

Five-Year
Strategic Plan

SCHOOL FACILITIES BOARD

FY 2017 — FY 2021

EXECUTIVE SUMMARY

The four main programs of the School Facilities Board (SFB) are New School Facilities, Building Renewal Grants, Preventative Maintenance and Emergency Deficiencies Correction.

The Plan identifies four strategic issues to be addressed by the SFB. They are:

- 1) New Construction, Building Renewal Grant and Emergency Deficiencies Correction Programs
- 2) Continue Development and Implementation of School District Preventative Maintenance Programs
- 3) Improve Value Contribution to School Districts
- 4) Improve Administration and Operations Support

Goals, strategies and performance measures have been outlined for each issue.

In the past, the SFB expended significant effort on the Deficiencies Correction and Building Renewal programs, both of which have been repealed. The New School Facilities program, award and construction of new schools, slowed considerably due to the economic downturn and recent legislative changes. In light of these changes, more of the Agency's operational resources are focused on Building Renewal Grants and Preventative Maintenance. Limited resources make it more critical than ever to preserve the State's assets. The SFB intends to partner with school districts and other stakeholders to help sustain existing school facilities.

FIVE-YEAR STRATEGIC PLAN

Mission

The School Facilities Board is a capital management organization providing financial and technical support to Arizona school districts by forming partnerships to help ensure that school facilities comply with State standards so K-12 students can achieve academic success.

Description

The School Facilities Board was created by Laws 1998, 5th Special Session, Chapter 1 through legislation commonly known as Students FIRST (Fair and Immediate Resources for Students Today). The Board consists of nine gubernatorial appointed voting members and the Superintendent of Public Instruction who serves as a non-voting member. Currently, the SFB is charged with the administration of four capital programs: a) New School Facilities, b) Building Renewal Grants, c) Preventative Maintenance and d) Emergency Deficiencies Correction.

In order to effectively evaluate the State's school capital needs, the SFB maintains a facilities database consisting of information reported by each school district that aids the SFB in determining the eligibility for State funding from the New School Facilities and Building Renewal Grant funds. Through periodic inspections, the SFB is mandated to ensure compliance with building adequacy standards and routine preventative maintenance guidelines with respect to the construction of new buildings and maintenance of existing buildings. The SFB also administers an Emergency Deficiencies Correction program in the event that a school district has a serious need for materials, services, construction or expenses in excess of the school district's adopted budget that seriously threatens the functioning of the school district, the preservation or protection of property or public health, safety or welfare.

Vision Statement

To be a trusted and reliable partner to Arizona's education community.

The agency is valued because of its contribution to the education process, and its service as a communication conduit between stakeholders involved in the financing, design, construction and maintenance of school facilities.

Programs

New School Construction

Program 1

Funding

From the program's inception until 2003, the New School Construction program was funded on a cash basis from transaction privilege tax transfers. Beginning in FY 2003 and continuing through FY 2005, the Legislature replaced the School Facilities Board's authority to request transaction privilege tax transfers directly from the State Treasurer with the authority to enter into lease-to-own (LTO) transactions and provided appropriations to pay for the new school facilities debt service. Laws 2005, Ch. 287, section 5 repealed the School Facilities Board's authority to instruct the Treasurer, and the Legislature instead directed the Treasurer to transfer a specific sum in the amount of \$250 million for FY 2006 along with an advance appropriation of \$50 million for FY 2007. Laws 2006, Chapter 344 appropriated \$200 million from the General Fund to the New

School Facilities Fund, of which \$4 million was for Full-Day Kindergarten. Finally, Laws 2006, Chapter 353 eliminated the School Facilities Board's ability to enter into lease-to-own transactions, as it was the Legislature's desire to permanently fund new school construction on a pay-as-you-go basis.

Due to the fiscal downturn, in FY 2009, the Legislature returned to lease-to-own financing. The FY 2009 budget authorized the SFB to not only fund FY 2009 new construction costs with LTO financing, but also to refund the majority of FY 2008 new school construction costs to the State general fund. In addition, the budget bill placed a moratorium on all new school construction starts for FY 2009. While the New School Construction moratorium remained in effect for FY 2010 through FY 2013, the Legislature authorized \$100 million in lease-to-own authority for the construction of new schools in FY 2010. Land acquisition and new school construction funded from this authority were exempt from the moratorium. For FY 2014, the Legislature lifted the moratorium and appropriated general fund monies to start design on two previously-approved projects.

During the 2013 legislative session, criteria by which the SFB awards new schools changed. Per Laws 2013, Ch. 3, § 44 (House Engrossed HB 2003), a school district must now exceed capacity in the current year before the SFB can award new space (A.R.S. § 15-2041 (D)(3)). Previously, the SFB was authorized to award a project up to three years in advance of the school district exceeding capacity. Two school districts were approved in FY 2013 for projects to open within that three-year window, but these two projects were cancelled at the October 9, 2013 SFB meeting due to the new statutory requirement. Space that is projected to be needed outside of the one-year funding window is held for consideration and reviewed annually.

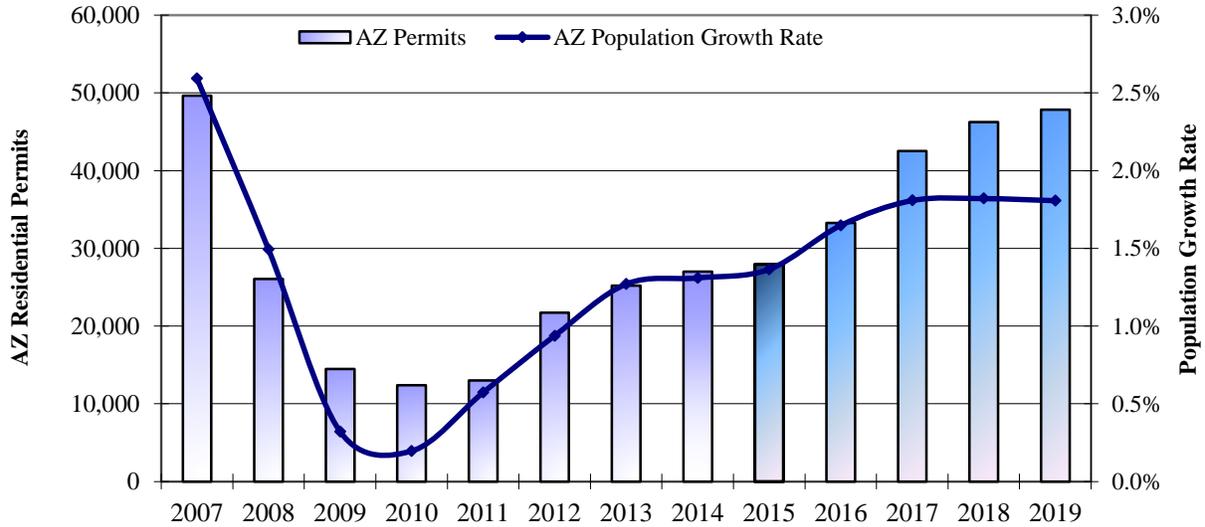
As part of that same legislation, accommodation districts no longer qualify for SFB funding (A.R.S. § 15-2041 (P)). Three projects that were approved for accommodation districts and delayed due to the moratorium were also cancelled on October 9, 2013.

Outlook

The School Facilities Board's five-year outlook for new construction shows a continued need for new schools.

The chart below shows the number of residential housing permits and population growth in Arizona by year. The decline in residential construction which started in the fall of 2005 continued during 2007-2010. The trend did not reverse until 2011. The population growth rate exhibits a close relationship with residential construction. The rate dropped to 0.2% in 2010, and is projected to gradually rebound to 1.8% by 2017.

Chart 1:
Actual and projected new residential permits in Arizona
Compared with Estimated and Projected Population Growth Rates



Sources:

Residential Permits - Actual numbers from *U.S. Census, Building Permits, Permits by State Annual* are used for 2007-2014, and projected numbers from *Arizona's Economy, University of Arizona, September 2015 issue* for 2015 -2019.

Population – July 1 estimates from Arizona State Demographer's Office are used for 2007-2015, and projected numbers from *Arizona's Economy, University of Arizona, September 2015 issue* for 2016-2019.

What does all this mean for new school construction in Arizona? Consistent with the downturn in the housing market, the number of awards by the SFB decreased in FY 2007 through FY 2012. When the SFB saw the downturn and the possibility of building excess space, the SFB started putting projects on hold, and eventually cancelled many of them as the downturn continued. Although the need for new schools diminished for most of the State, there continued to be measureable growth in some school districts and a need for additional space. The award history is shown in Table 1, and school district ADM growth is broken down in Table 2.

Forecasting challenges

ADM projections are closely related to the projection of future housing units. Given the nature of the housing market, the forecast and perception of the future market can differ from housing units that materialize, which makes it necessary to adjust ADM projections annually. Home developers and builders are hesitant to forecast the housing market beyond the next two or three years.

Another factor that increases the challenge associated with ADM projections is the charter school sector. During the last decade, Arizona's estimated population never declined according to the State Demographer's Office, even as the State went through its most severe housing downturn; however, total school district ADM declined consistently during FY 2009- FY 2014 largely due to the expansion of the charter school sector. It is difficult to predict the number and location of charter schools that will open or expand within a

Fiscal Year	Annual Growth Rate
FY 2006	3.0%
FY 2007	2.3%
FY 2008	1.2%
FY 2009	-0.6%
FY 2010	-0.9%
FY 2011	-1.7%
FY 2012	-0.7%
FY 2013	-0.3%
FY 2014	-3.7%
FY 2015	0.0%

five-year window. In addition, many school districts converted district schools to charter schools in FY 2014, causing significant ADM declines in these school districts. However, district sponsored charter schools that started after June 30, 2013 and before July 1, 2014 were dissolved by June 30, 2015 per Laws 2014, Ch. 16, § 22 (HB 2711), and therefore FY 2016 ADM is expected to experience a rebound.

The open enrollment policy that many school districts implement allowing students from other school districts to attend their schools adds another layer of complexity to ADM projections.

School Facilities Board staff projects that the majority of future ADM growth will continue to occur in school districts in Maricopa, Pinal and Pima counties.

FY	Projects	Sq. Feet
2002	34	1,853,271
2003	28	1,961,864
2004	32	2,382,508
2005	20	1,957,936
2006	33	3,050,152
2007	15	1,303,890
2008	2	116,947
2009	0	0
2010	2	96,734
2011	1	9,270
2012	0	0
2013	0	0
2014 ²	0	0
2015	1	17,190

¹ All years have been updated to reflect subsequent revisions and cancellations.

² The award window changed from three years to one year in FY 2014, as discussed on Page 3.

³ The growth metric is based on attending ADM provided by the Department of Education. The numbers include district schools only. Online schools, accommodation schools, charter schools and JTED's are not included.

Operational Planning

In an effort to effectively manage the new school construction program, the SFB staff is involved in the following efforts.

Long-Term Planning – New legislation requires a school district to exceed its student capacity in the current year in order to receive an award. However, the SFB is still required to conduct ADM projections and hold for consideration any project that is projected to be needed beyond the current-year window. The SFB term for this process is “conceptual approval”. This process is used as a planning tool for future new construction budgeting by the SFB, school districts and the legislature. Upon conceptual approval for a new school construction project, a school district may begin the process of selecting a school site in a location that will best serve the emerging growth of the district. Many school districts work with developers to get donations for school sites. If a school district acquires real property by donation, the SFB is required to distribute an amount equal to 20% of the fair market value of the donated property to the school district, which may be used for academic purposes. All school sites, whether donated, leased, purchased or partially purchased must be approved by the SFB. The SFB staff, in making recommendations to the Board, ensures that the site will be viable with respect to items such as size, environmental issues, utility routes, etc. The SFB encourages school districts to work closely with local governments and planning departments to ensure that school district needs for school sites are considered in the planning process prior to the issuance of permits to developers. Some school districts have even been successful in getting cities to waive charges for permits and fees for school construction, which saves on the overall cost of the project.

Energy Efficiency and Sustainability – The SFB works with the architectural community to implement and identify methods in the design of new schools and renovations that incorporate more energy efficiency. Any school design that the SFB determines meets minimum guidelines generally earns a minimum of 40 LEED (Leadership in Energy and Environmental Design) points, with many approaching the 50 points that are required to meet the LEED Silver standard.

School Safety – The SFB is continuing to review safety best practices to ensure as safe an environment at our school sites as possible. The SFB has compiled best practice recommendations from state and federal law enforcement agencies, various state departments of education, school security experts, architects and planners to further our pursuit for safe schools.

21st Century Schools – To start the design phase of a new school, the SFB references the “Arizona School Design Primer” which was written by a local architect and published in 2012. The primer is written to help school districts program and ask appropriate questions of their designers. The SFB has also prepared the report, “Building Arizona’s 21st Century Schools” which recommends how the State can build new schools; it includes the following:

1. Enhance ability of teachers and students to integrate technology into teaching and learning;
2. Create personalized instructional environments that best match teaching programs with individual student needs;
3. Foster productive relationship-building between teachers and students;
4. Help ensure the safety of students and school personnel;
5. Maximize energy and water efficiency.

Additionally, the report included recommendations on:

6. School size and its impact on learning;
7. The impact of class size initiatives on school construction;
8. Options for funding new school construction.

The Building Renewal Grant program is funded through general fund appropriations by the Legislature. A.R.S. §15-2032 (E)(1) authorizes the SFB to only fund projects that are in buildings owned by the school district that are required to meet the minimum adequacy standards for student capacity for school districts that have provided preventative maintenance to the school facility. Additionally, the SFB is required to prioritize building renewal grant requests, with priority given to school districts that have provided routine preventative maintenance, and to school districts that can provide a match of local monies.

Accordingly, these grants can only be used to correct systems that would no longer meet the minimum facility guidelines. This method is reactionary in nature and is not necessarily the most efficient method for addressing the requirement to maintain the infrastructure of the State's academic facilities.

In FY 2009, the Legislature appropriated \$20 million for the building renewal grant program. SFB staff awarded \$7 million in building renewal grant projects and the Legislature swept the remaining \$13 million to help balance the FY 2009 budget. In FY 2010, the Legislature appropriated \$3 million for building renewal grants. The Legislature subsequently swept \$332,100 of this allocation. In FY 2011, the building renewal grant program was appropriated \$2,667,900. In FY 2012, this amount was unchanged and then later supplemented with \$11.5 million. The Legislature again appropriated \$2,667,900 for FY 2013. In FY 2014 and FY 2015, the appropriation was \$16,667,900 for each year. However, the funds were nearly depleted in FY 2015 until a supplemental appropriation was received in the amount of \$10,119,694. The FY 2016 appropriation was \$16,667,900. A request for supplemental funding is pending review.

The Building Renewal fund statute (A.R.S. 15-2031) was repealed in the 2013 legislative session, effective September 12, 2013.

Building Renewal Lawsuit

In 1999, several school districts sued the State (Roosevelt v. Bishop) asserting that the Students FIRST Act as implemented did not meet the requirements of the State Constitution because the State failed to fully fund the building renewal formula for fiscal years 1999, 2000 and 2002. On October 13, 2001, the Arizona Superior Court granted the State's Cross Motion for Summary Judgment and ruled that the appropriation of a specific sum by the State Legislature for fiscal year 1999 demonstrates that there was no expectation that the statutory formula for the building renewal fund was intended to be used for FY 1999.

However, on May 7, 2002, the Superior Court held that the State's failure to fully fund the building renewal formula for fiscal years 2000 and 2002 was a violation of the State Constitution's requirement that the State provide a general and uniform public school system.

On June 18, 2002, six school districts filed a new lawsuit (Somerton Case) asserting that the State had failed to fully fund the building renewal formula for fiscal year 2002. On October 17, 2002 and December 13, 2002, the Superior Court held that the State had violated the State Constitution by failing to fully fund the building renewal formula for fiscal year 2002. The Court also ordered the State to "remedy the constitutional deficiencies" in the level of building renewal formula funding by June 30, 2004. The Somerton Case was consolidated with the Roosevelt case, also being appealed by the State. Subsequently, the Court of Appeals on August 14, 2004, reversed the trial court's judgments and remanded both cases to the trial court.

for the school districts to demonstrate that the lack of building renewal funding resulted in current unmet needs related to academic achievement. On January 6, 2004, the Arizona Supreme Court denied review of the Court of Appeals order remanding the consolidated cases.

On October 3, 2006, the Superior Court granted the Defendant State of Arizona's Motion for Summary Judgment. At issue in the motion is whether plaintiffs' claim was ripe and whether plaintiffs must prove that the Students FIRST system is unconstitutional as applied to every public school district or only as applied to them and whether the Students FIRST system has caused any facility needs related to academic performance to be unmet. The Court found that until each plaintiff district attempted to obtain all available funds from the State their claim is premature and not yet ripe.

On November 21, 2008, the Superior Court agreed to allow the Tempe Union High School District to join the lawsuit. On February 22, 2010, the Superior Court held that Tempe Union High School District failed to establish a justiciable controversy because it had failed to show that all available sources of funding through the State had been exhausted. The matter was dismissed but continued on the inactive calendar. On January 18, 2011, the Superior Court dismissed the case without prejudice after finding that a justiciable controversy still did not exist.

Preventative Maintenance

Program 3

In order to meet the State's responsibility to ensure school districts' compliance with routine preventative maintenance guidelines, the Legislature directed the School Facilities Board to help school districts establish preventative maintenance (PM) programs and then perform inspections to review the implementation of those programs. The School Facilities Board has adopted a general set of preventative maintenance guidelines and school districts are required to perform the guideline tasks for the various building systems. In addition, the SFB is required to inspect 20 districts for preventative maintenance every 30 months.

Statute does not provide dedicated funding for preventative maintenance. The repealed Building Renewal statute allowed school districts to use eight percent of their building renewal formula amounts for routine preventative maintenance. With the repeal of the Building Renewal statute, that funding source is no longer available. To counterbalance the lack of funding, the SFB has expanded the preventative maintenance training and inspections. Further, the SFB has developed and provides PM materials to school districts for self-training exercises.

Emergency Deficiencies Correction

Program 4

The SFB provides emergency deficiency services through the Emergency Deficiencies Correction program. The issue facing this program's long-term viability is lack of a dedicated funding source. A.R.S. §15-2022 provides that revenues consist of monies transferred from the Deficiencies Correction Fund, which no longer exists, or the New School Facilities Fund as long as the transfer will not affect, interfere with, disrupt or reduce any approved capital projects. In recent years, the majority of new school construction has been financed with bonds, therefore excess general fund new construction monies are no longer available for emergencies. The New School Facilities Fund is not a viable funding source once existing cash balances in the Emergency Deficiencies Correction Fund are depleted, which is estimated to occur in FY 2016.

STRATEGIC ISSUES

New School Construction, Building Renewal Grant and Emergency Deficiencies Correction Programs

Strategic Issue 1

Since the inception of the School Facilities Board, the State invested more than \$1 billion in the Deficiencies Correction program. Approximately \$2.5 billion has been invested in new school facilities statewide. School facilities that are maintained below the minimum adequacy guidelines set forth in Arizona Administrative Code, Title 7, Chapter 6, Article 2 ultimately lead to facility failures that become emergencies and are more costly to resolve.

Goal 1	To secure funding for new construction.
Strategies	<ol style="list-style-type: none"> 1. Analyze school district requests for new school facilities. 2. Provide compelling data to the Legislature quantifying the need for new construction. 3. Monitor construction inflation and request JLBC review to ensure cost per square foot keeps pace with market pricing. 4. Monitor design process to ensure construction of a quality school that meets minimum adequacy guidelines while being a fiduciary of state funding in managing the cost.
Performance Measures	<ol style="list-style-type: none"> 1. Capital Plan cycle time. 2. Meetings with appropriate stakeholders. 3. Ability to fund new construction.

Goal 2	To ensure minimum adequacy guidelines are being met through adequate funding of the building renewal grant program.
Strategies	<ol style="list-style-type: none"> 1. Work with districts to develop a Facilities Condition Index (FCI) to measure the condition of districts' systems. 2. Provide compelling data to the Legislature justifying the need for building renewal grant funds. 3. Accurately maintain school facilities inventory database. 4. Establish a lifecycle database for school district building systems. 5. Establish common protocols and expectations with the Board.
Performance Measures	<ol style="list-style-type: none"> 1. Schedule for development of FCI. 2. Schedule for development of lifecycle database for school district building systems. 3. Quality and timeliness of project execution.

Goal 3	To efficiently analyze school district requests for emergency deficiencies correction funding.
Strategies	<ol style="list-style-type: none"> 1. Provide feedback to districts in a timely manner regarding staff recommendations. 2. Help districts get projects completed efficiently.
Performance Measures	<ol style="list-style-type: none"> 1. Number of days between receipt of an application and response sent in writing to the district. 2. Number of days between receipt of a pay request and processing.

Continue Development and Implementation of School District Preventative Maintenance Programs **Strategic Issue 2**

With limited resources available, it is in both the SFB's and school districts' best interest to pool resources to optimize the ability to maintain the school district facilities.

Goal 4	To serve as a resource to school districts to help ensure compliance with preventative maintenance requirements.
Strategies	<ol style="list-style-type: none"> 1. Identify and acquire assessors as indicated in annual Budget request. 2. Inspect schools on a regular basis to ensure that 20 districts are inspected over a 30 month time frame, using the SFB Preventative Maintenance Plan and Task Sheets as a guide. 3. Demonstrate to the Legislature the need and benefits of funding improved facilities management in school districts. 4. Assist school districts in implementation of preventative maintenance programs. 5. Assist school districts in the preparation and submittal of required preventative maintenance plans. 6. Review annual preventative maintenance school district reports. 7. Work with districts to ensure that the resources available are properly used to maintain the State's schools. 8. Assist districts with the development of maps and spreadsheets that contain the location and essential information (manufacturer, age, capacity, etc.) of each piece of equipment, roof, etc. 9. Assist districts with the development of maps of underground utilities and emergency shut-offs and provide training for administrative and maintenance personnel on their locations (well marked and easy to identify) and functions.

	<ul style="list-style-type: none"> 10. Help districts understand their preventative maintenance program as a facilities management tool. 11. Assist districts with scheduling quarterly preventative maintenance inspections of their facilities.
Performance Measures	<ul style="list-style-type: none"> 1. Number of schools inspected to ensure minimum adequacy guidelines. 2. Number of districts inspected to ensure compliance with required preventative maintenance guidelines. 3. Track number of project requests (by PM category) submitted by districts that use facilities management software to inventory building systems and equipment and to track preventative maintenance tasks compared to districts that do not use software. 4. Increase the number of tasks completed on preventative maintenance reporting statements.

Improve Value Contribution to School Districts

Strategic Issue 3

In order for the SFB to achieve Goals 1 through 4, it is important to understand the districts' needs from their perspective. District input will play an important role in the development of action plans that will be put in place to realize SFB objectives. By inviting open dialogue and exchange of ideas, the SFB will be fostering a collaborative relationship with districts. This alliance is crucial to the success of the Strategic Plan.

Goal 5	To strengthen relationship and communication with and between school districts.
Strategies	<ul style="list-style-type: none"> 1. Meet regularly with districts to ascertain their needs and solicit their feedback. 2. Review districts' State reporting requirements and explore possibility of streamlining them by partnering with other agencies and organizations (ADE, AASBO, GPEMC, ASBA, etc.). 3. Market the SFB to stakeholders. 4. Use SFB website and mass e-mail capabilities more effectively. 5. Use Board meetings as a forum for discussions with districts. 6. Implement on-line technology to facilitate discussions. 7. Nurture regional collaboration of expertise between school districts.
Performance Measures	<ul style="list-style-type: none"> 1. Percent of districts rating the SFB's services as satisfactory, good or excellent in annual survey. 2. Increase the number of seminars / training sessions conducted with district facilities personnel. 3. Increase the number of presentations to organizations & associations.

Goal 6	To improve knowledge transfer (information sharing) with all stakeholders.
Strategies	<ol style="list-style-type: none"> 1. Establish a vehicle for communicating regularly with all stakeholders (i.e. regional seminars, workshops, newsletters, a blog, etc.). 2. Network with other state agencies and other organizations to generate synergy. 3. Act as a clearinghouse for ideas, procedures, etc. that can be beneficial to districts. 4. Work with stakeholders to develop performance specifications for specific systems (fire alarms, roofs, etc.).
Performance Measures	<ol style="list-style-type: none"> 1. Feedback forms. 2. Increase number of opportunities to act as a clearinghouse for stakeholders. 3. Expand the catalog of processes, methods and systems (i.e. fire alarm, mechanical, etc.) on file with the SFB as a resource for school district facilities personnel. 4. Produce performance specification documents applicable to at least 90% of project requests.

Current funding constraints require state agencies to produce greater output from the investment of fewer resources. This condition requires SFB to define goals and to implement strategies that will support effective management decisions and improve the efficiency of business and administrative operations. In order to prevent a critical loss to the overall operations of the SFB, all positions must have a cross-trained replacement.

Goal 7	To improve knowledge transfer (information and procedure sharing) internally.
Strategies	<ol style="list-style-type: none"> 1. Survey staff to identify existing communication weaknesses. 2. Utilize internal expertise and hold training sessions for staff. 3. Standardize and document internal processes and procedures.
Performance Measures	<ol style="list-style-type: none"> 1. Staff cross-training schedules. 2. Success of task completion in absence of employee.

Goal 8	To improve administrative processes.
Strategies	<ol style="list-style-type: none"> 1. Increase use of LEAN management principles. 2. Integrate local finance system with the State's financial system. 3. Continue to expand use of new technology systems and tools (i.e. electronic board packets, electronic document management system, use of mobile devices). 4. Deploy decision support tools (capital management system, reports, queries, etc.).
Performance Measures	<ol style="list-style-type: none"> 1. System implementation schedules/Status Reports. 2. Process development schedules.

Goal 9	To ensure business continuity of operations.
Strategies	<ol style="list-style-type: none"> 1. Identify and implement State agency best practices for workflows. 2. Produce agency outline for continuity of operations for each FTE.
Performance Measures	Success of task completion in absence of employee.

RESOURCE ASSUMPTIONS

	FY 2016 Appropriation	FY 2017 Estimate	FY 2018 Estimate	FY 2019 Estimate	FY 2020 Estimate
Full-time-equivalent (FTE) Positions	17	17	18	19	20
Operations	\$1,677,100	\$2,018,012	\$2,111,638	\$2,219,354	\$2,327,070
Lease-to-own	\$171,039,370	\$183,725,439	\$183,480,503	\$148,006,027	\$190,515,696
New School Facilities	\$2,249,600	\$13,301,406	\$47,338,979	\$62,420,477	\$43,352,406
Building Renewal	\$0	\$0	\$0	\$0	\$0
Building Renewal Grant	\$16,667,900	\$31,263,277	\$35,000,000	\$40,000,000	\$45,000,000
Emergency Deficiencies Correction	\$0	\$0	\$0	\$0	\$0
Total General Fund	\$191,633,970	\$230,308,134	\$267,931,120	\$252,645,858	\$281,195,172
Other Appropriated Funds	\$23,900,000	\$0	\$0	\$0	\$0
Non-Appropriated Funds	\$89,050,429	\$89,046,963	\$89,041,415	\$64,119,595	\$64,125,443
Federal Funds	\$0	\$0	\$0	\$0	\$0
Total Agency Funds	\$304,584,399	\$319,355,097	\$356,972,535	\$316,765,453	\$345,320,615

1. Assume funding for two additional liaisons in FY 2017 to absorb additional project management needs for the building renewal grant program. Combined PS, ERE and Travel: \$215,432 annually. Combined Equipment (FY 2017 only): \$10,280.
2. Assume funding for one additional IT programmer analyst in FY 2017 to support operations. Combined PS and ERE: \$77,700 annually. Equipment (FY 2017 only): \$11,700.
3. Assume increased Operations funding in FY 2017 through FY 2020 for Board member expenditures (\$9,200) which have historically been paid from the New School Facilities fund, and increased telecommunications and bond administrative costs (\$2,000 and \$14,600, respectively).
4. Lease-to-own estimates are based on debt service schedules for COP's.
5. New School Facilities estimates are based on projects conceptually-approved as of the FY 2015 Capital Plan cycle and updated based on FY 2016 Capital Plans reviewed to date. The FY 2016 Capital Plan cycle will be complete by March 1, 2016 and these amounts will be updated accordingly.
6. Non-appropriated funds estimates are based on debt service schedules for School Improvement and Land Trust bonds.