88.888. The first two digits before the decimal indicate the LEA that owns the facility.

### 1.03 LCF Building Type
- **Field Type:** Fixed
- **Example:** Elementary School, Middle School, High School, Combination School, Other
- **Data Source:** Inventory Database
- **Description:** Describes whether the building is an Elementary School, Middle School, High School, Combination School, or Other school type.

### 1.04 State Rated Capacity (SRC)
- **Field Type:** Fixed
- **Example:**
- **Data Source:** Inventory Database
- **Description:** The number of students a facility can support based on State guidelines. This calculation is based upon the number of teaching stations in the school times the number of students a teaching station for that grade band can accommodate based upon class sizes listed in Appendix 10ZA of the IAC's Administrative Procedures Guide (APG).

### 1.05 Gross Square Footage
- **Field Type:** Fixed
- **Example:**
- **Data Source:** Database
- **Description:** The Gross Square Footage of a facility is described as the sum of all areas on all floors of a building included within the outside faces of its exterior walls. This data is taken from the IAC's Facility Inventory Database.

### 2.00 Asset Variables
- **This section of the Data Dictionary defines variables relating to Assets.

#### 2.01 Asset
- **Field Type:** Fixed
- **Example:** SFA Master Asset List
- **Data Source:** SFA Master Asset List
- **Description:** The base component of a facility included in the SFA. There are 162 assets in the Master Asset List available for inclusion in the SFA. For a full list of assets in the SFA please see the IAC's SFA FAQ.

#### 2.02 Asset Name
- **Field Type:** Fixed
- **Example:** SFA Master Asset List
- **Data Source:** SFA Master Asset List
- **Description:** Descriptive name for the type of asset.

#### 2.03 System Group
- **Field Type:** Fixed
- **Example:** SFA Master Asset List
- **Data Source:** SFA Master Asset List
- **Description:** Broad class to which an asset belongs (ceilings, HVAC, plumbing, etc.) The 162 Assets are are grouped together by the major facility system they belong to (i.e. HVAC System Group Includes: Boiler, Chiller, and Split System Assets). There are 17 different System Groups used in the SFA. Please see the SFA FAQ for a table containing a full listing of assets, their system groups, expected useful life, and unit costs.

#### 2.04 Expected Useful Life (EUL)
- **Field Type:** Fixed
- **Example:** SFA Master Asset List
- **Data Source:** SFA Master Asset List
- **Description:** The standard of measurement for any of the 162 Assets in the SFA Master Asset List. The Unit of Measure varies by asset type and includes assets measured in units including but not limited to: square footage, individual quantities, and capacity. For a full list of Assets and their Units of Measure, please see the IAC SFA FAQ.

#### 2.05 Unit of Measure (UoM)
- **Field Type:** Fixed
- **Example:** SFA Master Asset List
- **Data Source:** SFA Master Asset List
- **Description:**

#### 2.06 Number of units
- **Field Type:** Fixed
- **Example:**
- **Data Source:**
- **Description:** The number of units used to determine the asset replacement value of an asset.

#### 2.07 Cost Per Unit
- **Field Type:** Fixed
- **Example:** SFA Master Asset List & BV Cost Library
- **Data Source:** IAC-adopted current replacement value for a single unit of an Asset; is based upon factors including the type and data from RSMeans and other industry sources. For a complete listing of assets and their costs per unit, please see the IAC SFA FAQ.

#### 2.08 Observed Remaining Useful Life (ORUL)
- **Field Type:** Fixed
- **Example:** 0 <= ORUL <= EUL
- **Data Source:** Assessor determined
- **Description:** The number of years past the assessment date for which, based upon the assessor’s observation and professional judgment, an Asset is expected to remain functional given reasonable properly scheduled routine maintenance.
<table>
<thead>
<tr>
<th>#</th>
<th>Variable Name</th>
<th>Field Type</th>
<th>Calculation (if calculated)</th>
<th>Example</th>
<th>Expected Data Range</th>
<th>Data Source (if fixed)</th>
<th>Description</th>
<th>Supporting Docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.09</td>
<td>Year in Service (YIS)</td>
<td>Fixed</td>
<td>Varies by System, generally expect average YIS to be less than 2x EUL. There are extreme outliers, for example the Booker T Washington School in Baltimore City has some structural elements that date to the original construction in 1895.</td>
<td>Supplied by LEA or assessor</td>
<td>2020- present year</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The averaged estimated year an asset was physically installed. Some assets (i.e. Boilers) may include multiple pieces of equipment installed at different times. Assessors estimate the Year in Service by averaging the install dates of individual pieces of equipment, taking into account the size/capacity of each piece of equipment relative to the rest of the asset.</td>
<td>-</td>
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<tr>
<td>2.10</td>
<td>Calendar Year Observed</td>
<td>Fixed</td>
<td>Generated by software on day of assessment</td>
<td>The calendar year in which the assessment of the Asset was conducted.</td>
<td>2020- present year</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The calendar year in which the assessment of the Asset was conducted.</td>
<td>-</td>
</tr>
<tr>
<td>2.11</td>
<td>Fiscal Year Observed</td>
<td>Fixed</td>
<td>Generated by software on day of assessment</td>
<td>The fiscal year in which the assessment of the Asset was conducted.</td>
<td>2021- present year</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The fiscal year in which the assessment of the Asset was conducted.</td>
<td>-</td>
</tr>
<tr>
<td>2.12</td>
<td>Calculated RUL</td>
<td>Calculated</td>
<td>Expected Useful Life Span - (Calendar Year Observed - Year in Service)</td>
<td>The calculated RUL based upon the Year in Service and the actual age.</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The calculated RUL based upon the Year in Service and the actual age.</td>
<td>-</td>
</tr>
<tr>
<td>2.13</td>
<td>Actual Age vs EUL</td>
<td>Calculated</td>
<td>(Calendar Year Observed - Year in Service) / Expected Useful Life</td>
<td>The ratio of the Actual Age of an Asset to its Expected Useful Life expressed as a percentage.</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The ratio of the Actual Age of an Asset to its Expected Useful Life expressed as a percentage.</td>
<td>-</td>
</tr>
<tr>
<td>2.14</td>
<td>Asset Replacement Value (FCI)</td>
<td>Calculated</td>
<td>RS Means-based cost per unit measure x number of units</td>
<td>As used to calculate the FCI, the current replacement value of an asset without regard to condition or weighting; derived by multiplying the IAC-adopted Cost Per Unit for the Asset by the Quantity of the Asset.</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>As used to calculate the FCI, the current replacement value of an asset without regard to condition or weighting; derived by multiplying the IAC-adopted Cost Per Unit for the Asset by the Quantity of the Asset.</td>
<td>-</td>
</tr>
<tr>
<td>2.15</td>
<td>Asset Replacement Value (MDCI)</td>
<td>Calculated</td>
<td>RS Means-based cost per unit measure x number of units, excluding aged out relocatable and modulators</td>
<td>As used to calculate the MDCI, the current replacement value of an asset without regard to condition or weighting; derived by multiplying the IAC-adopted Cost Per Unit for the Asset by the Quantity of the Asset. This value will only be different from the FCI-based Asset Replacement value in the event of &quot;aged-out&quot; Modulars/Relocatables in Scenarios A&amp;D. It is included here for consistency only.</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>As used to calculate the MDCI, the current replacement value of an asset without regard to condition or weighting; derived by multiplying the IAC-adopted Cost Per Unit for the Asset by the Quantity of the Asset. This value will only be different from the FCI-based Asset Replacement value in the event of &quot;aged-out&quot; Modulars/Relocatables in Scenarios A&amp;D. It is included here for consistency only.</td>
<td>-</td>
</tr>
<tr>
<td>2.16</td>
<td>Minimum Year In Service</td>
<td>Calculated</td>
<td>The oldest YIS in a group of Assets</td>
<td>The oldest Year in Service of an asset in a grouping of assets (i.e. the oldest asset in a School, System Group, or LEA).</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The oldest Year in Service of an asset in a grouping of assets (i.e. the oldest asset YIS in a School, System Group, or LEA).</td>
<td>-</td>
</tr>
<tr>
<td>2.17</td>
<td>Average Year In Service</td>
<td>Fixed</td>
<td>Sum of all YIS / # of YIS in the numerator</td>
<td>The average Year In Service of an asset in a grouping of assets (i.e. the average asset YIS in a School, System Group, or LEA).</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The average Year In Service of an asset in a grouping of assets (i.e. the average asset YIS in a School, System Group, or LEA).</td>
<td>-</td>
</tr>
<tr>
<td>3.00</td>
<td>FCI Variables</td>
<td></td>
<td>This Section of the Data Dictionary defines variables related to calculating Facility Condition Index (FCI).</td>
<td>-</td>
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</tr>
<tr>
<td>3.01</td>
<td>Percent Degraded (Facility condition Index, FCI)</td>
<td>Calculated</td>
<td>(Expected Useful Life - Observed Remaining Useful Life) / Expected Useful Life</td>
<td>The Percent Degraded (or Asset FCI) represents the percent of the expected life of the asset that has been consumed by use and age.</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>The Percent Degraded (or Asset FCI) represents the percent of the expected life of the asset that has been consumed by use and age.</td>
<td>-</td>
</tr>
<tr>
<td>3.02</td>
<td>FCI per Asset</td>
<td>Calculated</td>
<td>Percent degraded x asset replacement value (FCI)</td>
<td>FCI per Asset is the Asset’s Percent Degraded multiplied by the Asset’s Replacement Value. This item is used as a weighting factor for calculating the FCI ensuring that more significant pieces of equipment have a larger impact on the calculated FCI. This field contains the Depleted Value of an asset, not FCI. It is the product of the asset’s FCI x its CRV. The field in the System Group file was misnamed.</td>
<td>Generated by software on day of assessment</td>
<td>SFA Coldstream/Stadium School Model</td>
<td>FCI per Asset is the Asset’s Percent Degraded multiplied by the Asset’s Replacement Value. This item is used as a weighting factor for calculating the FCI ensuring that more significant pieces of equipment have a larger impact on the calculated FCI. This field contains the Depleted Value of an asset, not FCI. It is the product of the asset’s FCI x its CRV. The field in the System Group file was misnamed.</td>
<td>-</td>
</tr>
<tr>
<td>#</td>
<td>Variable Name</td>
<td>Field Type</td>
<td>Calculation (if calculated)</td>
<td>Example</td>
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<td>Data Source (if fixed)</td>
<td>Description</td>
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</tr>
<tr>
<td>3.03</td>
<td>FCI per System Group</td>
<td>Calculated</td>
<td>Weighted average: Sum of FCI's per asset in a system group divided by the sum of all asset replacement values in a system group</td>
<td>SFA Coldstraw</td>
<td>0.00-1.00</td>
<td></td>
<td>The weighted FCI for a System Group.</td>
<td></td>
</tr>
<tr>
<td>3.04</td>
<td>FCI per School</td>
<td>Calculated</td>
<td>Weighted average: Sum of FCI's per asset in a School divided by the sum of all asset replacement values in a School</td>
<td>SFA Coldstraw</td>
<td>0.00-1.00</td>
<td></td>
<td>The weighted FCI for a School.</td>
<td></td>
</tr>
<tr>
<td>3.05</td>
<td>FCI per LEA</td>
<td>Calculated</td>
<td>Weighted average: Sum of FCI's per asset in a LEA divided by the sum of all asset replacement values in an LEA</td>
<td></td>
<td>0.00-1.00</td>
<td></td>
<td>The weighted FCI for an LEA.</td>
<td></td>
</tr>
<tr>
<td>3.06</td>
<td>FCI by System Group LEA Level</td>
<td>Calculated</td>
<td>Weighted average: Sum of FCI's per asset in a System Group in an LEA divided by the sum of all asset replacement values in a System Group in an LEA</td>
<td></td>
<td>0.00-1.00</td>
<td></td>
<td>The Weighted FCI for a System Group in an LEA (e.g., the FCI for the ceiling assets in Washington County).</td>
<td></td>
</tr>
<tr>
<td>3.07</td>
<td>FCI by System Group School Level</td>
<td>Calculated</td>
<td>Weighted average: Sum of FCI's per asset in a System Group in a School divided by the sum of all asset replacement values in a System Group in a School</td>
<td></td>
<td>0.00-1.00</td>
<td></td>
<td>The Weighted FCI for a System Group in a school (e.g., the FCI for the HVAC assets in Calvert Elementary).</td>
<td></td>
</tr>
<tr>
<td>3.08</td>
<td>FCI by System Group Building Level</td>
<td>Calculated</td>
<td>Weighted average: Sum of FCI's per asset in a System Group in a Building divided by the sum of all asset replacement values in a System Group in a Building</td>
<td></td>
<td>0.00-1.00</td>
<td></td>
<td>The Weighted FCI for a specific building.</td>
<td></td>
</tr>
</tbody>
</table>

4.00 Space Types

4.01 Space Types / Requirements (6 variations per school type)

4.02 Administrative (Space Type)

4.03 Auditorium (Space Type)

4.04 Career Development (Space Type)

4.05 Dining (Space Type)

This section of the Data Dictionary defines variables relating to inventoried facility Space Types.

There are 18 different space types inventoried as part of the SFA. All space types except Auditoriums have requirements set by Educational Sufficiency Standards. The standards, and the calculations for determining space needs are listed below. Some space types have different requirements for Elementary Schools (ES), Middle Schools (MS), and High Schools (HS).

4.02 Administrative (Space Type)

150 + CY/Pop * GF

SFA Coldstream/Stadium School Demonstration Model

Standard - A school facility shall have space to be used for the administration of the school. The space shall consist of a minimum of 150 net sf, plus 1 net sf/student of the planned school program capacity.

4.03 Auditorium (Space Type)

No Requirement

Square footage figures for auditorium-type spaces were captured for information purposes but are not used in any calculations because there is no minimum space requirements for auditoriums in the Sufficiency Standards.

4.04 Career Development (Space Type)

Minimum 650 SF per program lab (MS & HS only, no ES requirement)

SFA Coldstream/Stadium School Demonstration Model

Middle school. Space shall be provided for career-development and career-exploration activities. Each program lab or classroom space shall be no smaller than 650 net sf. High school.

Career and technology education programs space shall be provided with no less than 4 net sf/student of the specialty program capacity of the school for career education. Each program lab or classroom space shall be no smaller than 650 net sf. Spaces for programs requiring licensing, certification, or accreditation by a state board or agency shall meet all applicable health and safety standards. Cosmetology and barber programs shall comply with the sanitation requirements of the State Board of Cosmetologists and the State Board of Barbers, respectively.

4.05 Dining (Space Type)

15/3 * CY/Pop * GF

SFA Coldstream/Stadium School Demonstration Model

Dining. A school facility shall have a space to permit students to eat within the school outside of general classrooms. This space may have more than one function and may fulfill more than one sufficiency standards requirement. Schools are encouraged to provide sufficient lunch periods that are long enough to give all students enough time to be served and to eat their lunches. The dining area shall be sized to accommodate no less than one third of the planned school program capacity of the school. The dining area shall have no less than 15 net sf/seated student.
<table>
<thead>
<tr>
<th>#</th>
<th>Variable Name</th>
<th>Field Type</th>
<th>Calculation [if calculated]</th>
<th>Example</th>
<th>Expected Data Range</th>
<th>Data Source [if fixed]</th>
<th>Description</th>
<th>Supporting Docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.06</td>
<td>Fine Arts (Space Type)</td>
<td>Elementary / Middle School 4 * CYPop * GF &lt;br&gt; High School 5 * CYPop * GF</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>A school facility shall have classroom space to deliver fine-arts education programs. Fine-arts subjects include art, music, dance, and theater. Classroom space(s) for fine-arts education shall not be smaller than the average classroom at the facility. Fine-arts education classroom space(s) may be included in the academic-classroom requirement and may be used for other instruction. 1. Elementary school. Fine-arts education programs may be accommodated within a general use or dedicated arts classroom. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full time fine-arts teacher. Provide additional dedicated fine-arts program storage of at least 60 net sf for each subject area per facility. 2. Middle school. Classroom space(s) for fine-arts education programs shall have no less than 4 net sf/student of the specialty program capacity for fine-arts subjects. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full time fine-arts teacher. Provide additional 60 net sf of storage for each fine-arts program subject. 3. High school. Classroom space(s) for fine-arts education programs shall have no less than 5 net sf/student of the specialty program capacity for fine-arts subjects.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.07</td>
<td>General Classroom (Space Type)</td>
<td>(CYPop1 8 * 32 + CYPop9 12 * 25 + CYPopk 50 + CYPopPc 50) * GF</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>General Use Classrooms (i.e. English/Language Arts, Math, Social Studies, World Languages) Cumulative classroom net square foot (sf) requirements, excluding in-classroom storage space and any in-classroom toilet rooms, shall be at least: 1. Prekindergarten 50 net sf/student 2. Kindergarten 50 net sf/student 3. Grades 1 – 8 32 net sf/student 4. Grades 9 – 12 25 net sf/student</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.08</td>
<td>Gymnasium (Space Type)</td>
<td>Elementary School 2200 &lt;br&gt; Middle School 5200 * 0.4 * 4 + CYPop * GF &lt;br&gt; High School 6500 * 0.4 * 4 + CYPop * GF</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>1. Elementary school. Provide a gymnasium with at least 2,200 net sf. This space may have multi-purpose use in accommodating other educational program activities such as art programs performances. 2. Middle school. Provide a gymnasium with a minimum of 5,200 net sf plus an additional 4 net sf times 40% of the enrollment of the school devoted to bleacher seating. 3. High school. Provide a gymnasium with at least 6,500 net sf plus an additional 4 net sf times 40% of the enrollment of the school devoted to bleacher seating.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.09</td>
<td>Health Services (Space Type)</td>
<td>SISO NSF Minimum</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>A school facility shall have a dedicated health services space with areas for waiting, examination and treatment, rest, storage, and an accessible toilet room. There shall be a separate room for private consultations and for use as a health service professional's office. Provide lockable cabinets for medical records and medications and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water. Provide a minimum of 500 net sf.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
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<tr>
<td>4.10</td>
<td>Kitchen (Space Type)</td>
<td>2ISO NSF minimum</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>A kitchen shall have a telephone, plumbing providing potable water, a sink suitable for use both in preparing food and washing utensils, and a separate hand-washing sink. Kitchen and equipment shall comply with either the food preparation kitchen or the serving kitchen standards defined as follows: 1. Food preparation kitchen. Provide at least the greater of (1) a minimum of 2 net sf/meal served during the single largest serving period or (2) no fewer than 2 sf per enrolled student eligible for free or reduced price meals. 2. Serving kitchen. Where food is not prepared, there shall be a minimum of 200 net sf.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
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<tr>
<td>4.11</td>
<td>Library/Media Center (Space Type)</td>
<td>3 * CYPop * GF</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>A school shall have a unified school library/media program for the use of all students which shall include an organized and centrally managed collection of instructional materials and technologies and direct instruction. Provide space for collections, reference, circulation, instruction, workroom for staff, and storage. A. Elementary school. The area for stacks and seating space shall be at least 3 net sf/student of the planned school program capacity. The instructional space shall not be smaller than the average classroom at the facility. In addition, office/workroom space and secure storage shall be provided. B. Middle or high school. The area for stacks and seating space shall be at least 3 net sf/student of the planned school program capacity. The space shall not be smaller than the average classroom at the facility. In addition, office/workroom space and secure storage shall be provided.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
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<tr>
<td>4.12</td>
<td>Locker Room (Space Type)</td>
<td>None</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>High school only. Two dressing rooms shall be provided, with lockers, showers and restroom fixtures. Two offices shall be provided. Separate physical education equipment storage space shall be provided.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
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<tr>
<td>4.13</td>
<td>Maintenance / Janitorial Space (Space Type)</td>
<td>0.5 * CYPop * GF</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>Each school shall designate 0.5 net sf per student of the planned school program capacity for maintenance and janitorial space. Janitorial space shall include a janitorial sink.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.14</td>
<td>Pupil Services (Space Type)</td>
<td>SISO NSF minimum</td>
<td>SPA Coldstream/Stadium School Demonstration Model</td>
<td>A school shall provide a coordinated program of pupil services for all students which shall include, but not be limited to, school counseling, pupil personnel, school psychology, and health services. The school facility shall provide a minimum of 120 net sf for each discipline, except school health services, staffed with greater than a 0.5 full time professional.</td>
<td>AC, Sufficiency Standards</td>
<td></td>
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<tr>
<td>#</td>
<td>Variable Name</td>
<td>Field Type</td>
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</tbody>
</table>
| 4.15 | Science (Space Type) | CYPop * GF | SPA Coldstream/Stadium School Demonstration Model | Elementary School   | For grades PK through 5, no additional space is required beyond the classroom requirement.  
Middle School / High School  
For grades 6 through 12, 4 net sf/student of the specialty program capacity for science is required.  
The space shall not be smaller than the average classroom at the facility. This space includes in the academic classroom requirement and may be used for other instruction. The space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards. | SC Sufficiency Standards |
| 4.16 | Special Education (Space Type) | 450SF minimum where required | SPA Coldstream/Stadium School Demonstration Model | Special education (CDMAR 13A.05.01, 13A.05.02) Maryland assures a free appropriate public education for all students with disabilities, birth through the end of the school year in which the student turns 21 years old, in accordance with the student's Individualized Education Program.  
To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment with students who are not disabled. A continuum of alternative placements shall be provided.  
If a special-education space for pull-out purposes other than calming is provided and the space is required to support educational programs, services, and curricula, the space shall not be smaller than 450 net sf. | SC Sufficiency Standards |
| 4.17 | Storage (Non-Classroom) (Space Type) | CYPop * GF | SPA Coldstream/Stadium School Demonstration Model | For storage, at least 1 net sf/student of the planned school program capacity may be distributed in or throughout any type of room or space, but may not count toward required room square footage. General storage must be secure and include textbook storage. | SC Sufficiency Standards |
| 4.18 | Technology and Computer Science (Space Type) | Middle School 3 * CYPop * GF, High School 4 * CYPop * GF | SPA Coldstream/Stadium School Demonstration Model | For grades K through 5, no additional space is required beyond the classroom requirement.  
For grades 6 through 8, 3 net sf/student, and 4 net sf/student for grades 9 through 12. | SC Sufficiency Standards |
| 4.19 | Workspace/Lounge (Space Type) | SPA Coldstream/Stadium School Demonstration Model | A school facility shall have workspace/lounge available to the faculty. This space is in addition to any workspace/lounge available to a teacher in or near a classroom. The space shall consist of 1 net sf/student of the planned school program capacity with no less than 150 net sf. The space may consist of more than one room and may have more than one function. The space shall include a break area with a sink. | SC Sufficiency Standards |

5.00 Enrollment Variables

This Section of the Data Dictionary describes the SPA variables relating to Enrollment and the calculation of Growth Factors.

5.01 CY-4 Population Fixed

The total FTE enrollment of the school as counted on Sept. 30, 2021 and as audited and published by MSDE in spring of the following calendar year. There are variations of this format used in the SPA calculations that make distinctions on past total enrollment, or current enrollment broken down by grade bands for the purpose of sufficiency calculations.

Past enrollment years are indicated as follows:

- The variable designated "CY-1" indicates the enrollment data is from the previous year; "CY-2" indicates two years prior to the Current Year; "CY-3" indicates three years prior to the Current Year; "CY-4" indicates four years prior to the Current Year.
- Current Year Enrollments are broken down as follows:  
  - "CY Pop 1-8" Indicates the Current Year's enrollment for 1st through 8th grades;  
  - "CY Pop 9-12" Indicates the Current Year's enrollment for 9th through 12th grades;  
  - "CY Pop K" Indicates the Current Year's enrollment for Kindergarten; and  
  - "CY Pop PreK" Indicates the Current Year's enrollment for PreKindergarten.

5.02 Growth Factor Calculated

Growth Factor = (1 + average yearly change of growth rate) * 5  
Avg yearly Change of growth rate = sum yearly % data change /4  
Yearly % Data Change = (Current Year enrollment - Previous year enrollment) /Previous year Enrollment

For an example of the calculation in use, please see the Coldstream /Stadium School Model's "Enrollment Tab"

The growth factor used to project growth into future years.  
This is a multipart formula used to calculate the straight-line projection used to project school enrollment growth five-years into the future.

Note: The RFP contained an error that did not fully define the yearly change in enrollment as a percentage, instead of the number of students difference. The formulas to the left are the calculations that are used.
<table>
<thead>
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<th>#</th>
<th>Variable Name</th>
<th>Field Type</th>
<th>Calculation (if calculated)</th>
<th>Example</th>
<th>Expected Data Range</th>
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<th>Description</th>
<th>Supporting Docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.03</td>
<td>Growth Factor Override (GFO)</td>
<td>Fixed</td>
<td></td>
<td>For an example of the calculation in use, please see the Coldstream Campus School Model's &quot;Enrollment&quot; Tab</td>
<td>IAC Staff determinatio n based on published IAC data</td>
<td>Growth Factor Override (GFO):</td>
<td>There are generally two instances where a calculated Growth Factor may need a Growth Factor Override. 1. If the Growth Factor is unable to be calculated due to missing/incomplete enrollment: Facilities in this category generally include: - New Schools - which do not have 5 full years of enrollment - GFO would be set to 1 to normalize the sharp increase from 0 students to a full school year - Facilities with no enrollment and no SRC - these facilities are typically closed awaiting surpassing, empty and under renovation, outdoor science centers (which have no SRC or enrollment). - GFO is set to 1. 2. Facilities with enrollment but have an SRC - These are special facilities where students are counted in their home school enrollment figures (CTE, Special Ed, Alternative Programs). - All enrollment years are set to SRC making GFO 1, no sufficiency deficiencies are generated as standards for these school types do not exist yet. - Facilities Missing enrollment years - These are generally swing spaces used to house programs while their home schools are under renovation/construction. - All enrollment years are set to SRC making GFO 1, no sufficiency deficiencies are generated.</td>
<td></td>
</tr>
<tr>
<td>5.04</td>
<td>Square Footage Per Student</td>
<td>Calculated</td>
<td>Gross Square Footage / Enrollment</td>
<td>IAC Facilities Database</td>
<td>The amount of space per enrolled student, calculated by dividing the Gross Square Footage, as indicated in the IAC's Facility Database, into the current enrollment.</td>
<td></td>
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</tr>
</tbody>
</table>

**5.00 Plan Type Variables**

- **5.01 Plan Type**
  - Fixed
  - Assessor determined
- **5.02 1 Safety**
  - Fixed
  - Assessor determined
- **5.03 2 Life Performance Integrity**
  - Fixed
  - Assessor determined
- **5.04 3 Life Cycle Renewal**
  - Fixed
  - Assessor determined
- **5.05 4 Retrofit Adaptation**
  - Fixed
  - System Assigned
- **5.06 5 Sufficiency - facility, use, access**
  - Fixed
  - System Assigned
- **5.07 5a - Sufficiency**
  - Fixed
  - System Assigned
- **5.08 5b - Space**
  - Fixed
  - System Assigned
- **5.09 5c - Equipment**
  - Fixed
  - System Assigned
- **5.10 6 Sufficiency - space**
  - Fixed
  - System Assigned
- **5.11 Asset Criticality**
  - Fixed
  - Assessor determined

**7.00 MDCI Variables**

- **7.01 Maryland Condition Index (MDCI)**
  - Calculated
  - See each MDCI Category Below
- **7.02 MDCI Category 1 - Immediate Code/Life/Health Threat**
  - Calculated
  - If the Plan Type of "1 - Safety" is Selected the Asset is assigned to MDCI Cat 1.
- **7.03 MDCI Category 2 - Sufficiency Deficiency - Space (x.00)**
  - Calculated
  - If the Plan Type of "5b - Sufficiency - Space" is Selected the Asset is assigned to MDCI Cat 2.
<table>
<thead>
<tr>
<th>#</th>
<th>Variable Name</th>
<th>Field Type</th>
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<th>Data Source (if fixed)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>7.04</td>
<td>MDCI Category 3 - Mitigate Additional Damage</td>
<td>Calculated</td>
<td>If the Plan type of “2 - Performance Integrity” is selected AND the Observed RUL is zero AND the Criticality is greater than or equal to 5, then the Asset is assigned to MDCI Cat 3.</td>
<td></td>
<td></td>
<td></td>
<td>Category is used to weight issues marked with Plan Type 2 - Performance Integrity.</td>
<td></td>
</tr>
<tr>
<td>7.05</td>
<td>MDCI Category 4 - Degraded w/Potential Mission Impact</td>
<td>Calculated</td>
<td>If the Plan type of “2 - Performance Integrity” is selected AND the Observed RUL is greater than zero AND the Criticality is less than or equal to 4 OR [Plan Type is 3-LifeCycle Renewal and Actual Age vs. EUIL is greater than 200%], the Asset is assigned to MDCI Cat 4.</td>
<td></td>
<td></td>
<td></td>
<td>Category is used to weight issues marked with Plan Type 2 - Performance Integrity.</td>
<td></td>
</tr>
<tr>
<td>7.06</td>
<td>MDCI Category 5 - Beyond Expected Life</td>
<td>Calculated</td>
<td>If the Actual Age vs. EUIL is greater than or equal to 100% AND less than or equal to 200%, the Asset is assigned to MDCI Cat 5.</td>
<td></td>
<td></td>
<td></td>
<td>Category is used to weight assets whose actual age vs EUIL is greater than or equal to 100% and less than or equal to 200%. This category applies a sliding weight with upper and lower limits (RFP weight rage 0.25 lower limit to 1.50 upper limit). The formula for determining the appropriate MDCI category multiplier is as follows: (+ \text{Lower Limit} \times \left( \text{Asset Age vs EUIL} % - 1 \right) / \left( \text{Upper Limit} - \text{Lower Limit} \right)).</td>
<td></td>
</tr>
<tr>
<td>7.07</td>
<td>MDCI Category 6 - Grandfathered or State/District Standards</td>
<td>Calculated</td>
<td>If the Plan Type “4 - Retrofit/Adaptation” is selected then the asset is assigned to MDCI Cat 6.</td>
<td></td>
<td></td>
<td></td>
<td>Category is used to weight issues marked with Plan Type 4 - Retrofit/Adaptation (systems that, although functional, are outdated or obsolete and may not be fully serving their intended purpose and/or may not be maintainable).</td>
<td></td>
</tr>
<tr>
<td>7.08</td>
<td>MDCI Category 7 - Sufficiency Deficiency - Facility</td>
<td>Calculated</td>
<td>If the Plan Type “5A - Sufficiency - Facility/Use/Access” is selected then the asset is assigned to MDCI Cat 7.</td>
<td></td>
<td></td>
<td></td>
<td>Category is used to weight issues marked with Plan Type 5a (deficiencies related to sufficiency standards for inherent parts of the facility).</td>
<td></td>
</tr>
<tr>
<td>7.09</td>
<td>MDCI Category 8 - Sufficiency Equipment</td>
<td>Calculated</td>
<td>If Plan Type “5C - Sufficiency - Equipment” selected, then asset is assigned to MDCI Cat 8 (none such).</td>
<td></td>
<td></td>
<td></td>
<td>Category is used to weight issues marked with Plan Type 5c (none exist in Baseline Assessment).</td>
<td></td>
</tr>
<tr>
<td>7.10</td>
<td>MDCI Category 9 - Normal/Within Life Cycle</td>
<td>Calculated</td>
<td>If none of the criteria in Categories 1 through 8 are met, the asset is assigned to MDCI Cat 9 (These are logically Plan Type “3 - Life Cycle Renewal” with Percent Useful Life less than 100%).</td>
<td></td>
<td></td>
<td></td>
<td>MDCI category is assigned if no other criteria are met. This category indicates the asset is functioning as expected within its lifecycle.</td>
<td></td>
</tr>
<tr>
<td>7.11</td>
<td>MDCI Multiplier</td>
<td>Fixed</td>
<td>Set by Assessment and Funding of School Facilities Workgroup to appropriately weight MDCI categories</td>
<td></td>
<td></td>
<td></td>
<td>Relative weighting of different asset categories.</td>
<td></td>
</tr>
<tr>
<td>7.12</td>
<td>MDCI Cost Component Score</td>
<td>Calculated</td>
<td>Asset Replacement Value x Percent Degraded</td>
<td></td>
<td></td>
<td></td>
<td>The amount of cost assigned to the numerator of the FCI equation contributed by the individual asset.</td>
<td></td>
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<tr>
<td>#</td>
<td>Variable Name</td>
<td>Field Type</td>
<td>Calculation [if calculated]</td>
<td>Example</td>
<td>Expected Data Range</td>
<td>Data Source [if fixed]</td>
<td>Description</td>
<td>Supporting Docs</td>
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<td>----------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>7.13</td>
<td>Total Square Footage (modulars and relocatables)</td>
<td>Fixed</td>
<td></td>
<td></td>
<td>Assessor determined</td>
<td></td>
<td>The amount of space within a modular or relocatable at a school.</td>
<td></td>
</tr>
<tr>
<td>7.14</td>
<td>Net Classroom Square Footage</td>
<td>Calculated</td>
<td>Total Square Footage, unless remaining useful life &lt; 0</td>
<td></td>
<td></td>
<td>LEAs</td>
<td>The usable classroom space within a room, open plan space, modular or relocatable. Note that some spaces have circulation space deducted from the total Square Footage: open plan spaces (20%), modulars and relocatables (30%). This variable was added to indicate the total usable classroom square footage of a modular or relocatable. When the ORUL = 0, this value will be zero. This variable is only used in the calculation of MDCI scenarios where Modulars and Relocatables are removed from facility square footage when their ORUL is 0.</td>
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<tr>
<td>7.15</td>
<td>Total SF + Modulars &amp; Relocatables</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>LEAs</td>
<td>The total amount of space within all modulars and relocatables at a school, if applicable. Space in modulars is NOT included within the GSF of a school.</td>
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</tr>
</tbody>
</table>

8.00 Supplemental Data Points

This section of the Data Dictionary defines supplemental data points collected as the result of House Bill 1290.

8.01 HB 1290 Items

Add Standards (sort to MDCI cat 1) LEAs House Bill 1290 required the IAC to collect additional data on School Facilities including Information on Lead Paint, Asbestos, Temperature, Humidity, CO2, Acoustics, Lighting, Kitchen equipment, Emergency Communication Systems, Lab Space Safety Equipment, and Potable Water. The IAC staff developed a spreadsheet to solicit this information from the LEAs ahead of the assessment.

8.02 Lead Paint Issues

LEAs LEAs were asked to confirm whether Lead Paint existed in the facility, and whether it presented a concern or has resulted in a closure of part or all of the facility. In the event of a concern to students/staff or a closure, the LEA was asked to identify the locations of the issue and estimate the percentage of the facility affected. Educational Suficiency Standards state schools must be "free of exposed lead paint".

8.03 Lead Paint Notes

LEAs In the event of Lead Paint concerns, LEAs were asked to identify the areas affected. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

8.04 Lead Paint - Percentage of the Facility Affected

LEAs and verified by Assessor LEAs were asked to estimate the percentage of the facility affected by Lead Paint by dividing the square footage of the affected area into the Gross Square Footage of the facility.

8.05 Asbestos Issues

Add Standards (sort to MDCI cat 1) LEAs LEAs were asked to confirm whether Asbestos existed in the facility, and whether it presented a concern or has resulted in a closure of part or all of the facility. In the event of a concern to students/staff or a closure, the LEA was asked to identify the locations of the issue and estimate the percentage of the facility affected. Educational Suficiency Standards state schools must be "free of exposed friable asbestos".

8.06 Asbestos Notes

LEAs In the event of Asbestos concerns, LEAs were asked to identify the areas affected. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

8.07 Asbestos - Percentage of the Facility Affected

LEAs and verified by Assessor LEAs were asked to estimate the percentage of the facility affected by Asbestos by dividing the square footage of the affected area into the Gross Square Footage of the facility.

8.08 Temperature Issues

Standard: 68-75 degrees Fahrenheit at full occupancy LEAs LEAs were asked if the facility has persistent trouble spots where the HVAC system was not able to keep temperature within the standard of 68-75 degrees Fahrenheit at full occupancy.

8.09 Temperature Notes

LEAs LEAs were asked to identify the areas within their facilities with persistent temperature issues. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

8.10 Temperature - Percentage of the Facility Affected

LEA and verified by Assessor LEAs were asked to quantify the percentage of the area of the facility that had persistent temperature issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.

8.11 Humidity Issues

Standard: 30% - 60% RH at full occupancy LEAs LEAs were asked if the facility has persistent trouble spots where the HVAC system was not able to keep humidity within the standard of 30% - 60% relative Humidity at full occupancy.

8.12 Humidity Notes

LEAs LEAs were asked to identify the areas within their facilities with persistent humidity issues. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

8.13 Humidity - Percentage of the Facility Affected

LEA and verified by Assessor LEAs were asked to quantify the percentage of the area of the facility that had persistent humidity issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.

8.14 CO2 Issues

Standard: less than 1,200ppm LEAs LEAs were asked if the facility has persistent trouble spots where the HVAC system was not able to keep CO2 levels below the threshold of 1,200 ppm at full occupancy.

8.15 CO2 Notes

LEAs LEAs were asked to identify the areas within their facilities with persistent CO2 issues. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

8.16 CO2 - Percentage of the Facility Affected

LEA and verified by Assessor LEAs were asked to quantify the percentage of the area of the facility that had persistent CO2 issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.

8.17 Acoustic Issues

Standard: sustained background sound level less than 55 decibels LEAs LEAs were asked if the facility has Acoustic issues where outside noise exceeded the standard of 55db.

8.18 Acoustic Notes

LEAs LEAs were asked to identify the areas within their facilities with acoustic issues. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

8.19 Acoustic - Percentage of the Facility Affected

LEA and verified by Assessor LEAs were asked to quantify the percentage of the area of the facility that had acoustic issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.
<table>
<thead>
<tr>
<th>#</th>
<th>Variable Name</th>
<th>Field Type</th>
<th>Calculation (if calculated)</th>
<th>Example</th>
<th>Expected Data Range (if fixed)</th>
<th>Data Source</th>
<th>Description</th>
<th>Supporting Docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.20</td>
<td>Lighting Issues</td>
<td>Standard: At least 50 foot-candles of well distributed light. Measured at work surface height from the center of the room.</td>
<td>LEAs</td>
<td>LEAs were asked if the facility has lighting issues where the system was unable to meet the standard of 50fc.</td>
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<tr>
<td>8.21</td>
<td>Lighting Notes</td>
<td>LEAs</td>
<td>LEAs were asked to identify the areas within their facilities that do not meet lighting standards. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)</td>
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<tr>
<td>8.22</td>
<td>Lighting - Percentage of the Facility Affected</td>
<td>LEA and verified by Assessor</td>
<td>LEAs were asked to quantify the percentage of the area of the facility that had lighting issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.</td>
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<tr>
<td>8.23</td>
<td>Kitchen Equipment - Missing</td>
<td>Current Standards: Kitchen must have a telephone, potable water, sink for hand washing, sink for prep/utensil washing.</td>
<td>LEAs</td>
<td>LEAs were asked if their kitchens had all the equipment necessary to meet standards. Current standards are defined as: Telephone, Potable water, sink for handwashing, and sink for utensil washing/food prep.</td>
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<tr>
<td>8.24</td>
<td>Kitchen Equipment Notes</td>
<td>LEAs</td>
<td>LEAs were asked to describe the equipment that was missing.</td>
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<tr>
<td>8.25</td>
<td>Kitchen Equipment - Percentage missing</td>
<td>LEA and verified by Assessor</td>
<td>LEAs were asked to quantify the percentage of kitchen equipment missing.</td>
<td></td>
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<tr>
<td>8.26</td>
<td>Emergency Communication System - Missing</td>
<td>Standard: Has fire alarm and emergency-notification system as required by applicable State fire codes and emergency procedures. Has two-way internal communication system between a central location and each classroom, isolated office space, and all other regularly occupied spaces.</td>
<td>LEA and verified by Assessor</td>
<td>LEAs were asked to confirm whether the facility has a functioning Emergency Communication System as defined by Educational Sufficiency Standards. The current standards defines the Emergency Comm System as having: Fire alarm and emergency-notification system as required by applicable State fire codes and emergency procedures. Two-way internal communication system between a central location and each classroom, isolated office space, and all other regularly occupied spaces.</td>
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</tr>
<tr>
<td>8.27</td>
<td>Emergency Communication System Notes</td>
<td>LEAs</td>
<td>A notes field was provided so LEAs could describe issues with the Emergency Communications System or expand on the current system in place.</td>
<td></td>
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<tr>
<td>8.28</td>
<td>Health Room Attributes - Missing</td>
<td>Standard: Minimum SDFSS. [A]reas for waiting, examination and treatment, resting, storage, and an accessible toilet room. Separate room for private consultations and as a health service professional's office. Provide lockable cabinets for medical records and medication and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water.</td>
<td>LEAs</td>
<td>LEAs were asked if their Health Room had all the attributes necessary to meet standards. Current standards are defined as: [A]reas for waiting, examination and treatment, resting, storage, and an accessible toilet room. Separate room for private consultations and as a health service professional's office. Provide lockable cabinets for medical records and medication and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water.</td>
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</tr>
<tr>
<td>8.29</td>
<td>Health Room Attributes Notes</td>
<td>LEAs</td>
<td>LEAs were asked to describe the missing attributes.</td>
<td></td>
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</tr>
<tr>
<td>8.30</td>
<td>Health Room Attributes - Percentage missing</td>
<td>LEA and verified by Assessor</td>
<td>LEAs were asked to quantify the percentage of Health Room Attributes missing.</td>
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<tr>
<td>#</td>
<td>Variable Name</td>
<td>Field Type</td>
<td>Calculation (if calculated)</td>
<td>Example</td>
<td>Expected Data Range</td>
<td>Data Source (if fixed)</td>
<td>Description</td>
<td>Supporting Docs</td>
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<tr>
<td>6.31</td>
<td>Lab Space Safety Equipment - Missing Standards: Spaces for programs requiring licensing, certification, or accreditation by a state board or agency shall meet all applicable health and safety standards. Cosmetology and barber programs shall comply with the sanitation requirements of the State Board of Cosmetologists and the State Board of Barbers, respectively. Science Class Standard: The space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards.</td>
<td>LEAs</td>
<td>LEAs were asked if their Lab Spaces, including Science Labs and CTE, had all the safety equipment necessary to meet the program. The guidance provided by the IAC on this is: The Lab space has all safety equipment required for curriculum. Complies with state/federal regulations. LEA Safety Plan, follows industry standard guidelines including but not limited to Natl Institute for Occupational Health and Safety (NIOSH) and Natl Science Teaching Assoc (NSTA).</td>
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<tr>
<td>6.32</td>
<td>Lab Space Safety Equipment Notes</td>
<td>LEAs</td>
<td>LEAs were asked to describe the missing equipment.</td>
<td></td>
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</tr>
<tr>
<td>6.33</td>
<td>Lab Space Safety Equipment - Percentage missing</td>
<td>LEA and verified by Assessor</td>
<td>LEAs were asked to quantify the missing safety equipment as a percentage.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.34</td>
<td>Potable Water Issues</td>
<td>LEA and verified by Assessor</td>
<td>LEAs were asked if the facility’s water service was delivering potable water</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6.35</td>
<td>Potable Water Notes</td>
<td>LEAs</td>
<td>LEAs used this field to elaborate on potable water issues, and describe the system in place (i.e. bottled water)</td>
<td></td>
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<tr>
<td>Variable Name</td>
<td>Field Type</td>
<td>Calculation (if calculated)</td>
<td>Example</td>
<td>Expected Data Range</td>
<td>Data Source (if fixed)</td>
<td>Description</td>
<td>Supporting Notes</td>
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<tr>
<td>Local Education Agency</td>
<td>Field</td>
<td>Local Education Agency of an asset or school</td>
<td></td>
<td></td>
<td>IAC - SFA Data Dictionary</td>
<td>The description of the Local Education Agency for an asset or school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IAC Number</td>
<td>Field</td>
<td>Unique identifier for school facilities in the format #LEA. The first two digits before the decimal indicate the LEA that owns the facility.</td>
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<tr>
<td>Asset Replacement Value</td>
<td>Field</td>
<td>The average Year in Service of an asset in a grouping of assets (i.e. the average YiS in a School, System Group, or LEA).</td>
<td></td>
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<tr>
<td>Asset Replacement Value</td>
<td>Field</td>
<td>Describes whether the building is an Elementary School, Middle School, High School, Combination School, or Other school type.</td>
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</tr>
<tr>
<td>State Rated Capacity</td>
<td>Field</td>
<td>The number of years an Asset is expected to be functional based upon manufacturer's specifications, BOMA recommendations, and observations made by facilities professionals. For a complete listing of assets and their EULs, please see the IAC - SFA FAQ for a table containing a full listing of assets, their system groups, expected usefulness, and unit costs.</td>
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<tr>
<td>Fiscal Year Observed</td>
<td>Field</td>
<td>The fiscal year in which the assessment of the Asset was conducted.</td>
<td></td>
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<tr>
<td>Asset SFA Master Asset List</td>
<td>Field</td>
<td>The base component of a facility included in the SFA. There are 162 assets in the Master Asset List available for inclusion in the SFA. For a full list of assets in the SFA, please see the IAC's SFA FAQ.</td>
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<tr>
<td>Asset Name</td>
<td>Field</td>
<td>Descriptive name for the type of asset.</td>
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<tr>
<td>Elementary School, Middle School, High School, Combination School, or Other School Type</td>
<td>Field</td>
<td>As used to calculate the MDCI, the current replacement value of an asset without regard to condition or weighting; derived by multiplying the IAC-adopted Cost Per Unit for the Asset by the Quantity of the Asset. This value will only be different from the FCI-based Asset Replacement value in the event of &quot;aged-out&quot; Modulars/Relocatables in Scenarios A&amp;D. It is included here for consistency only.</td>
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<tr>
<td>Unit of Measure (UoM)</td>
<td>Field</td>
<td>The number of students a facility can support based on State guidelines. This calculation is based upon the number of teaching stations in the school times the number of students a teaching station for that grade band can accommodate based upon class sizes listed in Appendix 10A of the IAC's Administrative Procedures Guide (APG).</td>
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<tr>
<td>Asset Year of Construction</td>
<td>Field</td>
<td>The oldest YiS in a group</td>
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<tr>
<td>Asset Year of Construction</td>
<td>Field</td>
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<tr>
<td>305</td>
<td>EO per LEA Calculated</td>
<td>Weighted average: Sum of FCIs per asset in an LEA divided by the sum of all asset replacement values in an LEA</td>
<td>EO 0.00-1.00</td>
<td>The weighted EO for an LEA.</td>
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<tr>
<td>306</td>
<td>EO by System Group LEA level Calculated</td>
<td>Weighted average: Sum of FCIs per asset in a System Group in an LEA divided by the sum of all asset replacement values in a System Group in an LEA</td>
<td>EO 0.00-1.00</td>
<td>The weighted EO for a System Group in an LEA (e.g., the EO for the HVAC assets in Washington County).</td>
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<tr>
<td>307</td>
<td>EO by System Group School level Calculated</td>
<td>Weighted average: Sum of FCIs per asset in a School divided by the sum of all asset replacement values in a System Group in a School</td>
<td>EO 0.00-1.00</td>
<td>The Weighted EO for a System Group in a school (e.g., the EO for the HVAC assets in Calvert Elementary).</td>
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<tr>
<td>308</td>
<td>EO by System Group Building level Calculated</td>
<td>Weighted average: Sum of FCIs per asset in a Building divided by the sum of all asset replacement values in a System Group in a Building</td>
<td>EO 0.00-1.00</td>
<td>The Weighted EO for a specific building.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Space Types

This section of the Data Dictionary defines variables relating to inventoried facility Space Types.

**4.01 Space Types / Requirements ( & variations per school type)**

There are 18 different space types inventoried as part of the SFA. All space types except Auditoriums have requirements set by Educational Sufficiency Standards. The standards, and the calculations for determining space needs are listed below. Some space types have different requirements for Elementary Schools (ES), Middle Schools (MS), and High Schools (HS).

#### Administrative (Space Type)

- **LS = CYPop * GF**

  "Standard: A school facility shall have space to be used for the administration of the school. The space shall consist of a minimum of 150 net sf, plus 1 net sf/student of the planned school program capacity.

- **No Requirement**

  "Square footage figures for auditorium-type spaces were captured for information purposes but are not used in any calculations because there is no minimum space requirements for auditoriums in the Sufficiency Standards."

#### Auditorium (Space Type)

- **No Requirement**

  "Sufficient space for an auditorium-type space was not captured for information purposes but is not used in any calculations because there is no minimum space requirements for auditoriums in the Sufficiency Standards.

#### Career Development (Space Type)

- **Minimum CYPop **

  "Minimum CYPop per program level (i.e. K-5 only, no ES requirement)

#### Dining (Space Type)

- **LS/3 * CYPop * GF**

  "Dining: A school facility shall have a space to permit students to eat within the school outside of general classrooms. This space may have more than one function and may fulfill more than one sufficiency standards requirement. Schools are encouraged to provide sufficient lunch periods that are long enough to give all students enough time to be served and to eat their lunches. The dining area shall be seated to accommodate no less than one third of the enrolled school population of the school.

#### Fine Arts (Space Type)

- **LS**

  "A school facility shall have classroom space to deliver fine-arts education programs. Fine arts subjects include art, music, dance, and theater. Minimum space for fine-arts education shall be more than the average classroom at the facility. Fine-arts education classroom space may be included in the academic classroom requirement and may be used for other instruction.

  1. Elementary school. Fine-arts education programs may be accommodated within a general use or dedicated arts classroom. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full-time equivalent (FTE) fine-arts teacher.

  2. Middle school. Classroom space(s) for fine-arts education programs shall have no less than 650 net square feet of educational space for fine-arts subjects. Provide one dedicated classroom for each fine-arts subject area staffed with greater than 0.5 full-time equivalent (FTE) fine-arts teacher.

  3. High school.

#### General Classroom (Space Type)

- **LS**

  "General classroom space is required for all educational purposes. The minimum space required for a general classroom is 750 net square feet (n/sf) including a storage area.

#### Gymnasium (Space Type)

- **Secondary School: 1200; Middle School: 600; Elementary School: 300**

  "Gymnasium: A school facility shall have a dedicated physical education space with areas for warming-up, exercising, changing, resting, and assembly of the students.

#### Health Services (Space Type)

- **Primary Care Minimum**

  "Primary Care Minimum: A school facility shall have a space to accommodate a primary care physician, advanced practice nurse, or nurse practitioner. This space shall be located in a school facility and shall be adjacent to a school health services room.

#### Kitchen (Space Type)

- **Secondary School: 3000; Middle School: 1500; Elementary School: 750**

  "Kitchen: A school facility shall have a kitchen with a work area, preparation area, and a storage area. The kitchen shall be located in a school facility and shall be adjacent to a school health services room.

#### Support Items

- **1. General use classrooms for English/Language Arts, Math, Social Studies, World Languages**

  "General use classrooms for English/Language Arts, Math, Social Studies, World Languages are required for all educational purposes. The minimum space required for a general classroom is 750 net square feet (n/sf) including a storage area.

- **2. Health services room**

  "Health services room: A school facility shall have a space to accommodate a primary care physician, advanced practice nurse, or nurse practitioner. This space shall be located in a school facility and shall be adjacent to a school health services room.

- **3. Kitchen**

  "Kitchen: A school facility shall have a kitchen with a work area, preparation area, and a storage area. The kitchen shall be located in a school facility and shall be adjacent to a school health services room.

### Additional Notes

- **Career and Technology Education Programs**

  "Career and Technology Education Programs may be accommodated within a general use or dedicated space. Provide one dedicated classroom for each career education program area staffed with greater than 0.5 full-time equivalent (FTE) career education teacher.

- **Language Arts Standards**

  "Language Arts Standards: The minimum space required for Language Arts is 850 net square feet (n/sf) including a storage area.

- **Mathematics Standards**

  "Mathematics Standards: The minimum space required for Mathematics is 650 net square feet (n/sf) including a storage area.

- **Social Studies Standards**

  "Social Studies Standards: The minimum space required for Social Studies is 750 net square feet (n/sf) including a storage area.

- **World Languages Standards**

  "World Languages Standards: The minimum space required for World Languages is 300 net square feet (n/sf) including a storage area.

- **Health Services Requirements**

  "Health Services Requirements: A school facility shall have a space to accommodate a primary care physician, advanced practice nurse, or nurse practitioner. This space shall be located in a school facility and shall be adjacent to a school health services room.

- **Kitchen Requirements**

  "Kitchen Requirements: A school facility shall have a kitchen with a work area, preparation area, and a storage area. The kitchen shall be located in a school facility and shall be adjacent to a school health services room.

- **Additional Notes**

  "Additional Notes: A school facility shall have a space to accommodate a primary care physician, advanced practice nurse, or nurse practitioner. This space shall be located in a school facility and shall be adjacent to a school health services room.

### Supporting Docs

- **Attachment 2: Data Dictionary 12/15/2022**

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**Expected Data Range**

- **EO 0.00-1.00**

  "The weighted EO for an LEA.

- **EO 0.00-1.00**

  "The weighted EO for a System Group in an LEA (e.g., the EO for the HVAC assets in Washington County).

- **EO 0.00-1.00**

  "The Weighted EO for a System Group in a school (e.g., the EO for the HVAC assets in Calvert Elementary).

- **EO 0.00-1.00**

  "The Weighted EO for a specific building."
### Table: Data Dictionary 12/15/2022

<table>
<thead>
<tr>
<th>#</th>
<th>Variable Name</th>
<th>Field Type</th>
<th>Calculation [if calculated]</th>
<th>Example</th>
<th>Expected Data Range</th>
<th>Data Source [if fixed]</th>
<th>Description</th>
<th>Supporting Docs</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.11</td>
<td>Library/Media Center (Space Type)</td>
<td>4 * CYPop * GF</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>For a school facility to have a certified school library media program for the use of all students which include an organized and centrally managed collection of instructional materials and technologies, and direct instruction. Provide space for collections, reference, circulation, instruction, workrooms for staff, and storage.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A school facility shall have a certified school library media program for the use of all students which include an organized and centrally managed collection of instructional materials and technologies, and direct instruction. Provide space for collections, reference, circulation, instruction, workrooms for staff, and storage.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
<td></td>
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<tr>
<td>6.12</td>
<td>Locker Room (Space Type)</td>
<td>None</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>For locker rooms to be provided with lockers, showers and restroom facilities. Two offices shall be provided.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A locker room shall be provided with lockers, showers and restroom facilities. Two offices shall be provided.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
<td></td>
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<tr>
<td>6.13</td>
<td>Maintenance / Janitorial (Space Type)</td>
<td>0.5 * CYPop * GF</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>A school shall designate 0.5 net sf of per student of the planned school program capacity for maintenance and janitorial space. Janitorial space shall include a janitorial sink.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>Each school shall designate 0.5 net sf per student of the planned school program capacity for maintenance and janitorial space. Janitorial space shall include a janitorial sink.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
<td></td>
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<tr>
<td>6.14</td>
<td>Pupil Services (Space Type)</td>
<td>150NSF/mm2</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>A school shall provide a coordinated program of pupil services for all students which shall include, but not be limited to, school counseling, pupil personnel, school psychology, and health services. The school facility shall provide a minimum of 150 net sf of such services.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A school shall provide a coordinated program of pupil services for all students which shall include, but not be limited to, school counseling, pupil personnel, school psychology, and health services. The school facility shall provide a minimum of 150 net sf of such services.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
<td></td>
</tr>
<tr>
<td>6.15</td>
<td>Science (Space Type)</td>
<td>4 * CYPop * GF</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>For grades PK through 5, no additional space is required beyond the classroom requirement.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>For grades PK through 5, no additional space is required beyond the classroom requirement.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
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<tr>
<td>6.16</td>
<td>Special Education (Space Type)</td>
<td>450SF minimum where required</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>A school shall provide a space for special education services. The space shall be at least 450 net sf.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A school shall provide a space for special education services. The space shall be at least 450 net sf.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
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<tr>
<td>6.17</td>
<td>Storage (Non-Classroom) (Space Type)</td>
<td>0.5 * CYPop * GF</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>For storage, at least 0.5 net sf of student of the planned school program capacity may be distributed in or throughout any type of room or space, but may not count toward required room square footages. General storage must be securable and include textbook storage.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A school shall provide a coordinated program of pupil services for all students which shall include, but not be limited to, school counseling, pupil personnel, school psychology, and health services. The school facility shall provide a minimum of 150 net sf of such services.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
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<tr>
<td>6.18</td>
<td>Technology and Computer Science (Space Type)</td>
<td>Middle School 3 * CYPop * GF</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>For grades 6 through 8, the area for stacks and seating shall be at least 3 net sf/student of the planned school program capacity. For grades 6 through 8, the area for stacks and seating shall be at least 3 net sf/student of the planned school program capacity.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A school shall provide a space for computer science instruction. The space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
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<tr>
<td>6.19</td>
<td>Workspace/Lounge (Space Type)</td>
<td>Office/DR. CYPop * GF</td>
<td>5EA Coldstream/Stadium School Demonstrative Model</td>
<td>This space shall include a break area with a sink.</td>
<td>CYPop 1-8 + CYPop 9-12</td>
<td>A school shall provide a space for workspace/lounge area available to the faculty. This space is in addition to any workspace/lounge available to a teacher in or near a classroom. The space shall consist of 1 net sf/student of the planned school program capacity with no less than 150 net sf. The space may consist of more than one room and may have more than one function. This space shall include a break area with a sink.</td>
<td>Attachments 2: Data Dictionary 12/15/2022</td>
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</table>

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### Growth Factor Calculated

- **Growth Factor** is an average yearly change of enrollment rate (3%).
- **Expected Growth Rate** is calculated as the average yearly change of enrollment rate (3%) by multiplying the previous year's enrollment.
- **Actual Growth Rate** is calculated as the difference between the current year's enrollment and the previous year's enrollment.
- **Growth Factor** is calculated using the formula: **Growth Factor = (1 + Expected Growth Rate)**.

Note: The RFP contained an error that did not fully define the yearly change in enrollment as a percentage, instead of the number of students difference. The formulas to the left are the calculations that are used.

### Data Source (if fixed)

- **Attachment 2: Data Dictionary 12/15/2022**
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<th>Description</th>
<th>Supporting Docs</th>
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<td>0.03</td>
<td>Growth Factor Override (GFO)</td>
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<td>For an example of the calculation please see the Goldsmith's Goodmen School Board's &quot;Evolvement, etc.&quot;</td>
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<td>Growth Factor Override (GFO); There are generally two instances where a calculated Growth Factor may need a Growth Factor Override.</td>
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<td>Square Footage Per Student</td>
<td>Calculated</td>
<td>Gross Square Footage / Enrollment</td>
<td></td>
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<td>The amount of space per enrolled student, calculated by dividing the Gross Square Footage, as indicated in the IAC's Facility Database, into the current enrollment.</td>
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<td>Category is used to weight issues marked with Plan Type 1-Safety.</td>
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<td>Category is used to weight issues marked with Plan Type 2-Mission Impact.</td>
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<td>Category is used to weight issues marked with Plan Type 3-Financial/Operational Health (FD).</td>
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<td>MDCI Category 4 - Mission Criticality</td>
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<td>Category is used to weight issues marked with Plan Type 4-Mission Criticality.</td>
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<td>MDCI Category 5 - Beyond Expected Life</td>
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<td></td>
<td></td>
<td></td>
<td>Category is used to weight issues marked with Plan Type 5-Beyond Expected Life.</td>
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</tbody>
</table>

### Notes:

- The Growth Factor Override (GFO) is used to adjust for the impact of the Estimated Age of the Asset (GFO) on the risk of failure or the observation of an asset in use, access, and mission criticality. The GFO is set to 1 for newly assessed and replaced assets. The GFO is set to 0.5 for used and tested assets.

- The Safety Plan Type is used when the assessor determines that the system as a whole represents an issue significant enough to pose a risk to people or force closure of the school.

- The Mission Impact Plan Type is used when the assessor determines that the system is significantly older than life expectancy posing a risk of failure or where it has ceased to effectively serve the purpose for which it was designed.

- The Financial/Operational Health Plan Type is used to classify deficiencies in the amount of square footage in a Space Type within a school as compared with the amount required by the Sufficiency Standards.

- The Mission Criticality Plan Type is used to classify deficiencies related to the sufficiency standards for space based issues within the facility.

- The Beyond Expected Life Plan Type is used to classify deficiencies related to the sufficiency standards for space based issues within the facility.
LEAs were asked to identify the areas within their facilities with persistent humidity issues. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

Category is used to weight issues marked with Plan Type 4 - Retrofit/Adaptation (systems that, although functional, are outmoded or obsolete and may not be fully serving their intended purpose and/or may not be maintainable).

LEAs were asked to identify the areas within their facilities with persistent CO2 issues. (i.e. The West Science Annex, or Classrooms 101, 205, and 206.)

Category is used to weight issues marked with Plan Type 5a (deficiencies related to sufficiency standards for inherent parts of the facility).

LEAs were asked if the facility has persistent trouble spots where the HVAC system was not able to keep temperature within the standard of 68-75 degrees Fahrenheit at full occupancy.

Category is used to weight issues marked with Plan Type 5c (none exist in Baseline Assessment).

LEAs were asked if the facility has persistent trouble spots where the HVAC system was not able to keep CO2 levels below the threshold of 1,200ppm at full occupancy.

Category is used to weight issues marked with Plan Type 5b (deficiencies related to sufficiency standards for inherent parts of the facility).

LEAs were asked if the facility has persistent trouble spots where the HVAC system was not able to keep humidity within the standard of 30%-60% Relative Humidity at full occupancy.

Section 5.14 of the Office of the Counselor. 1.9 through 2.1 are met, the asset is assigned to MDCI Cat 9 (These are logically Plan Type 7: Life Cycle Replaced with Percent Life Use less than 40%).

LEAs were asked to estimate the percentage of the facility affected by Lead Paint by dividing the square footage of the affected area into the Gross Square Footage of the facility.

LEAs were asked to confirm whether Asbestos existed in the facility, and whether it presented a concern or has resulted in a closure of part or all of the facility. In the event of a concern to students/staff or a closure, the LEA was expected to identify the locations of the issue and estimate the percentage of the facility affected.

Educational Sufficiency Standards state schools must be "free of exposed friable asbestos".
| #  | Variable Name                          | Field Type | Calculation (If calculated) | Example | Expected Data Range                  | Data Source (If fixed) | Description                                                                                                                                                                                                                                                                                                                                                     |
|----|----------------------------------------|------------|-----------------------------|---------|--------------------------------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------
<p>| 8.19 | Acoustic - Percentage of the Facility Affected |          |                             |         |                                      |                        | LA and verified by Assessor                                                                                                                                                                                                                                                                                                                                 |
| 8.20 | Lighting Issues |          |                             |         |                                      |                        | LAIs were asked to quantify the percentage of the area of the facility that had acoustic issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.                                                                                                                                                                                                                   |
| 8.21 | Lighting Notes |          |                             |         |                                      |                        | LAIs were asked the LEAs whether there were any areas that they identified as having lighting issues.                                                                                                                                                                                                                                                      |
| 8.22 | Lighting - Percentage of the Facility Affected |          |                             |         |                                      |                        | LAIs were asked to quantify the percentage of the area of the facility that had lighting issues by dividing the square footage of the affected area into the Gross Square Footage of the facility.                                                                                                                                                                                                                   |
| 8.23 | Kitchen Equipment - Missing          |          |                             |         |                                      |                        | LAIs were asked to confirm whether the facility had all the equipment necessary to meet standards. Current standards are defined as: Telephone, Potable water, sink for hand washing, sink for utensil washing/food prep.                                                                                                                                                                                                                     |
| 8.24 | Kitchen Equipment Notes               |          |                             |         |                                      |                        | LEAs were asked to describe the equipment that was missing.                                                                                                                                                                                                                                                                                           |
| 8.25 | Kitchen Equipment - Percentage missing |          |                             |         |                                      |                        | LAIs were asked to quantify the percentage of kitchen equipment missing.                                                                                                                                                                                                                                                                               |
| 8.26 | Emergency Communication System - Missing |          |                             |         |                                      |                        | LAIs were asked if the facility has a functioning Emergency Communication System as defined by Educational Sufficiency Standards. The current standards define the Emergency Comm System as having: Fire alarm and emergency-notification system as required by applicable State fire codes and emergency procedures. Two-way internal communication system between a central location and each classroom, isolated office space, and all other regularly occupied spaces. |
| 8.27 | Emergency Communication System Notes  |          |                             |         |                                      |                        | A notes field was provided so LEAs could describe issues with the Emergency Communications System or expand on the current system in place.                                                                                                                                                                                                                       |
| 8.28 | Health Room Attributes - Missing      |          |                             |         |                                      |                        | LAIs were asked if their Health Room had all the attributes necessary to meet standards. Current standards are defined as: Separate room for private consultations and as a health service professional's office. Provide lockable cabinets for medical records and medication and at least one sink in addition to the sink in the toilet room. All sinks must provide both hot and cold water.                                                                                                                                 |
| 8.29 | Health Room Attributes Notes          |          |                             |         |                                      |                        | LAIs were asked to describe the missing attributes.                                                                                                                                                                                                                                                                                                       |
| 8.30 | Health Room Attributes - Percentage missing |          |                             |         |                                      |                        | LAIs were asked to quantify the percentage of Health Room Attributes missing.                                                                                                                                                                                                                                                                              |</p>
<table>
<thead>
<tr>
<th>#</th>
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<th>Description</th>
<th>Supporting Docs</th>
</tr>
</thead>
</table>
| 8.31 | Lab Space Safety Equipment - Missing | | Standards: Spaces for programs requiring licensing, certification, or accreditation by a state board or agency shall meet all applicable health and safety standards. Cosmetology and barber programs shall comply with the sanitation requirements of the State Board of Cosmetologists and the State Board of Barbers, respectively.
Science Class Standard: The space shall have science fixtures and equipment, in accordance with the standard equipment necessary to meet the educational requirements of the Maryland Science Content Standards. | LEAs | LEAs were asked if their Lab Spaces, including Science labs and CTE, had all the safety equipment necessary to meet the program.
The guidance provided by the IC on this is: The Lab space has all safety equipment required for curriculum. Complies with state/federal regulations, LEA Safety Plan, follows industry standard guidelines including but not limited to Natl Institute for Occupational Health and Safety (NIOSH) and Natl Science Teaching Assoc (NSTA). | |
| 8.32 | Lab Space Safety Equipment Notes | | | LEAs | LEAs were asked to describe the missing equipment. |
| 8.33 | Lab Space Safety Equipment - Percentage Missing | | | LEA and verified by Assessor | LEAs were asked to quantify the missing safety equipment as a percentage. |
| 8.34 | Potable Water Issues | | | LEA and verified by Assessor | LEAs were asked if the facility's water service was delivering potable water. |
| 8.35 | Potable Water Notes | | | LEAs | LEAs used this field to elaborate on potable water issues, and describe the system in place (i.e. bottled water). |

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Attachment 3: IMFAL Graphic

The IAC's IMFAL
Integrated Master Facility Asset Library

A cloud-based window to relevant information from each of the IAC’s facility systems.

Maintenance Database
Results of all school facility maintenance inspections.

Facility Assessment Database
Data related to school facility condition & educational sufficiency.

Business Management System
Primary business processing source for the IAC. All LEA actions routed here.

Facility Inventory Database
Site approval records, land ownership, property transfers, etc... For all LEAs

Other IAC Data
Including enrollment, relocatables, miscellaneous information reported by LEAs or MSDE

LEA Portal
LEA access to information which may or may not be public (such as draft assessment scores)

Technical Portal
Access to certain information to early planners, contractors, design professionals, etc.

Public Portal
Public-facing look into our IMFAL.