

Southeast Raleigh YMCA and Elementary School



Executive Summary

A Partnership for Meaningful Change

Recent studies show that your zip code of birth is one of the leading predictors of economic opportunity and outcomes. Individuals growing up in low-income neighborhoods without access to quality education and other resources do not have as many opportunities to build wealth, which perpetuates a cycle of intergenerational poverty. Understanding the barriers that keep people from moving out of poverty is a critical first step to finding a solution.



Developed from the Purpose Built Communities model, the Southeast Raleigh YMCA and Southeast Raleigh Elementary School is a unique partnership between the Wake County Public School System (WCPSS), the YMCA of the Triangle (YMCA), and the Southeast Raleigh Promise (SERP), sharing a mission to provide wellness and education opportunities to the under-served community of Southeast Raleigh. Strong partnerships formed with community leaders and residents facilitated by SERP helped create a destination that is a true reflection of community needs with the goal of ending the cycle of intergenerational poverty. The project is part of a larger mixed-use "Beacon Site" that will include affordable housing, a business incubator, and access to banking, dining, healthy food, and healthcare intended to serve as a catalyst for meaningful change.

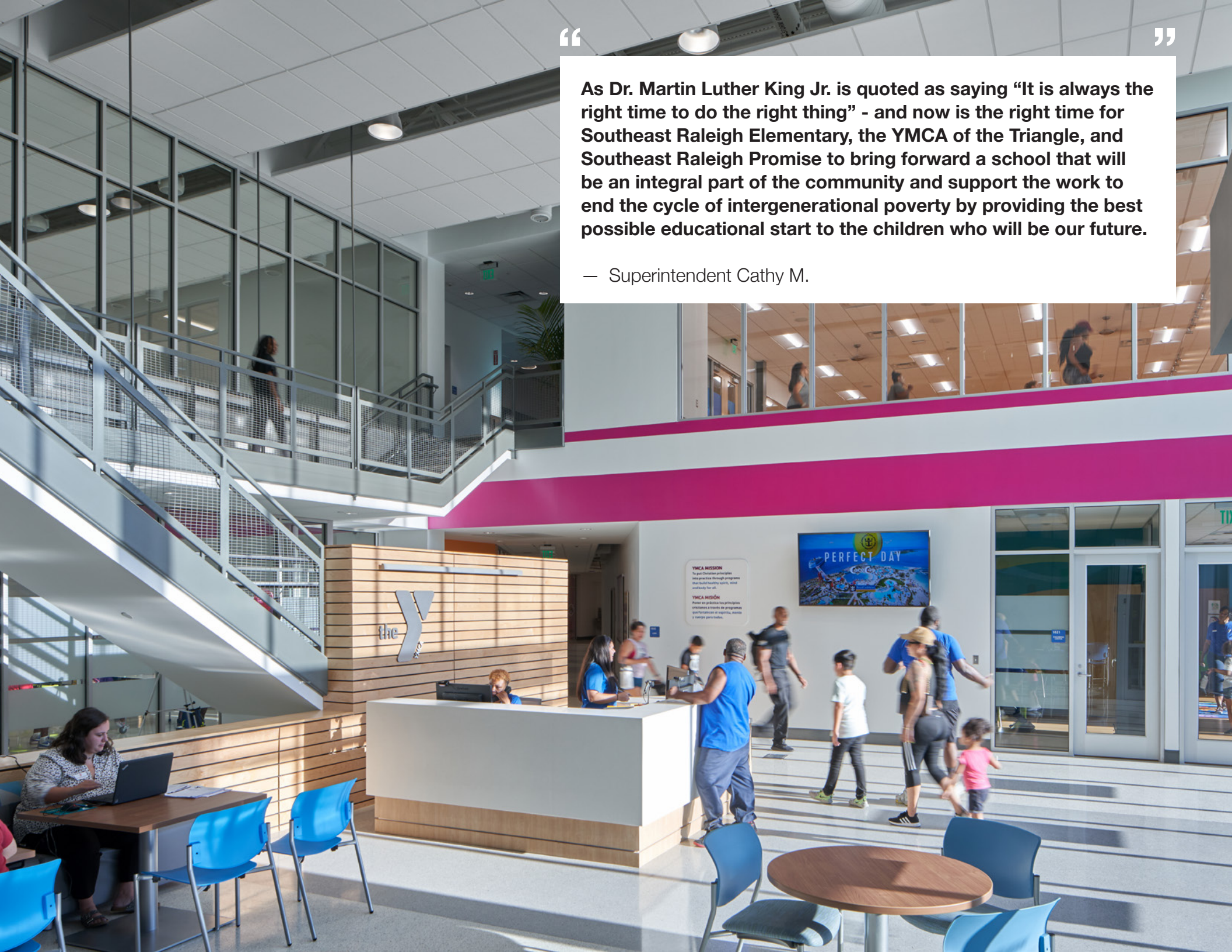
The design provides an elementary school's safety and security while making the full range of YMCA programs available to the surrounding residents in one unified, inviting, and community-focused structure. The elementary school accommodates up to 503 students in grades PK-5 with collaborative learning commons dedicated to each grade level to facilitate an inquiry-based learning curriculum. The school hosts a variety of outdoor learning and play spaces, as well as the school system's only campus swimming pool to support experiential connections to nature and ensure that every student will learn to swim before they graduate from elementary school. This public-private partnership required a unique vision, purposeful communication, selfless collaboration, creativity, and resourcefulness from all participants.

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As Dr. Martin Luther King Jr. is quoted as saying “It is always the right time to do the right thing” - and now is the right time for Southeast Raleigh Elementary, the YMCA of the Triangle, and Southeast Raleigh Promise to bring forward a school that will be an integral part of the community and support the work to end the cycle of intergenerational poverty by providing the best possible educational start to the children who will be our future.

— Superintendent Cathy M.





Scope of Work & Budget

Owner

YMCA of the Triangle in collaboration with the Wake County Public School System and the Southeast Raleigh Promise

Location Raleigh, NC	SF/Student: 153 SF/Student
Grades PK-5	Site Area YMCA / Elementary School: 19 acres
Occupancy Date August 2019	Purpose Built Community 32 acres
Capacity 503 students + YMCA	Construction Cost Budget \$28,801,194
Total Building Area 117,391 SF	Final Cost \$29,069,118
School 76,092 SF	Building Construction Cost/SF \$253.06/SF
YMCA 41,299 SF	

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Our facility is state-of-the-art. The building is bright, and natural light spills into every room. The large windows facing the front sidewalk welcome visitors and ground them in our commitment to literacy.

— Chris T., SE Raleigh ES Media Specialist



School & Community Engagement

Challenges

The project site in Southeast Raleigh includes six census tracts with a median home value of \$132,966 and a median income of \$28,646. The average unemployment rate (prior to the pandemic) was 13%. People of color make up nearly 90% of the population and 37% are living in poverty. In the 2014-15 academic year, 19.2% of third to fifth grade students who live in the zone scored proficient in reading (CCR) and 19% were proficient in math (CCR). The project along with the larger Beacon Site initiative will focus on the areas of Southeast Raleigh with the highest rates of poverty.

Community Partners

In 2013, the YMCA of the Triangle summoned a group of volunteers and staff to determine how to better serve the area. The Southeast Raleigh Task Force vetted numerous partners and 20 possible sites for a YMCA facility. As they collected information and data in Southeast Raleigh, it became clear that the community's need—and desire—was for much more than just a new facility with YMCA services and programs. So the YMCA joined forces with leaders across the community including the Wake County Public School System and the Southeast Raleigh Promise to build a bigger vision – one focused on a collaborative community change - with facilities, programming, and support to address critical community needs and enhance existing assets.

The group of organizations pursuing this vision was led by the Southeast Raleigh Promise, an independent nonprofit dedicated to supporting children and families in Southeast Raleigh, and Purpose Built Communities Foundation, Inc. The Purpose Built model has been implemented successfully in 17 communities across the nation and features five key tenets: →



Defined Neighborhood

Focuses on defined neighborhoods where transformative programs and infrastructure can be established.



Community Quarterback

Engages community members and builds necessary partnerships.



Mixed Income Housing

Provides safe and high-quality environments to transform the way residents view themselves.



Cradle to College Education

Establishes an environment for learning starting at birth and continuing to college to ensure successful futures.



Community Wellness

Provide a community-specific mix of facilities, programs, and services to promote healthy lifestyles.



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We envision a cradle-to-career pipeline of services and interventions to support the children and families of Southeast Raleigh.

— Southeast Raleigh Promise

Southeast Raleigh Promise led revitalization efforts for the project by engaging community members, building partnerships, securing funding, and ensuring significant investment in five key areas:



Education

All children will obtain education that ensures social connectivity, self-efficacy, and a post-secondary credential with labor-market value.



Affordable Housing

Engages community members and builds necessary partnerships. The Southeast Raleigh Promise fulfills this key role.



Health & Wellness

All residents within the zone have viable pathways to obtain health and well-being through quality healthcare, nutritious food, and physical activity.



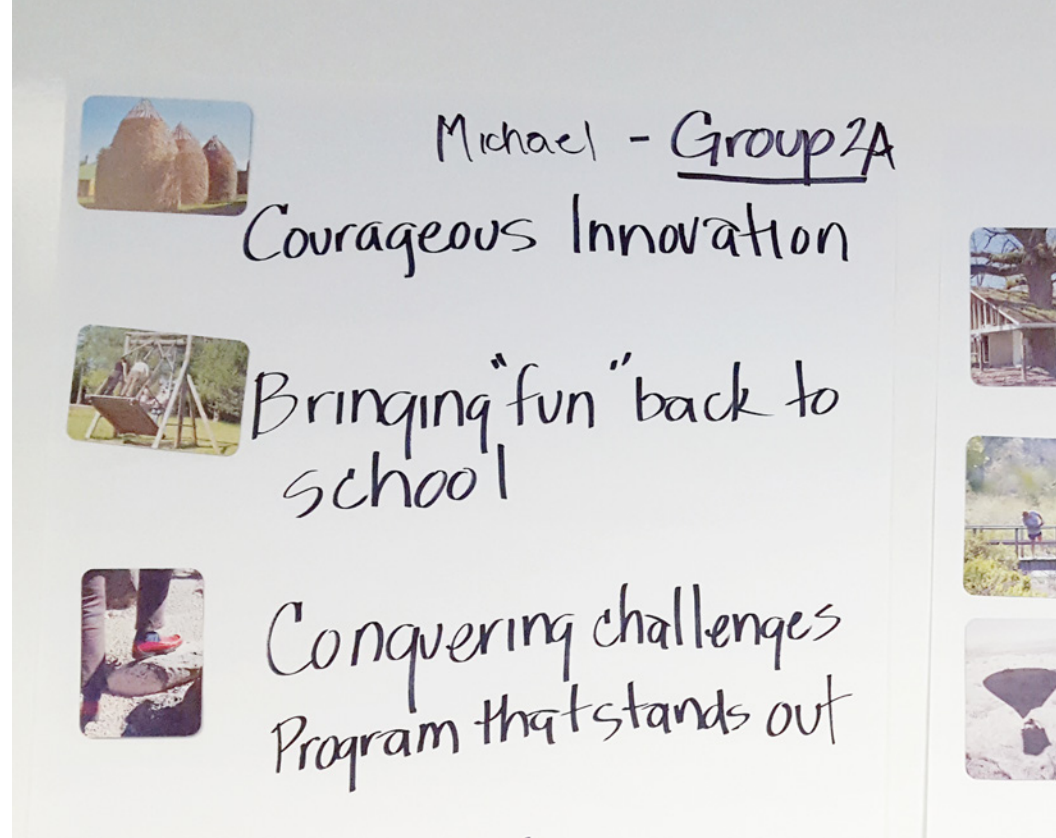
Economic Opportunity

All stakeholders work collectively to create opportunities within the zone and connect Southeast Raleigh youth and families to employment, entrepreneurship, and economic advancement.



Leadership Development

All youth and their families are prepared to be agents of change, with the skills necessary to drive individual and community long-term success.



Visioning Workshop

Numerous community outreach meetings and initiatives were facilitated over a five-year period prior to and during the design process. During early conceptual design, the design team led an interactive visioning and design workshop that brought key community and project stakeholders together to identify shared project goals and reach consensus for priorities. The workshop included four exercises that smaller groups of stakeholders rotated through. Desired outcomes from the visioning card exercise included the following:

Create a Community Link

Make a Difference and Leave an Impression

Connection to Nature

Cohesion and Unity

Wellness, Nutrition and Education

Community Partnerships

Family Engagement

Jewel of a Project for the Community

Foster Creativity

Family Unity

Courageous Innovation

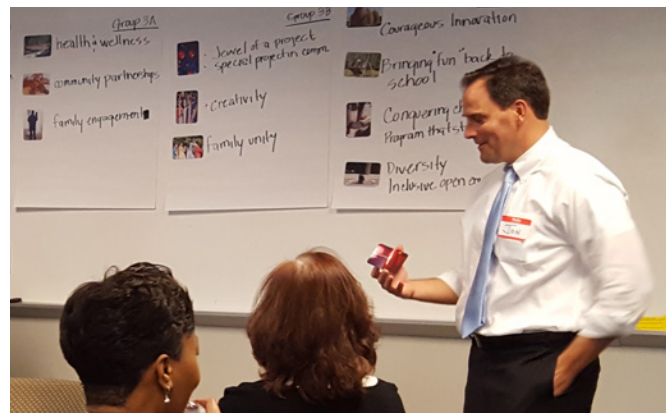
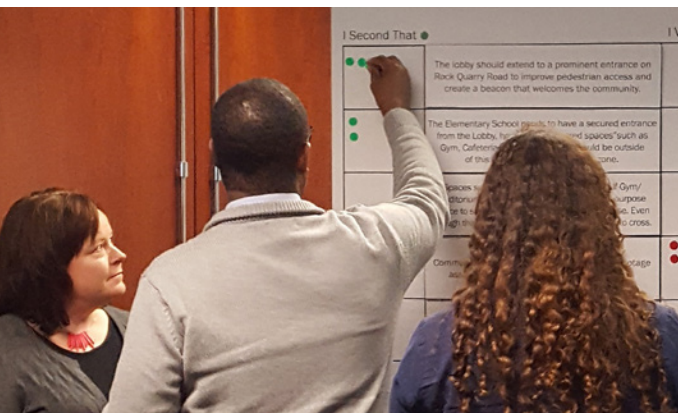
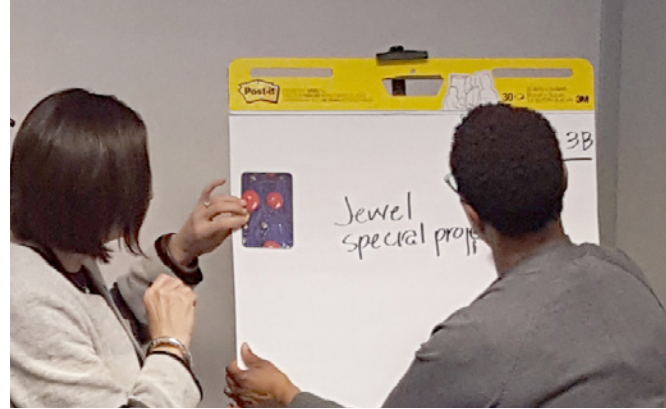
Bringing "Fun" Back to School

Diversity and Inclusive Open Environment

Project to Lift the Community

Bringing Outdoor In and Indoor Out

Beacon in the Community



Keep, Toss Create

The design team tested preliminary floor plan and site plan development in an exercise engaging key stakeholders in dialogue with one another to determine which elements were working (KEEP), identify elements that were not working (TOSS), and develop recommendations for new opportunities (CREATE).

Some CREATE themes that emerged during this exercise included:

Community Gardens

Accessible Trail Connections with Educational Opportunities

Expand the Pre-K Program

More Grade-Pod Identity for Grade Levels

Strong Connection Between Media Center and Courtyard

Outdoor Classroom

Key recurring themes emerged through this process, like the importance of unifying the community. The project was examined as an educational tool that would provide a connection to nature and support students' physical and mental well-being.

The proximity of the project to the greenway and inclusion of community garden helped reinforce this educational opportunity. Finally, the theme of family supported the focus on unity that stakeholders identified.

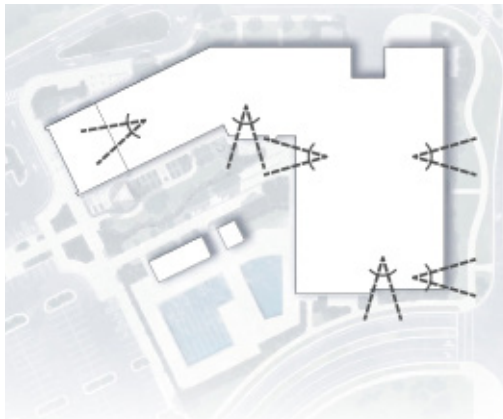
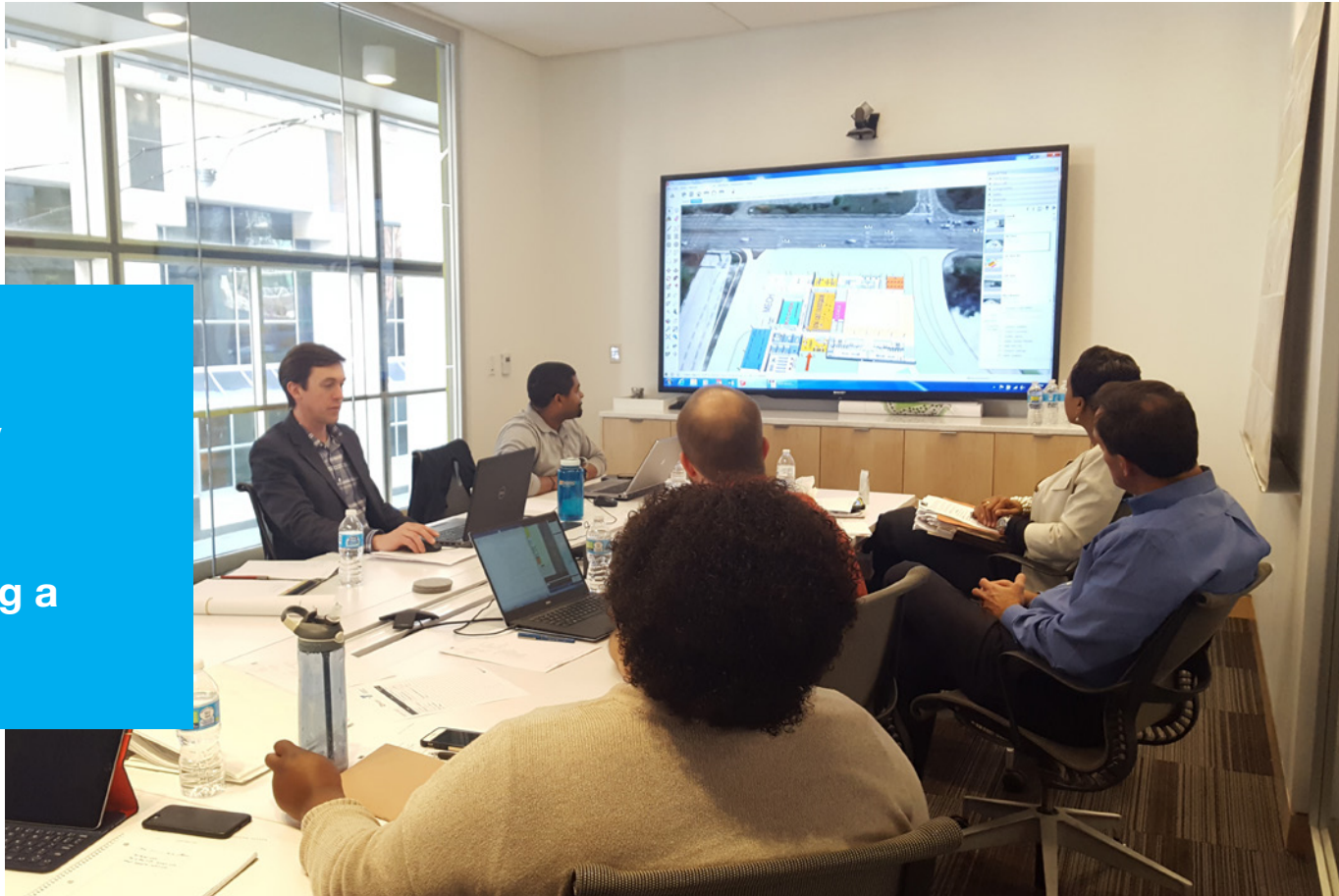
LiveDesign

Issue

How to combine an elementary school and YMCA in one facility while meeting the program and security requirements for two organizations, each representing a broad group of stakeholders?

The design team conducted LiveDesignSM work sessions throughout Schematic Design and Design Development where key stakeholders from the WCPSS, YMCA, and SERP discussed project challenges and solutions as the design team manipulated a 3D model on a large screen. This process facilitated a rapid exchange of ideas and helped create consensus for solutions to efficiently meet a set of diverse needs.

This process helped overcome the challenges of developing physical space programs and special curriculum programs that met community scholastic needs while working within pre-established educational facility planning guidelines. A desire emerged for a responsive community-focused school combined with collaborative programs of the YMCA, WCPSS, SERP, and other organizations focused on social equity investments.

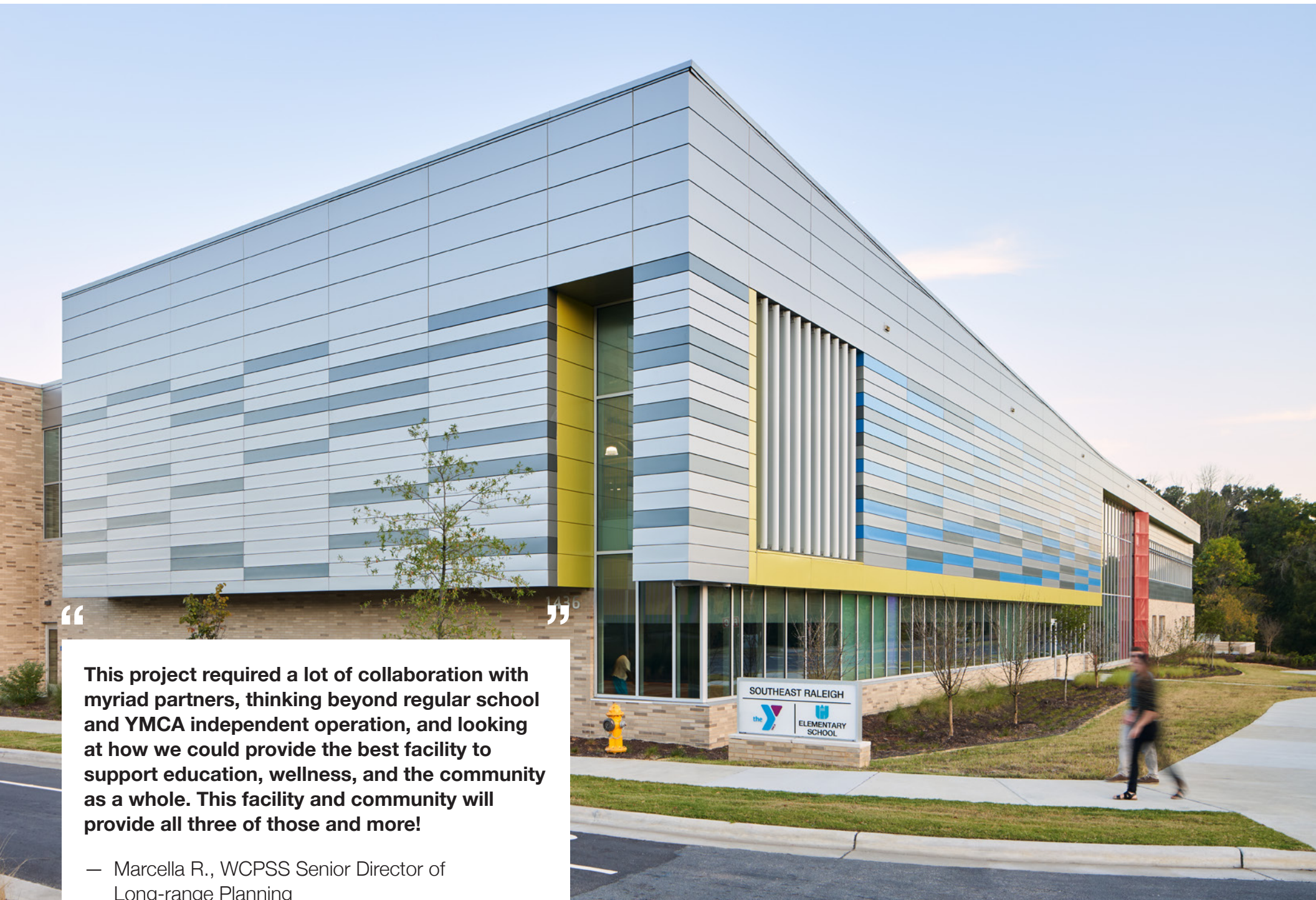


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Wholehearted design with purpose, responding to the expectations of the community and the often-challenging requirements of the Y-School partnership. LiveDesignSM process enabled immediate implementation of stakeholder comments.

— Tim C., YMCA of the Triangle Senior Vice President, Property, Facilities, & Risk Management



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This project required a lot of collaboration with myriad partners, thinking beyond regular school and YMCA independent operation, and looking at how we could provide the best facility to support education, wellness, and the community as a whole. This facility and community will provide all three of those and more!

— Marcella R., WCPSS Senior Director of Long-range Planning

Educational Environment

Small Learning Communities

During an early visioning and design workshop, stakeholders expressed a desire for increased grade level identity. To address this, the design features collaborative break out common areas that function as “living rooms” for each grade level cohort and establish their identities as small learning communities. The distribution of distinct learning commons gives each classroom direct access to its respective commons. The use of glazing provides transparency, aids passive supervision, and instills a sense of connectivity within the grade level community. They also facilitate collaborative teaching and support cooperative learning.

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This building is not made for the traditional and old way of teaching through lecturing. It is clearly designed to support collaboration, communication, critical thinking, and creativity in nontraditional ways.

— Cheryl F., Principal

The design team and facility planners studied models of successful collaborative learning environments nationally and identified the following features as essential to their success:

Cohort-dedicated central commons to serve as “living rooms” and provide collaborative breakout opportunities.

Interior glazing between classrooms and commons to promote passive supervision and reinforce community connectivity.

Flexible furniture with a mix of hard and soft seating to allow for spatial reconfiguration and support a variety of activities and learning modalities.

Teachers trained in collaborative teaching styles and inquiry-based learning pedagogy.

School administration and leadership championing the student-centered model and holding teachers accountable.

Access to wireless technology with interactive monitors to reinforce the notion that learning is ubiquitous and all areas of the site are regarded as educational spaces.

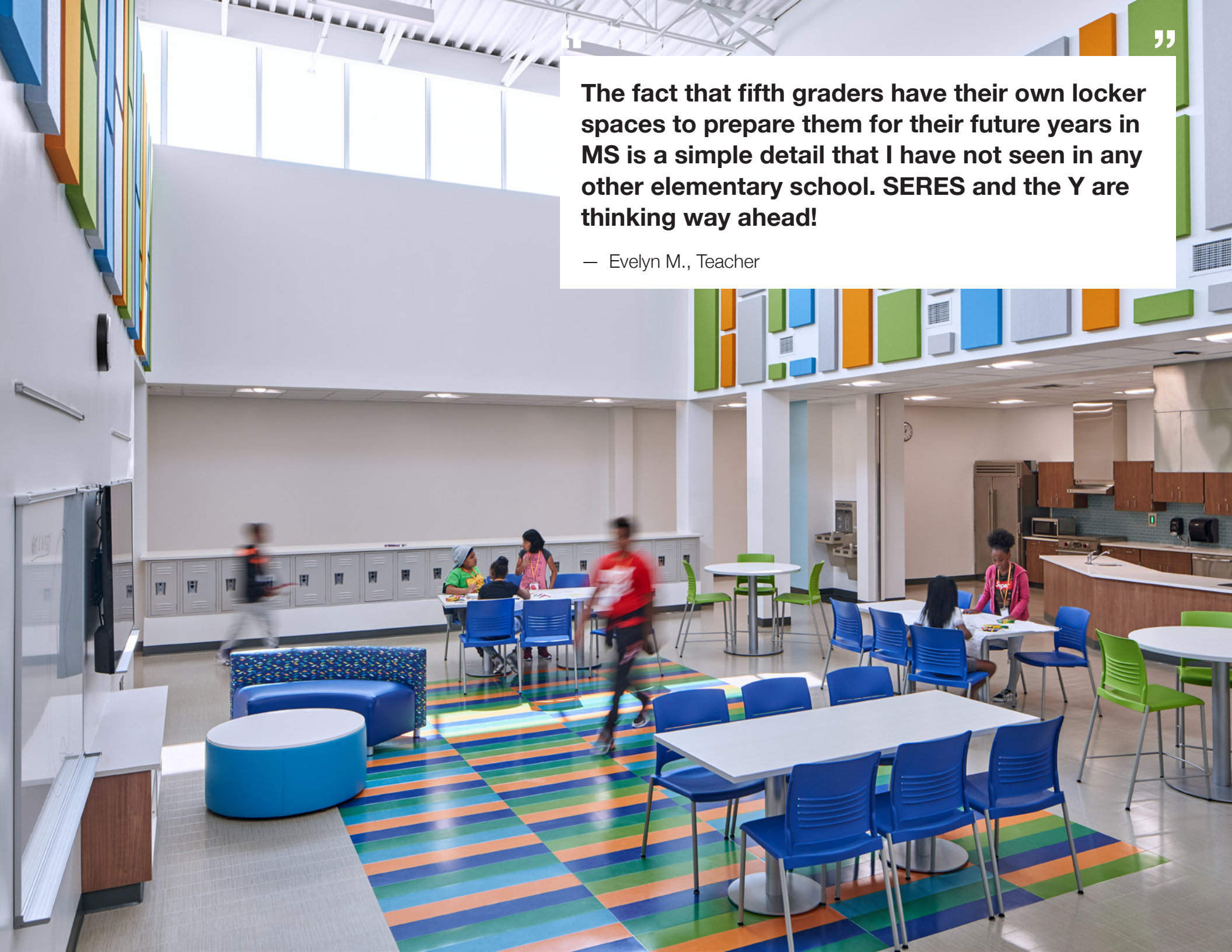
Natural light and outdoor views to provide a healthy connection to the outdoors and daylighting.

Display space for student projects to nurture a sense of pride in one's learning community.

Acoustical treatment to ensure communication is possible.

The fact that fifth graders have their own locker spaces to prepare them for their future years in MS is a simple detail that I have not seen in any other elementary school. SERES and the Y are thinking way ahead!

— Evelyn M., Teacher



Early Childhood Education

Socioeconomic factors can play a significant role in preparing young children for a structured learning environment. Studies show that early childhood cognitive development is a critical component of academic success and that 90% of the human brain develops in the first five years of life. Therefore, WCPSS doubled the Pre-K program's size and received Head Start certification. Families of Head Start children face several socioeconomic risks and typically enter the program well below national averages; however, they make significant progress toward the established norms of cognitive development.

The design team and WCPSS facility planners toured a local Head Start certified child care center and met with the facility to understand best practices and certification requirements. These conversations, along with a careful review of guidelines, led to expanding the outdoor learning spaces and providing a collaborative commons for the Pre-K center. The outdoor Pre-K area includes a place for structured play, stage performances, water play, and stability/ balance practice. While it is required to fence this area for licensure, the design is intentionally artistic and playful and enhances the main entrance and courtyard.

Middle School Transition

One tremendous anxiety for rising middle schoolers is switching from cubbies to lockers. While it may seem untraditional, introducing fifth grade students to lockers prepares them for a smooth transition to middle school and allows for the shared spaces and facility to be used after hours.

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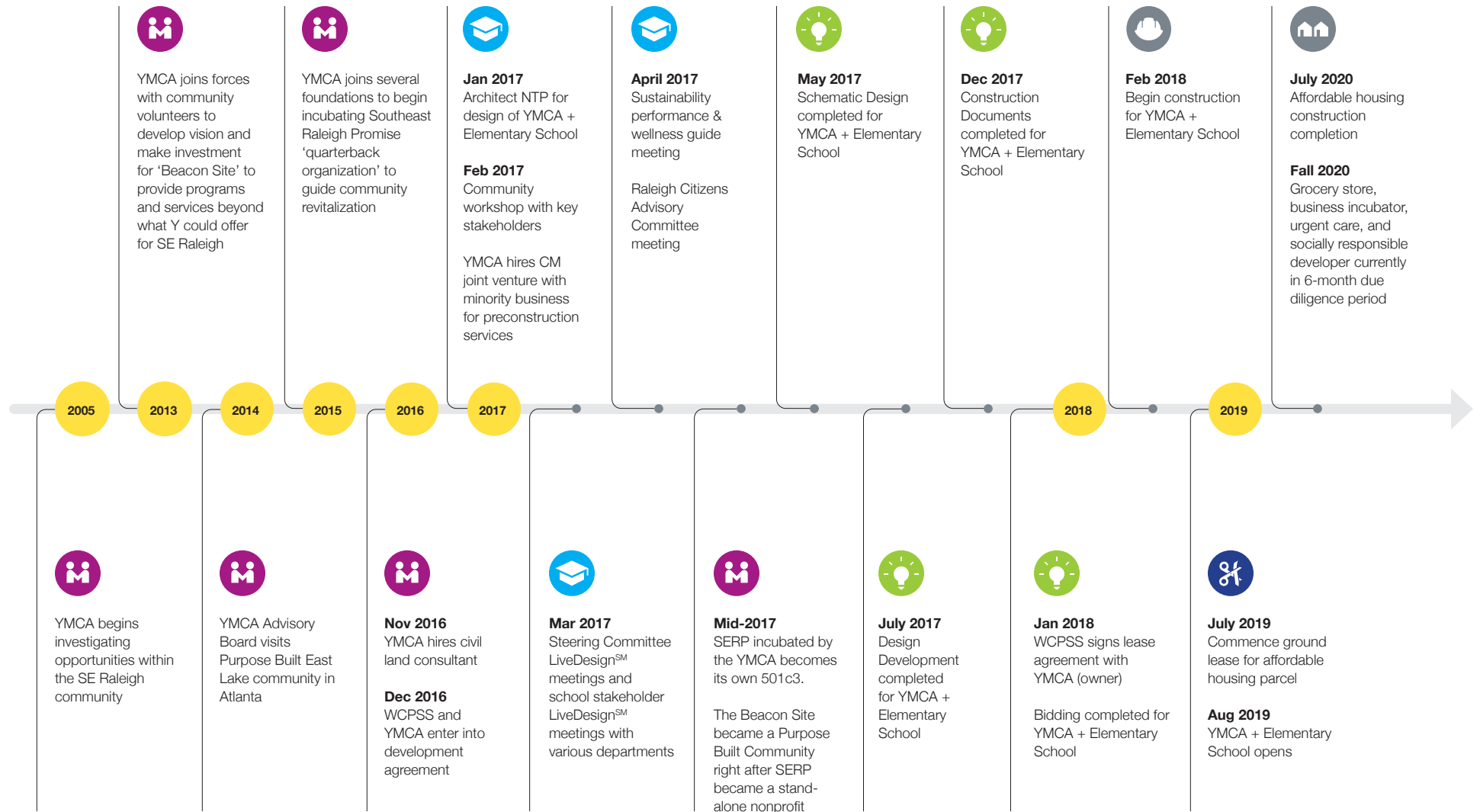
Our facility is incredible. The spacious nature of common areas, intentional collaboration spaces, outdoor garden areas, and upstairs kitchen make our school facility one-of-a-kind. The intentionality in planning for our community is evident.

— Becky B., Teacher

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SE Raleigh YMCA + ES Schedule Milestones



Elementary School + YMCA Synergies

The building provides an opportunity for the school to extend the instructional day. Students have access to two different after-school opportunities. The enrichment program provides various activities in the arts, STEM, and sports. Club R.O.A.R, Reaching Our Awesome Results, provides academic instruction focused on mathematics skills and concepts. The program also reinforces two main principles of the Positivity Project: Character strengths and homework assistant. For one hour, SERES teachers tutor students. Then YMCA staff and another partner provide school faculty and staff with enrichment activities in art, music, STEM, and sports during the second hour. The partnership also provides free transportation for all students in the program.

The building features centrally located spaces shared by both the YMCA and the elementary school, including an approximately 5,000 SF double-height space that can be subdivided during the school day into a cafeteria and gym-like play space. After school, the multi-purpose space is used by the YMCA, which supports weekday youth programs and track-out functions. The YMCA has all-day access to this space on weekends and during the school's summer vacation. This space also fronts an elevated performing arts stage that can be used by the school, the YMCA, or local community groups. Additionally, four classrooms and a shared community kitchen on the second floor of the school's side of the building are accessible to the YMCA for after-hours use.

The community kitchen is used to provide healthy eating demonstrations and cooking classes to community members during the evening. A green roof and community garden supplies food for the culinary kitchen. During the day, this space functions as a collaborative commons for the elementary school.

Additional synergies include:

SERES staff having access to the indoor and outdoor track for health and wellness

YMCA staff leading exercise classes and inclusion and mindfulness activities for SERES staff

Optimizing opportunities where both participate in one another's family engagement activities

Sharing of resources

YMCA staff mentoring some of the students at SERES

Developing positive relationships in support of the SE Raleigh community

Engaging in productive struggles to solve problems together, such as collaboration on emergency operations and security

Collaborating on the swimming curriculum and providing students with the opportunity to receive swim lessons within the instructional day as part of their physical education curriculum

The inclusion of a campus swimming pool gives students and community members the opportunity to learn how to swim and engage with their community through a shared activity. Every day there are ten accidental drowning deaths in the U.S., according to the Centers for Disease Control and Prevention. The fatal drowning rate of African American children is three times higher than white children and 64% of African American children cannot swim. The legacy of institutional racism erected high barriers to swimming lessons and aquatic participation that still exist today. The Southeast Raleigh YMCA outdoor pool is heated to allow use from February-November, and every child who attends the Southeast Raleigh Elementary School will learn to swim by the time they graduate from fifth grade.



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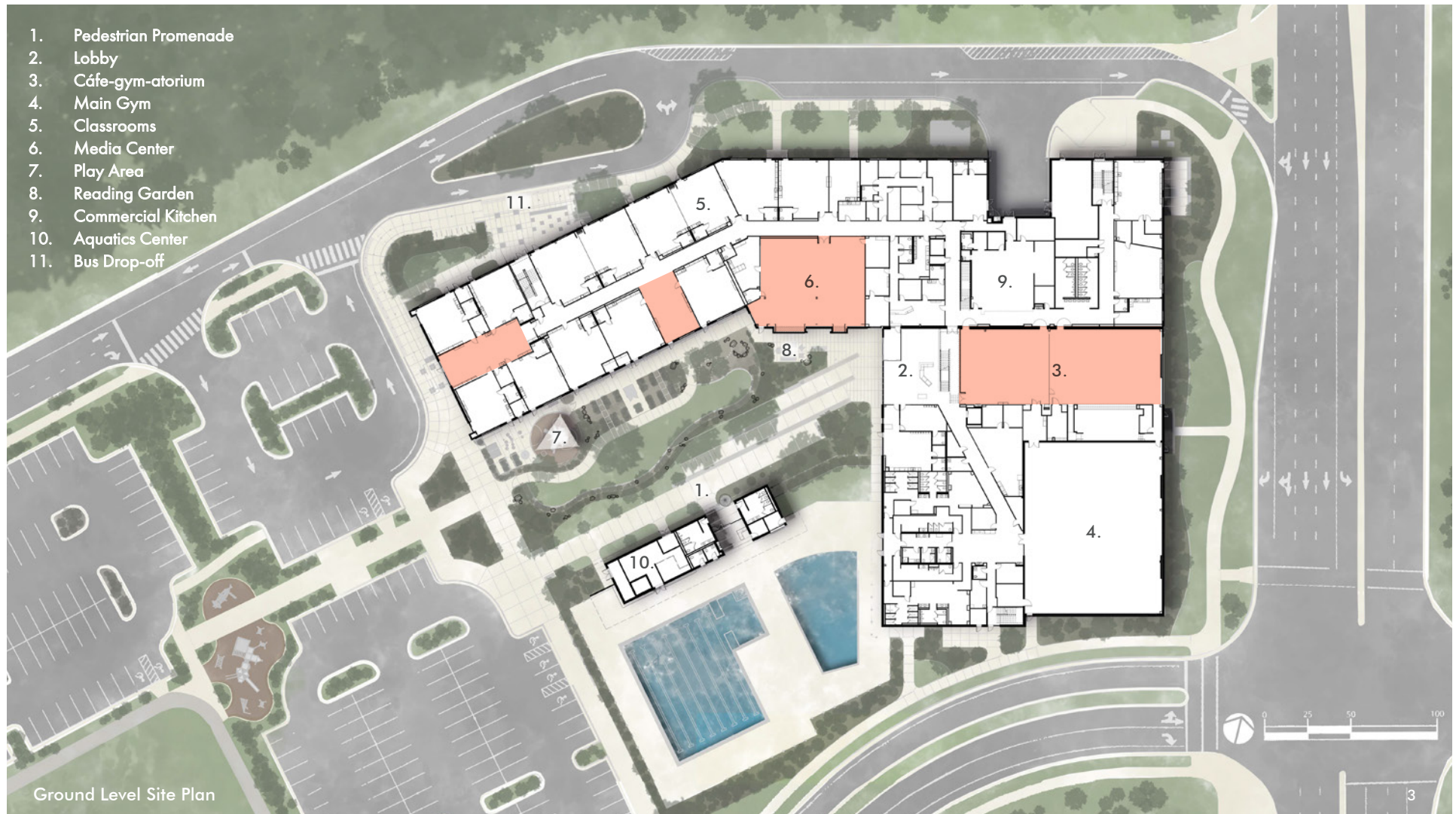
We believe this school will serve as the hub for growth and change for our children. We look forward to watching the Beacon Site continue to grow. And we are looking forward seven years from now – to the high school swim team that will be made up of Southeast Raleigh Elementary Lions who first learned to swim right here.

— Dr. Martin, Wake County Board of Education



Physical Environment

The 117,391 SF facility building features the basic structure of a regional YMCA including a full-size gymnasium, wellness center, two aerobics group fitness rooms, an indoor track, locker rooms, an outdoor aquatics center, and an athletics field with a shelter structure. The building also includes a 503-student elementary school with 32 classroom spaces for grades PK-5, a media center, multiple learning commons, a commercial kitchen, administrative student support spaces, and outdoor play areas.



The interior spaces were greatly inspired by the vibrant community it serves, adopting color theory and trends in project-based learning environments so a bright and progressive framework would emerge. The dynamic colors, natural light, and integration of learning commons for all grade levels promote student success through collaboration and principles of physical and mental well-being.

The shared spaces such as the community kitchen, rooftop garden, outdoor pool, library, and “café-gym-atorium” provide opportunities for children and adults alike to learn new skills in a safe and welcoming environment. Community pride radiates from every corner of this site, and the open, energetic, and unified interior embraces all who enter.





Sustainable features include a cistern that captures rainwater from the pool house roof, reclaimed water to irrigate the playfield, a green roof with multiple educational garden plots above the Pre-K suite, and within the building, ample access to outdoor views and natural daylighting. Low-emitting and regionally sourced materials were used throughout the facility.

The entire campus community can convene in the generous courtyard space on the west side of the building. The pool house and aquatic center is located along a main pedestrian promenade that leads visitors to a shared entry for the main building. The sprays from the splash pad provide soothing acoustics and an evaporative cooling backdrop for students, visitors, and YMCA patrons.

A play space dedicated to students during the day and YMCA visitors after hours is delineated by an undulating picket fence, which is softened by native grass plantings and groupings of reclaimed boulders. This play space engages users of all



ages with a reading garden, orchard, reclaimed log steppers, a water pump, a performance stage, and a community garden. A story time terrace, complete with sculptures from Charlotte's Web, provides an additional dynamic engagement space adjacent to the media center. At the end of the courtyard is a pedestrian spine that is separated from vehicular traffic and leads to the play areas intended for older age groups, as well as the multi-purpose field and outdoor classroom space.

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It is an honor to be teaching at this school and, if I were a student, I would definitely love to be part of the learning community.

— Becky B., Teacher

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The design of the school is not like any other school that I have been in before. The lighting and the windows allow for everyone in the building to feel the community within the school. The collaborative spaces allow for staff and students to feel that they are able to have another place to work.

— Latricia W., Teacher



Community Context

The architectural concept positions the facility as a beacon to the Southeast Raleigh community through a proud display of the diverse activities practiced within its walls.

The primary east elevation on Rock Quarry Road is centrally anchored by an unobstructed view of the two-story shared space between the YMCA and the elementary school to the internal courtyard beyond. Its bold colors are easily visible from the street; the building complies with the City of Raleigh Uniform Development Ordinance (UDO) and good urban design principles. The U-shaped floor plan helps break down the building's visual mass and provides a welcoming courtyard for its true main entrance, which is on the protected interior of the site adjacent to parking and student drop-off points.

Extensive mitigation was required to address leaking USTs, soil contamination, asbestos, underground waste piles, and other problems.

The design takes advantage of the site's existing topography and hydrology to manage stormwater. The project site slopes down gradually toward the west from Rock Quarry and then steepens to the north. Stream buffers exist along Walnut Creek and its tributary, with most of the site positioned within the 100-year Federal Emergency Management Agency (FEMA) floodplain. The project reduced a large amount of existing impervious surface area and utilized the re-use of on-site stormwater conveyance outfalls. Both strategies eliminate the need for extensive stormwater control measures.



Results of the Process & Project



Has the school helped with students' sense of belonging and inclusivity?

It's been vital to ensure that the students have a sense of ownership and pride in their school. We also focused on student's self-confidence and affirmation. The school made it a priority to focus on building a positive culture where students can grow academically and socially while developing an understanding of their own self-worth.

Also, for inclusivity, K-5th grade students wear school uniforms. For the fifth graders to stand out as leaders, their uniform shirts are a different color. Another strategy that supports the positive school climate is the recognition of student strengths outlined by the Positivity Project and the incorporation of them throughout the school community.

SERES adopted a Positivity Project (P2) social curriculum that focuses on 24-character strengths. A P2 club was created with fourth and fifth grade student leaders. Within that group, fifth grade student leaders became student ambassadors. These ambassadors took pride in the school and assisted with leading volunteers and visitors on school tours.



How has the new facility supported inquiry-based learning and critical thinking?

The maker space allows for student groups to be creative while doing multiple tasks. The floor and the hard, wooden tables in the maker space provide opportunities for students to participate in robotics and many STEM-related activities.

Because of the open collaborative spaces, teachers are able to assign group tasks with exploration and critical thinking objectives. Students have the space to solve problems and work out solutions together.

The large spaces allowed for sizable community presentations and engagement activities. Sometimes it was important to have smaller breakout sessions in nearby classrooms and the building's design helped with these quick transitions.

The building sparked an interest from outside entrepreneurs, who have visited and given presentations to students. The spaces in the building have been made available for student, community, and partnership groups to hold meetings and activities.



How have the outdoor learning spaces supported the educational curriculum delivery?

The students are super excited to participate in any outdoor instruction and activity, especially gardening on the rooftop garden and the ground garden beds. Students' active participation in gardening has solidified their learning of horticulture.

- The K-3 playground equipment with the additional outdoor xylophone and drums allows our students to play in a musical and educational outdoor environment.
- The reading area outside of the media center with the rocking chair is really nice and allows for student- and teacher-led class read-a-louds and book discussions.
- The carpool area with concrete seating provides a wonderful outdoor space where presentations happen to give students a break from the indoors. Just to have the opportunity to go outside and learn while in the outdoor environment is refreshing.

- The outdoor space off the art room gives students teachers the opportunity to extend learning outdoors.
- The location of the ground garden beds, which are right outside the Pre-K classrooms, sparks the interest of the students who see the vegetation growth, and the teachers naturally engage students in learning about the garden.
- The amphitheater provides a space for student performances and outdoor student and staff presentations, which are directly aligned to the "Common Core Curriculum standards," or the "Positivity Project Curriculum."
- The enrichment activities include physical sport/games. The outside playground allows students to develop socially, problem solve, boost self-esteem, and engage in teamwork.

The love for gardening is so evident that there is no way visitors, staff, or anyone that sets foot in the facility can ignore our passion for encouraging our students to grow, harvest, and be lifelong learners.

— Becky B., Teacher



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It's a beautiful, amazing space. I have not worked at any other school like it. I love that I don't have to turn on the fluorescent lights in my room – the natural light is a win for everyone.

— Marie A., Teacher

Family

The combined elementary school and YMCA provides a destination with offerings of education and well-being for the entire family with after hours use of the media center, school gymnasiums, and outdoor pool. Additional facility programs that support Southeast Raleigh parents and their children include:

Four “Head Start” certified Pre-K classrooms to help children get an early start on education

Extra support staff including a full-time nurse and a full-time social worker to help meet the needs of students and their families

School media center including books that feature people of color to mirror neighborhood demographics

Free breakfast and lunch for all students and packaged supper meals for qualifying students

Use of the community gardens for community members to grow own vegetables

A diabetes prevention program provided by the YMCA

Classes on health and parenting sponsored by various community organizations

YMCA youth counselors to mentor elementary children

Subsidized YMCA membership rates for neighborhood families



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Every time I am at the site, I literally well up in tears because I know this is going to change the lives of young people who might not otherwise have access to educational or recreational opportunities - or even stable housing. This is one step toward alleviating generational poverty and creating equitable opportunities for all. Not to mention it is beautifully designed and built, providing inspiration and aspiration to all those whose lives will be touched.”

— Mary-Ann Baldwin, Mayor of Raleigh



Educational Tool

The facility embeds a connection to its natural surroundings via the greenway to support physical and mental well-being. The community gardens provide educational opportunities for the children to interact with nature and help supply produce for the community kitchen. The community kitchen, along with other shared spaces, provides adult education after school hours and serves as a collaborative commons during the school day. Synergies between the elementary school and the YMCA offer a valuable lesson in sustainability through the sharing of resources.

Educational Specifications

Inquiry-Based Learning — The Wake County Public School System (WCPSS) developed their new Learning Environment Guidelines (LEGS) during the design of the Southeast Raleigh Elementary School. The full document is attached separately. The school system moved toward a more student-centered, inquiry-based learning model. The objective was to provide an environment which allows young children to be active, vigorous, and freely moving while achieving a high degree of self-discipline and individual responsibility.

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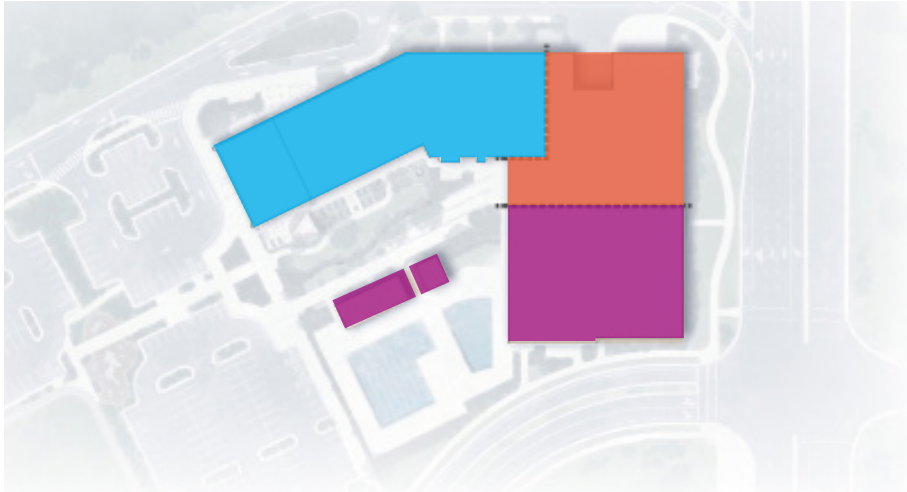
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When you build sincere, authentic, trusting relationships, then students are more apt to do well because they're in a really healthy, nurturing environment.

— Principal Cheryl Fenner in interview with N&O



Program Summary



YIMCA	SF
Lobby / Member Services Counter	1,374
Administration Offices	1,401
Nursery / Indoor Play (3 Zones)	1,228
Community Kitchen	632
Gymnasium and Storage	8,317
Track	2,290
Group Exercise Studio 1	2,129
Group Exercise Studio 2	1,113
After School Gym (shared with School)	2,869
Locker Rooms (Mens, Womens, Boys, Girls, Family)	3726
Wellness Center (w/ Director's Office)	6801
Support Spaces	770
Total Net Area	32,650
Non-Assignable Space Circulation, Mech. Rms., Group Toilets, Exterior Walls	6,253
Gross Building Area - YIMCA	38,903

Secondary Buildings	SF	
Outdoor Chapel	400	400
Poolhouse	0	2395
Day Camp Shelter	4800	5500

Elementary School	SF
Pre-K Classrooms (4 + Commons)	4,706
Kindergarten / toilet (4 Classrooms + Storage)	4,216
1st Grade / toilet (4 Classrooms)	3,867
2nd-3rd Grade (8 Classrooms)	7,379
4th-5th Grade (6 Classrooms)	5,394
General Ed. Support CR	576
Learning Commons (Footnote 1)	6,533
Special Education + Kitchen & Toilets (4 Classrooms)	2,494
Art Classroom + Storage and Kiln	1174
Music Classroom + Storage	989
Media Center + Maker Space	3,899
Play Area (Shared with YIMCA)	0
Platform + Storage	1588
Staff Requirements	2286
Administration	2562
Student Support Services	1006
Dining Area (Shared with YIMCA)	2,270
Food Preparation (Kitchen)	3,176
Plant Operations	652
Technology	58
Total Net Area	54,826
Non-Assignable Space Circulation, Mech. Rms., Group Toilets, Exterior Walls	21,267
Gross Building Area	76,092
Total Project Gross Building Area	117,391

