



Workgroup on Educational Development Specifications

The Findings and Recommendations of Maryland's ED Specs Workgroup
established under the 21st Century School Facilities Act (HB 1783)



July 1, 2019

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Executive Summary

In this report, the Workgroup on Educational Development Specifications (“the Workgroup”) provides its recommendations to the Governor and the General Assembly of Maryland as required in 2018’s House Bill 1783. In January 2016, the General Assembly established the 21st Century School Facilities Commission (Knott Commission) to review all aspects of the State’s school-construction funding process. The Commission held meetings and worked diligently for nearly two years to develop recommendations to improve the efficiency and cost-effectiveness of the process and issued its final report in January 2018. The recommendations of the Knott Commission provided the basis for 2018’s HB 1783, the *21st Century School Facilities Act*.

The Act created the Workgroup on Educational Development Specifications to review specific pieces of the process—those that relate to the early planning and funding processes involved in school construction—and to make recommendations to the Governor and General Assembly.

Ed Specs lay out a detailed project plan, with guidance on everything from the size of a school and its classrooms to lighting, acoustics, and temperature control; essentially, whatever is necessary to create comfortable and productive space for teaching and learning.

Equally important, Ed Specs establish a framework for Local Education Agencies (LEAs) and the State to set realistic funding targets. The workgroup focused on how to facilitate the full disclosure to county and city officials, school board members, school staff, and citizens, by describing in lay terms a facility’s function, purposes and its expected Total Cost of Ownership (TCO).

Maryland Schools Snapshot

- **Nearly 1,400 Facilities** across 24 local school systems and the Maryland School for the Blind.
- **896,845 students** enrolled in September 2018.
- **139 million gross square feet (GSF)** of building space and thousands of acres of land statewide, with a total public asset value of **\$56 billion** at a current replacement cost of \$400 per GSF.
- **The cost of maintenance and operations**, at **\$1.112 billion** a year, is up from average annual expenditures of \$1.097 billion in 1994 – 2013.
- **The cost of replacing facilities**, at the same level of **\$1.112 billion** a year, has climbed from an annual average of \$808 million in 1994 – 2013.

Maryland has reached a critical juncture in the effort to ensure that public schools are designed and built to achieve state and local education objectives while remaining affordable to own and operate over time. The State invests hundreds of millions of dollars in school construction each year, yet conditions do not appear to be improving based upon the measures currently available.

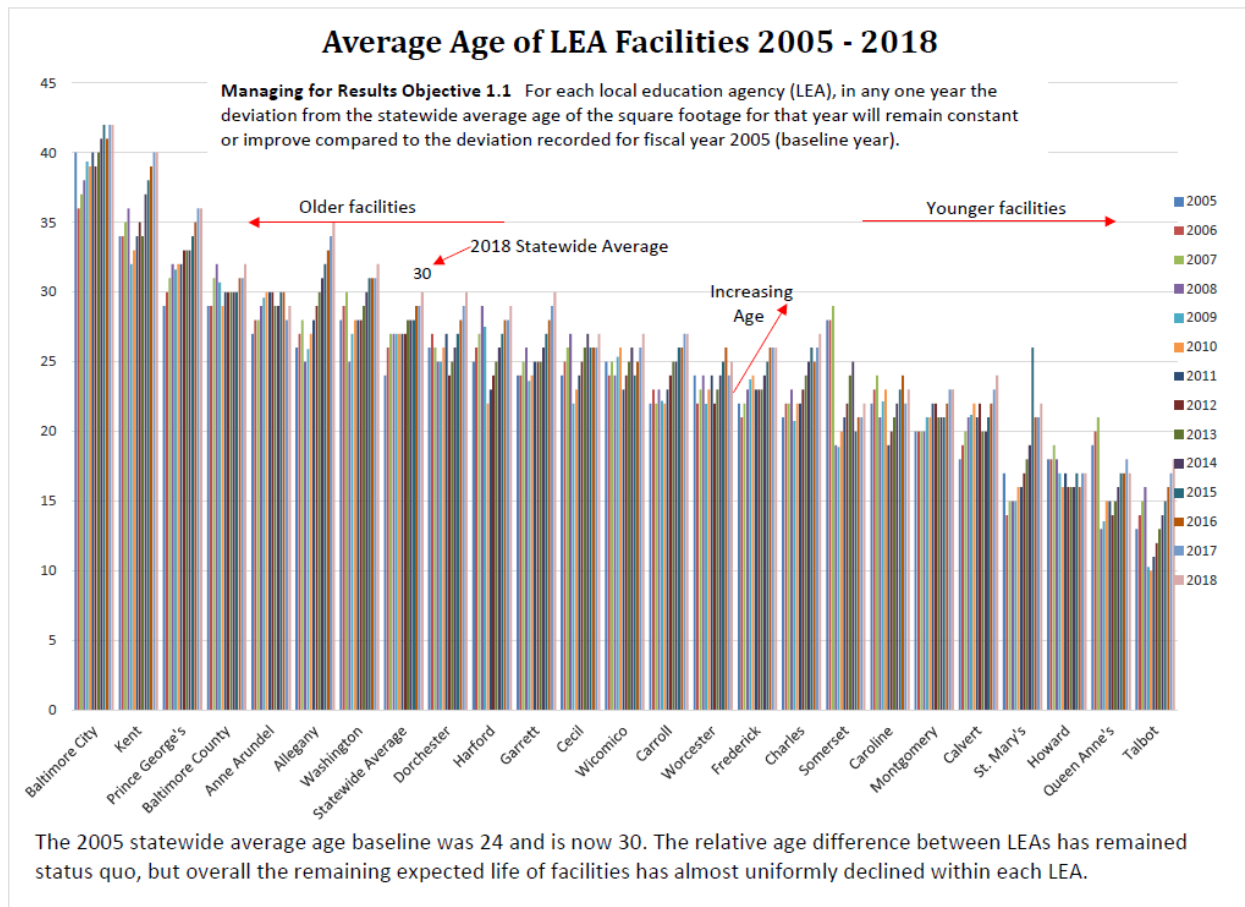


Figure 1. The IAC annually reports the average age of school facilities statewide.

The recommendations in this report reflect hours of analysis and deliberation by a body of elected officials and school-facilities professionals with a variety of experience, expertise and perspectives on how to fine-tune the way schools are designed, built, and operated such that our statewide school-facilities portfolio perpetually remains educationally sufficient and fiscally sustainable.

These consensus recommendations seek to lay the foundation for a new approach to school design and construction: one that enhances the partnership between local jurisdictions and the State and that both preserves local decision making and provides a path to fiscal sustainability.

Statutory Charges

The General Assembly of Maryland passed the [21st Century School Facilities Act](#) in the Spring 2018 Legislative Session, laying the groundwork to re-evaluate the State's approach to school construction funding based upon the work of the Knott Commission. Section 6 of the Act established the workgroup and outlined their charges.

(f) The Workgroup shall:

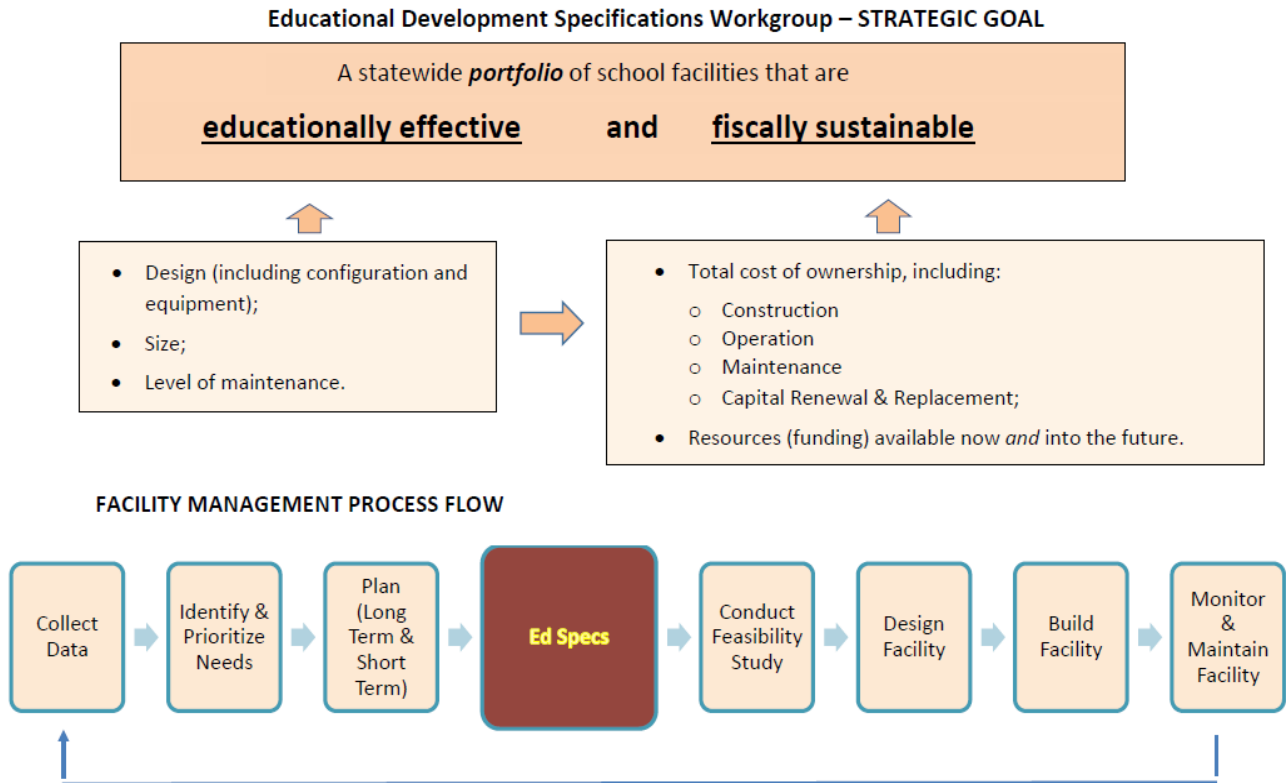
- (1) Review the square footage allocations that are currently used to calculate the State maximum allowable square footage for a project to identify any overly restrictive requirements and to determine if alternative methodologies or allocation could result in more efficient use of space in school buildings;
- (2) Review the Maryland State Department of Education school design standards and guidelines to ensure that the standards and guidelines:
 - (i) Are aligned with the space allowance for each type of space, such as health suites, classrooms, and community use areas; and
 - (ii) Are not overly specific;
- (3) Examine the use of regional cost-per-square-foot figures in the State allowable cost-per-square foot figures that are established annually, which would reflect the different construction and labor markets in regions of the State;
- (4) Review the State Rated Capacity process; and
- (5) Review the cost per student of school construction projects for new or replacement schools and major renovations of existing school facilities and examine the differences in cost per student by type of school across local jurisdictions.

(g) The Workgroup shall make recommendations regarding:

- (1) The square footage allocations that should be used to calculate the State maximum allowable square footage allocations, including recommendations on community use space in schools, especially in community schools and in schools with a high proportion of students eligible for free and reduced-price meals;
- (2) The Maryland State Department of Education (MSDE) school design standards and guidelines;
- (3) The use of regional cost-per-square-foot figures in the State allowable cost-per-square-foot figures;
- (4) Updates to the State Rated Capacity process, including any updates necessary to address special programs and adjacent schools; and
- (5) Options for increasing the State share of eligible school construction costs for projects with lower than average cost per student for each type of school.

Workgroup Process

The Workgroup met six times, typically for all-day meetings, between November 28, 2018 and May 23, 2019. Each meeting was held in the Nancy Grasmick Education Building located at 200 West Baltimore Street in Baltimore City. Meetings were live streamed and archived video is available on the Interagency Commission on School Construction’s (IAC) website at iac.maryland.gov. At their first meeting, the members of the Workgroup agreed upon their primary strategic framework—to achieve a statewide portfolio of school facilities that are educationally effective and fiscally sustainable.



Educational Specifications facilitate communication between educators and design professionals. Ed specs should also serve as FULL DISCLOSURE regarding the projected total cost of ownership for the facility across its expected lifespan.

To facilitate their conversation, a discussion matrix that identified the statutory charges and corresponding issues was utilized and updated based upon the Workgroup’s discussion at each meeting. The final discussion matrix is attached to this report as Appendix A.

Prominent Discussion Themes

While working to come up with specific recommendations to meet the statutory charges, several prominent themes emerged around which all of the workgroup recommendations were focused.

Sustainability of the Statewide School Facilities Portfolio

As the average age of school facilities continues to increase despite substantial financial investment into school facilities by the State and the local jurisdictions, the workgroup recognized early that the overarching objective must be to achieve a sustainable school facilities portfolio that maximizes the use of limited available resources. While decisions and information related to specific projects is critical, the workgroup recognized individual project choices must be to the benefit of the school facilities portfolio as a whole, resulting in a total statewide asset that is sufficient to educate every child in every seat in a Maryland school both today and in the future.

Reduced Total Cost of Ownership

Early on the workgroup identified that, in isolation, neither the up-front cost of a construction project nor the long-term cost to own and operate a facility provide sufficient information to make informed decisions. Typically, a facility can last around 30 years before a major renovation project is necessary to keep the facility up-to-date and in working condition. The cost to own and operate a facility for those 30 years often exceeds the initial cost to build the facility. Therefore, facility design decisions must be made both with up-front and long-term costs in mind.

The State's Role in School Facilities Construction and Management and LEA Flexibility

Another central theme emerged around the need for decision-making authority to stay with the decision makers who can make the best and most informed choices for their students and communities—the locals. It became clear that the State's role should be to support the LEAs by providing information, guidance, and best practices, without imposing unnecessary or overly restrictive requirements. School facilities are not one-size-fits-all, and the State's system and processes must be flexible enough to meet unique and constantly evolving educational needs.

Maintenance

While the Workgroup focused primarily on early and critical planning and design decisions that determine the size, cost, and other attributes of a facility, the members also knew that projects and ownership cannot be separated from one another. After a facility is built, it must then be used and maintained properly. Inadequate maintenance shortens the life of the facility, costing valuable taxpayer dollars, and results in facility conditions that are not suitable for the education of children. The Workgroup identified that promoting best practices in maintenance and maintenance reporting will be critical to the success of the statewide school facilities portfolio, and discussed potential incentives and requirements around maintenance efforts and spending to promote positive practices.

Findings and Recommendations

Statutory Charges I and III

Because charges I and III are tied so closely together, the Workgroup chose to consider them in tandem, with various subtopics that focused on specific aspects of the charges.

Statutory Charge I

Review to ensure that the standards and guidelines are aligned with the space allowance for each type of space – health suites, classrooms, community-use areas, etc. – and are not overly specific, and make recommendations as needed/appropriate.

Statutory Charge III

Review to identify overly restrictive elements and to determine if alternative methodologies or allocations could yield more efficient use of space. Make recommendations regarding the square footage allocations that should be used to calculate the State’s maximum allowable square footage allocations, including recommendations on community-use space in schools, especially in communities and schools with a high proportion of students eligible for free and reduced-price meals.

In its review, the Workgroup focused on two main issues: 1) there is a prominent misconception that the Maryland State Department of Education’s (MSDE) school-facilities guidelines are *requirements* rather than recommendations with regard to both design and use; and, 2) whether or not the IAC’s square-footage allocations used to determine State funding participation are sufficient to support state required educational programs.

LEA’s misinterpret MSDE’s “guidance” as requirements

With regard to design of spaces, Title 13A of the COMAR identifies programmatic requirements for educational facilities, which can be misinterpreted to require specific spaces. The Workgroup emphasized the need for local flexibility to meet educational requirements in innovative ways according to what is fiscally sustainable for the LEA. With regard to use of spaces, State requirements have at times been interpreted as not allowing multiple uses, such as serving lunch in the gymnasium. The Workgroup members agreed that the use of spaces should be a local decision. Greater utilization decreases space needs, which decreases the up-front cost to construct a facility as well as the ongoing cost of owning the facility.

Recommendations to clarify State role in design decisions

1. Clarify in Statute (Education Article § 2-303), MSDE’s Design Guidelines, COMAR, and the IAC Administrative Procedures Guide that the layout and design of school space fall under local control as long as they meet State programmatic requirements and building codes.
2. Align all State communications to acknowledge that facility design lies within the LEA’s purview.
3. Continue with implementation of HB 1783 and add IAC capacity as determined necessary by the IAC.

4. Review State Board of Education COMAR for implied space requirements and recommend that the State Board of Education adopt COMAR language stating that educational content standards shall not imply or specify the provision or use of school facility space. The use of space is a local decision.

Recommendations to clarify that multiple-use of spaces is a local decision

1. Review statutes, COMAR, and/or policies that impose State restrictions on use of space to clarify that use of space is a local decision.
2. Research and share information on multi-use best practices and models to LEAs and other stakeholders.

The IAC's Maximum Gross Area Allowances (MGAAs) are not aligned with State design guidelines

The IAC establishes Maximum Gross Area Allowances (MGAAs) for state funding participation that are based upon a formula that allows a certain number of square feet per student depending on the student's grade level. The IAC publishes these allowances in Appendix 102B of the IAC's [Administrative Procedures Guide](#). Over the course of a year, the IAC staff and MSDE School Facilities Branch Staff worked with LEAs and MSDE's program and content offices to review both the MGAAs and the State's facilities-design guidelines for each functional area of a school facility. Staff accordingly developed for consideration of the IAC and the Workgroup draft Gross Area Baselines (GABs) to replace the MGAAs. In most instances, the Baselines allow for a slight increase of eligible square footage over the MGAAs.

The purpose of a school facility is to properly support all educational programs. Because each school's combination of educational programs and environmental factors is unique, a standardized gross area formula will not always ensure sufficient space. The Workgroup accordingly recommended that the IAC adopt a variance process by which an LEA could request state funding participation for additional square footage beyond the GABs on a case-by-case basis, provided substantive evidence supports the need.

Recommendations to align IAC's gross area allowances with programmatic requirements

1. The IAC should adopt the Gross Area Baselines (GABs) to replace the MGAAs and, on a case by case basis, grant variances to increase space when appropriate.
2. The IAC should review and adjust the GABs as necessary and at least every two years.
3. Quantify and annually report on variances, trends, and goals – educational and legislative – that reflect growing demands for school space.

Statutory Charge II

Review the process to determine the State Rated Capacity (SRC) and make recommendations on any needed changes, including any updates necessary to address special programs and adjacent schools.

Supply Side – The SRC does not match LEAs’ calculations of facility capacity and does not recognize the spaces needed to deliver programs required to address the needs of special populations

The SRC calculation produces only a rough estimate of facility capacity. Facility capacity information is critical to efficient planning and early decision making and the SRC is not refined enough to be an accurate tool for either local decisions in planning and utilization or State decisions regarding the allocation of capital dollars to LEAs for school construction.

Recommendations to refine capacity information for use in facility planning and funding decisions

1. Transition the current SRC that is used for high-level decisions to the State Facility Capacity (SFC) that will replace the SRC over time with a more specific and accurate tool. The SFC is based upon an analysis of the projected utilization of all student-service spaces in a facility, both by seat and over the course of the hours in a typical week of operation. This analysis produces a more accurate description of student capacity of a facility than does the SRC. It will bring the capacity figures used in state-level funding decisions into closer alignment with the actual usage of the spaces within LEAs’ facilities.
2. Consider launching a joint State-Local effort to develop a system for maximizing use of school facilities between jurisdictions where there is an agreed upon joint programmatic opportunity.
3. Explore potential partnerships with groups that have GIS expertise, such as the Office of GIS within the State Department of Information Technology (DoIT) and the Eastern Shore GIS Cooperative through Salisbury University, which assists counties on the Eastern Shore.

Demand Side – The SRC does not provide necessary data to conduct neighborhood-level supply-demand analysis

When allocating funding and making planning decisions, the IAC utilizes county-level enrollment projections and recent year enrollment information for adjacent schools. Information regarding supply and demand at the neighborhood level is incomplete.

Recommendations for more accurate supply-demand analysis

1. Develop and devote resources of the IAC, Maryland Department of Planning (MDP) and DoIT’s Office of GIS to move toward data-driven systems for estimating and reporting current and projected demand by neighborhood.
2. Work with the LEAs to support more accurate long-range supply-demand analyses and portfolio-wide capacity planning that incorporates the impact of academic program characteristics and elements that affect demand, without regard to neighborhood.

Some existing facilities are underutilized

Unused or underutilized space increases operational costs for LEAs unnecessarily. Increased utilization of school facilities, either by eliminating unnecessary square footage or identifying administrative solutions for better utilization, results in lower facilities portfolio cost of ownership and maximizes the return on past investments in facilities and infrastructure.

Recommendations to increase utilization of school facilities

1. When projects are being planned that will increase the gross square footage of an LEA's facilities portfolio, prepare Total Cost of Ownership analyses that study alternate solutions to building additional space.
2. The legislature should determine a process and agency to address issues and opportunities to increase utilization of under-utilized space within the statewide school facilities portfolio, for both school and non-school purposes.

Statutory Charge IV

Regional Cost per Square Foot of School Construction – Examine the potential use of regional cost-per-square-foot figures in the State allowable cost-per-square-foot figures that are established annually, which would aim to reflect the different construction and labor markets in regions of the State. Make recommendations regarding the use of regional cost-per-square-foot figures in the State allowable cost-per-square-foot figures.

The IAC's single cost-per-square-foot measure does not reflect the variability in construction costs across the State

The Workgroup discussed this topic extensively, and ultimately decided that regional cost-per-square-foot figures were not a feasible solution. Construction cost variables are extensive and far more complex than can be addressed with regional figures. Additionally, data sets to determine regional cost-per-square-foot figures would be far too small to yield any accurate figures. Instead, the workgroup focused on allowing the IAC to have sufficient flexibility to participate in justifiable costs that exceed the standard cost-per-square-foot.

Recommendations to promote State participation in justifiable construction costs exceeding the standard cost-per-square-foot

1. Review and improve COMAR 23.03.02.07 to permit the IAC to increase State participation beyond the standard cost-per-square-foot in any county rather than only in "One Maryland" counties as defined by the regulation.
2. Set aside 2.5% of the annual total CIP new authorization allocation as an IAC contingency fund to be used case-by-case in instances where the actual cost-per-square-foot exceeds the cost-per-square-foot eligible for State funding participation, despite the LEA's best efforts to control costs. Remaining funding would revert to the next year's CIP for allocation.

Statutory Charge V

Review the cost per student of school construction projects for new or replacement schools and major renovations of existing school facilities and examine the differences in cost per student by type of school across local jurisdictions. Make recommendations regarding options for increasing the State share of eligible school construction costs for projects with lower than average cost per student for each type of school.

State is not actively incentivizing cost savings in school construction

The statutory charge specifically required the Workgroup to make recommendations for incentivizing lower project costs. The Workgroup identified early on that the total cost of ownership for a facility was far more critical than the up-front cost to build, as the costs of owning and operating a facility for 30 years can exceed the initial cost to construct the facility and those operational dollar compete directly with funding for teachers and supplies. For that reason, the Workgroup focused on recommendations to lower the total cost of ownership, including up-front costs, which are detailed later in this report. The workgroup also discussed that the IAC should promote innovative solutions to facilities needs outside of existing regulatory framework when the LEA can demonstrate fiscally advantageous solutions.

Recommendations to allow local flexibility to meet facility needs

Allow the purchase of buildings for renovation as part of a project's cost if feasibility studies demonstrate that it is the best solution.

Recommendations Outside of Direct Statutory Charges

Throughout the course of the Workgroup discussions, the Workgroup often identified issues or potential solutions that were outside of the specific scope of the statutory charges, but were consistent with the intention of the legislative language and the agreed upon strategic goal of the Workgroup to find solutions to achieve a Statewide portfolio of school facilities that are educationally effective and fiscally sustainable. These recommendations are scattered throughout the Discussion Matrix in the categories that prompted their initial discussion, but have been reorganized within this additional category for clarity in the Workgroup's final report.

Definitions of capital and maintenance spending on facilities are inconsistent and do not allow for comparable information across LEAs

Although LEAs report budget and expenditure information to MSDE, the cost definitions that are used make it difficult to separate facility capital and maintenance costs from other costs. For example, vehicle maintenance costs can be grouped together with facilities maintenance costs. Lack of comparable and clear data makes it impossible to properly analyze facilities spending.

Recommendations to improve maintenance spending data for analysis and further consideration

1. Implement the National Council on School Facilities' "Definitions of Key Facilities Data Elements" for budgets and expenditures that make up the total cost of ownership that LEAs report to MSDE. Adoption of these definitions would streamline data collections and limit manual information collection required by the LEA for several other Workgroup recommendations.

Total Cost of Ownership is not considered in State funding decisions

Total cost of Ownership (TCO) is the cost to build, own, and operate a facility over time. Although the first cost of constructing a facility is costly, the cost to own and operate the facility for 30 years can exceed the initial cost of construction. Limiting decision-making information with respect to design and construction to first project cost severely limits the ability of decision makers to make good decisions. In

discussing how to incentivize reducing the cost of a facility, the workgroup ultimately decided that it is far more important to incentivize building a facility that has a lower TCO, regardless of whether the up-front cost to build is more or less expensive. The workgroup further discussed that TCO should be discussed in terms of cost per student as well as cost per square foot, as the information is easier for the public to understand.

Recommendations to incentive a lower TCO for new, replacement, and fully renovated school facilities

1. Create Life Cycle Cost Analysis (LCCA) comparable standards and measures used in a tool for calculating the total cost of ownership.
2. Create an incentive that provides for additional State share percentage points that correspond to percentage reductions in the facility TCO when compared to the baseline. Industry standards show that for each year, facility cost of ownership equals 2% of the initial construction cost for maintenance and operations (including heating, cooling, custodial, grounds, etc.) plus 2% of the initial construction cost for systemic projects (capital maintenance). An incentive could reward LEAs who design a facility for which the estimate TCO of the facility is less than the baseline according to industry standards.
3. Develop incentives for LEAs to reduce total cost of ownership of independent facilities and to improve the fiscal sustainability of their entire facilities portfolio.

Recommendations to report or identify TCO to inform State and local decision makers

1. Implement post-occupancy evaluations utilizing a standard template that will facilitate collection and availability of comparable information for all LEAs.
2. Implement the use of the “Ed Spec Total Cost of Ownership Estimation” tool to capture and inform on the cost to build and operate facilities over time. The tool should include cost per student calculations and should be required beginning at the Educational Specifications submission to MSDE and should be updated at incremental design stages.
3. Explore the implementation of real time utilities metering for each facility.

Maintenance and operations activities are underfunded and funding competes with operational dollars

While capital dollars are accounted for and often derived from sources other than operational dollars, maintenance spending directly competes with other critical operational needs, including teachers and textbooks. This competition often results in an underfunding of operational maintenance.

Recommendations to ensure appropriate levels of maintenance funding

1. Explore the implementation of a standard maintenance management system to collect data on LEAs facility operations, maintenance, and capital-renewal activities. Analyze the data and provide reports to State and local stakeholders.
2. Consider legislation that requires a certain percentage of formula funding or a new funding source be dedicated to and spent on routine facilities maintenance and operations.
3. Request that the IAC recommend that the State Board of Education implement standard National Council on School Facilities (NCSF) definitions to clearly define facility ownership expenses that LEA’s report to MSDE to enable the IAC to track facilities cost of ownership.
4. Recommend that the Kirwan Commission include a funding bonus or reward for meeting a certain level of maintenance effectiveness.

5. Consider incentives in which the state share of systemic projects would be increased where the system to be replaced has exceeded the lifespan expected.

Shared Use of Space

The workgroup identified that the cost of operating and maintaining space is often not understood by community organizations or the public and school systems often have to pay for the use of space for non-educational purposes. Although LEAs see value in building space for community partners to use, there should be a full understanding of the cost of owning these spaces. Separately, the workgroup also noted that current State funding practices do not allow the greatest level of flexibility for the LEA to work out innovative facilities solutions—in particular, the IAC will not participate in the cost of purchasing a facility that could be renovated to serve as a school.

Recommendations to promote clear shared-space agreements and practices

1. Research questions and resources related to cooperative use agreements, such as standardized leases and cost per square foot.
2. Provide technical assistance and best practices information on cooperative-use agreements for LEAs.
3. Develop an online toolkit highlighting information, resources, and practical tools such as the join-use School Facilities Cost Calculator created by the 21st Century School Fund's Building Educational Success Together collaborative.
4. Educate county governments and the public on cost of ownership.

Conclusion and Next Steps

The Workgroup on Educational Specifications is tasked with completing this report and submitting it to the Governor and the General Assembly by July 1, 2019. However, the submission of this report is only the first step in creating a State school-construction process that results in educationally sufficient and fiscally sustainable school facilities.

Some of the recommendations in this report can be almost immediately implemented by the Interagency Commission on School Construction. In fact, at their meeting on May 9, 2019, the IAC voted to replace the Maximum Gross Area Allowances with the proposed Gross Area Baselines (GABs), which better account for programmatic space requirements in school facilities. At the same meeting, the IAC voted to require preliminary estimated total cost of ownership information from LEAs when they submit their educational specifications to the IAC for review. The meeting agenda materials are available on the [IAC's website](#).

However, some recommendations require further discussion and deliberation. Ideas for potential funding-related incentives, for example, will now be passed on to the Workgroup on the Assessment and Funding of School Facilities (Funding Workgroup). The Funding Workgroup, created pursuant to Section 3 of HB 1783, is tasked with considering whether the State should provide funding incentives for local jurisdictions that reduce the total cost of ownership of public school facilities. The Funding Workgroup will also consider the results of the Statewide Assessment and how they should be used to guide State funding decisions. A brief summary of the Funding Workgroup membership and statutory charges is attached as Appendix C. The Funding Workgroup is anticipated to begin meeting later this summer.

The size of the statewide school facilities portfolio in Maryland is second only to the portfolio of its roads, with an asset value of \$56 billion. School facilities must remain perpetually in sufficient condition and the processes established for planning, funding, and maintaining these facilities must be persistent. Nearly 900,000 students attend just under 1,400 school facilities which must be in sufficient condition to enable those children to learn.

Blue shading indicates direct relation to statutory charges
Green shading indicates that recommendation will be presented to the Funding Workgroup for additional consideration
Yellow shading indicates that recommendation is outside of direct statutory charges

I. MSDE Facilities Design Standards and Guidelines — Review to ensure that the standards and guidelines are aligned with the space allowance for each type of space – health suites, classrooms, community-use areas, etc. – and are not overly specific, and make recommendations as needed/appropriate.

III. IAC Square Footage Allocations/Maximum Gross Area Allowances (MGAAs) — Review to identify overly restrictive elements *and* to determine if alternative methodologies or allocations could yield more efficient use of space. Make recommendations regarding the square footage allocations that should be used to calculate the State’s maximum allowable square footage allocations, including recommendations on community-use space in schools, especially in communities and schools with a high proportion of students eligible for free and reduced-price meals.

Issues	Potential Solutions	Pros	Cons	Draft Recommendations	Responsible Actor
A. The IAC’s <i>Maximum Gross Area Allowances</i> (MGAAs), used to set state funding participation, are too restrictive and do not align with MSDE’s <i>Design Guidelines</i> for space.	Adjust the IAC’s <i>Maximum Gross Area Allowances</i> (MGAAs) to better support educational sufficiency and to align with MSDE’s <i>Design Guidelines</i> .	Will align State funding with the State’s recommendations regarding facility spaces and size. Provides a reasonable funding boundary around facility size that supports educational sufficiency. Supports the provision of resource spaces and community spaces.	May perpetuate the perceived validity of a “required” size. There is scarce evidence showing that providing more space results in improved student academic performance. May produce significant costs of ownership unrelated to academics	1) IAC adopt the revised MGAAs proposed by IAC staff and convert MGAAs into Gross Area Baselines (GABs) that describe the default outer boundaries of size in which the state will participate while allowing the IAC to grant variances on a case by case basis as appropriate. 2) The IAC will continue to review and adjust the GABs as it deems necessary and at least every 2 years.	<ul style="list-style-type: none"> IAC
B. LEAs often misinterpret MSDE’s “guidance” on the design of space as a requirement, including multi-use of spaces, resulting in a perception of too much state micro-management. MSDE curriculum specialists must advise only on programmatic requirements, while facilities requirements must be left up to LEA authority.	Clarify in regulations that decisions on design of space have been and remain local decisions. Survey school districts to determine their needs and priorities and add value through additional technical assistance—and/or other state support – on design of facilities/spaces; bulk purchasing; public/private partnerships; and/or standardized agreements to attain educational sufficiency <i>and</i> fiscal sustainability (utilizing total cost-of-ownership analysis); Invest time and effort to develop and share well-documented best practices, tools, and training with LEAs, (e.g., through a resource library).	Facilitates partnerships between the State and local school districts to define and achieve shared educational goals. Retains LEA flexibility to meet State programmatic goals in ways that make the best use of limited resources and school facilities.	Requires IAC staff time and capacity.	1) Revise statutes, COMAR, and/or policies that impose State restrictions on use of space to clarify that use of space is a local decision. 2) Clarify in statute (Ed. Art. §2-303), MSDE’s <i>Design Guidelines</i> , COMAR, and APG that the layout and design of school space fall under local control as long as they meet State programmatic requirements and building codes. Include language stating that the IAC cannot withhold funding based solely on internal design elements. 3) Align all state communications to acknowledge that facility design lies within the LEAs’ purview. 4) Review State Board of Education COMAR for implied space requirements and recommend that the State Board of Education adopt COMAR language stating that educational content standards shall not imply or specify the provision or use of school facility space. The use of space is a local decision. 5) Research and share information on multi-use best practices and models to LEAs and other stakeholders.	<ul style="list-style-type: none"> IAC State Board of Education MSDE School Facilities Branch

Blue shading indicates direct relation to statutory charges
Green shading indicates that recommendation will be presented to the Funding Workgroup for additional consideration
Yellow shading indicates that recommendation is outside of direct statutory charges

Issues	Potential Solutions	Pros	Cons	Draft Recommendations	Responsible Actor
C. Total Cost of Ownership is not weighed heavily enough in State funding decisions, despite the long-term impacts at the state <i>and</i> local levels. There are few incentives for LEAs to plan, design and build more efficiently and to factor in total cost of ownership.	Develop incentives to promote long-term planning and decision-making that are grounded in fiscal sustainability (affordability) through analyses of Total Cost of Ownership.	<p>Incentivizes LEAs to lower their average portfolio Total Cost of Ownership every time they plan a new or renewal project.</p> <p>By focusing local attention on total cost of ownership, the State can lay the groundwork for greater fiscal capacity to support school construction over time.</p>	<p>To accurately determine the estimated total cost of ownership requires additional resources.</p> <p>Reconciling the projected total cost of ownership with the actual total cost of ownership – through Post-occupancy evaluations and facility monitoring – requires additional resources, such as accounting services.</p>	<p>1) Create incentives that encourage LEAs to analyze and plan/design for total cost of ownership for new, replacement, and fully renovated school facilities based on the costs of building, operating, and maintaining facilities over the full life of a project. (Incentives as Presented at the April 10 Ed Spec Workgroup Meeting to increase State participation by a percentage or a fraction of a percentage corresponding to the number of percentage points an LEA reduces the total cost of ownership under the baseline total cost of ownership; http://www.pscp.state.md.us/Workgroups/EDSW/EDSWindex.cfm)</p> <p>2) Create and maintain LCCA comparable standards and measures used in a tool for calculating total cost of ownership.</p> <p>3) Implement post-occupancy evaluations utilizing a standard template that will facilitate collection and availability of comparable information for all LEAs.</p> <p>4) Implement the National Council on School Facilities’ “Definitions of Key Facilities Data Elements” for budgets and expenditures that make up the total cost of ownership that LEAs report to MSDE and track the cost of ownership.</p> <p>5) Explore the implementation of a standard maintenance management system to collect data on LEAs’ facility operations, maintenance, and capital-renewal activities. Analyze the data and provide reports to State and local stakeholders.</p> <p>6) Explore the implementation of real time utilities metering for each facility.</p>	<ul style="list-style-type: none"> Funding Workgroup IAC

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Issues	Potential Solutions	Pros	Cons	Draft Recommendations	Responsible Actor
<p>D. Some LEAs see value in allowing community partners to use school spaces.</p> <p>But the ongoing costs of owning and operating a school – including cooperative use spaces – can equal or exceed the original cost of construction and they fall almost entirely on the LEAs.</p> <p>There is not enough funding in LEA budgets to support both essential educational spaces and additional use spaces (e.g. for recreational, social, and health services).</p> <p>Members of the public feel that they should be able to use school spaces without paying for them, however, because they have already funded the construction with tax dollars. [They do not understand the ongoing cost of owning and operating school facilities.]</p>	<p>Develop standardized agreements to support fiscally prudent, cooperative use of school facilities.</p> <p>Provide a standardized calculator for use of LEA space that uses rates conducive to properly supporting the total cost of ownership for long-term fiscal sustainability.</p>	<p>In some cases, maximizing use of school space with Cooperative Use Agreements can encourage partners to provide “wrap around services,” (e.g. after-school care and/or student vaccinations.)</p> <p>The LEA can recover some of the costs to own and operate a school over its expected life, which is often equal to or greater than the original cost of construction.</p>	<p>Convenience of wrap-around services being offered in school facilities could be reduced or additional funding for those services may need to be developed to make LEA budgets whole.</p>	<p>1) Research questions and resources related to cooperative use agreements, such as standardized leases and cost per square foot.</p> <p>2) Provide technical assistance and best practices information on cooperative-use agreements for LEAs.</p> <p>3) Develop an online toolkit highlighting information, resources, and practical tools such as the joint-use School Facilities Cost Calculator [http://www.bestschoolfacilities.org/jointusecalc/] created by the 21st Century School Fund’s Building Educational Success Together collaborative.</p> <p>4) Educate county governments and the public on cost of ownership (which can be more than the original cost of construction).</p>	<ul style="list-style-type: none"> IAC
<p>E. Building above the baseline total cost of ownership shifts future state funding for systemic replacements from efficiently building LEAs to the overbuilding LEAs.</p>	<p>Disincentivize overbuilding by reducing State participation now or in the future.</p>	<p>State funds will more equitably address a greater set of facilities needs statewide.</p>	<p>Would require the development of a more robust and sophisticated database to track GABs at time of award.</p>	<p>1) Beginning in the FY 2021 CIP cycle, track eligible square footage for new or renewal projects and only participate in the same percentage of systemics built in the future, thereby disincentivizing overbuilding.</p> <p>2) Create a robust communications plan to inform districts of the changes.</p>	<ul style="list-style-type: none"> IAC

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II. State-Rated Capacity (SRC)—Review the process to determine SRC and make recommendations on any needed changes, including any updates necessary to address special programs and adjacent schools.

Issues	Potential Solutions	Pros	Cons	Draft Recommendations	Responsible Actor
<p>A. Supply Side: Maryland Department of Planning (MDP) and local governments use the SRC primarily for planning and growth management. The SRC does not match LEAs' calculations of facility capacity.</p> <p>LEAs report that the supply side of available student capacity in existing facilities, as calculated with the SRC, often differs from the availability calculated by utilization.</p> <p>IAC calculations of facility capacity do not adequately recognize the spaces needed to deliver programs required to address the needs of special populations.</p>	<p>Initiate the development of a new process and tools for decision-making at the neighborhood level.</p> <p>For decisions on capital allocation and project approvals, adopt a process for calculating facility capacity based on detailed information on populations served, programs delivered, and LEA policies.</p>	<p>Acknowledges that the SRC calculation produces only a rough estimate of facility capacity.</p> <p>Factors actual facility utilization into decision making on capital projects.</p> <p>Acknowledges the spaces required to deliver the programs that LEAs believe they must deliver (e.g., to meet the needs of special populations).</p>	<p>May require more information and involvement (staff time) from LEAs.</p> <p>Requires more staff time from the IAC and partner agencies to analyze justification of need.</p>	<p>1) Transition the current SRC that is used for high level decisions to the SFC that will replace the SRC over time with a more specific and accurate tool.</p> <p>2) Consider launching a joint State-Local effort to develop a system for maximizing use of school facilities between jurisdictions where there is an agreed-upon joint programmatic opportunity.</p> <p>3) Explore potential partnerships with groups that have GIS expertise, such as the Office of GIS within the State Department of Information Technology (DoIT) and the Eastern Shore GIS Cooperative through Salisbury University, which assists counties on the Eastern Shore.</p>	<ul style="list-style-type: none"> IAC MDP
<p>B. Demand Side: The IAC currently allocates capital funds without having the data required to conduct neighborhood-level, supply-demand analyses.</p>	<p>Encourage LEAs to use a GIS-based or similar system to analyze demand at the neighborhood level and share their data with the State.</p> <p>Develop a statewide GIS system to capture and share student mobility trends with LEAs to achieve greater accuracy in projecting populations of schools and communities.</p>	<p>Supports LEAs to improve their planning capacity by sharing valuable data.</p> <p>Allows the State to deploy state capital dollars more accurately to meet the current and projected needs.</p> <p>Hedges against over/under-building.</p>	<p>The State and the LEAs need more time and resources to develop systems and capacity to support more precise projections of facilities needs at the local level with accurate data.</p>	<p>1) Develop and devote resources of the IAC, MD Dept of Planning, and DoIT's Office of GIS to move toward data-driven systems for estimating and reporting current and projected demographic trends.</p> <p>2) Work with LEAs to support more accurate long-range, supply-demand analyses and portfolio-wide capacity planning that incorporates the impact of academic program characteristics and elements that affect demand.</p>	<ul style="list-style-type: none"> IAC MDP DoIT
<p>C. Some existing facilities are underutilized.</p>	<p>Incentivize administrative solutions for better utilization of existing facilities, such as support for converting them into magnet schools that draw from a larger area.</p>	<p>Results in lower facilities portfolio cost of ownership.</p> <p>Maximizes the return on past investments in facilities and infrastructure.</p>	<p>Possible increases in transportation costs.</p> <p>May require students to cross existing attendance zones within LEAs.</p>	<p>1) When projects are being planned that will increase the gross square footage of an LEA's facilities portfolio, prepare Total Cost of Ownership analyses that study alternate solutions to building additional space.</p> <p>2) Legislature should determine a process and agency to address issues and opportunities to increase utilization of underutilized space within the statewide school facilities portfolio.</p>	<ul style="list-style-type: none"> IAC General Assembly

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IV. Regional Cost per Square Foot of School Construction — Examine the [potential] use of regional cost-per-square-foot figures in the State allowable cost-per-square-foot figures that are established annually, which would aim to reflect the different construction and labor markets in regions of the State. Make recommendations regarding the use of regional cost-per-square-foot figures in the State allowable cost-per-square-foot figures.

Issues	Potential Solutions	Pros	Cons	Draft Recommendations	Responsible Actor
A. The IAC’s single cost-per-square-foot measure does not reflect the variability in construction costs across the state.	Maintain current annual cost and utilize the current IAC authority to make adjustments through the variance process.	<p>The goal – of adjusting state funding to more closely match the cost of construction in different regions of the state – is well-intentioned.</p> <p>The IAC has the discretion to increase the maximum State allocation.</p>	<p>Because construction costs vary greatly based on the specifics of each project, any attempt to develop cost figures from sample sets of the size available on a regional basis will not accurately represent future costs.</p> <p>Does not address issues of scale or market dynamics.</p> <p>Poses additional challenges to the variance process as follows:</p> <ul style="list-style-type: none"> • Determinations of cost efficiency are subjective. • The design of an actual project in a region in a given year may not necessarily be “efficient” or even reasonable. • The small sample set in some regions may not accurately represent the true cost of construction. • Requires more IAC staff capacity. <p>With no discretionary fund, changes to the maximum allocation are delayed by one year (to resolve, see Draft Recommendation #2).</p>	<p>1) COMAR 23.03.02.07 currently addresses this issue and can be reviewed for improvement.</p> <p>2) Set aside 2.5 percent of the annual total CIP allocation as an IAC contingency fund to be used in instances where the actual cost-per-square-foot exceeds the cost-per-square-foot eligible for State funding participation, despite best efforts to control costs. Remaining funding would revert to the next year’s CIP.</p> <p>3) Quantify and annually report on variances, trends, and goals – educational and legislative – that reflect growing demand for school space.</p>	<ul style="list-style-type: none"> • IAC

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V. Cost per Student of School Construction — Review the cost per student of school construction projects for new or replacement schools and major renovations of existing school facilities and examine the differences in cost per student by type of school across local jurisdictions. Make recommendations regarding options for increasing the State share of eligible school construction costs for projects with lower than average cost per student for each type of school.

Issues	Potential Solutions	Pros	Cons	Draft Recommendations	Responsible Actor
<p>A. The State is not actively incentivizing cost savings in school construction.</p> <p>The public can more easily understand dollars per student versus calculations in the current system.</p>	<p>Identify an average cost of construction on a per-student basis and provide additional funds to LEAs that build schools below that cost level (see, for e.g., Senate Bill 92)</p>	<p>Incentivizes value engineering and cost control on the part of LEAs.</p> <p>Could save the state money.</p> <p>Could allow LEAs to build more square footage if they can keep the cost per square foot low.</p>	<p>Low-enrollment capacity schools would be at a clear disadvantage and high-enrollment capacity schools would have a substantial scale advantage.</p> <p>Cost-per-student figures based on a small sample set of projects do not necessarily reflect actual facility costs within a constantly changing construction market.</p> <p>Cost-per-student figures do not take into account the characteristics of a given student population or its needs.</p> <p>May not disincentivize greater GSF, which generally predicts higher long-term costs of ownership that can be greater than the original cost of construction.</p> <p>Once the cost-per-student is adjusted to account for scale differences and special populations, the result is effectively the same as the IAC’s current funding calculations based on space size.</p> <p>There’s no incremental stretch goal (e.g. 30 percent reduction in cost) which would incentivize even minor reductions.</p>	<p>1) Allow the purchase of buildings for renovation as part of a project cost if feasibility studies demonstrate that it is the best solution.</p> <p>2) Implement the use of the ed spec total cost of ownership calculator to capture and inform on the cost to build and operate the facility over time.</p> <p>3) Require that LEAs provide both cost per square foot and cost per student, per the draft ed spec total cost of ownership estimating tool, beginning at the ed spec submission.</p>	<ul style="list-style-type: none"> IAC
<p>B. Maintenance and operations activities that include preventive maintenance and lower the total cost of ownership are reportedly underfunded. Maintenance funding competes with operational dollars.</p>	<p>Consider legislation requiring that a certain percentage of formula funding or a new funding source be dedicated to and spent on routine facilities maintenance and operations.</p>	<p>Will help to ensure sufficient funding to protect capital investments: ensure educationally sufficient environments; and minimize the total cost of ownership.</p>	<p>Unless additional operations funds are added, increases in maintenance funding may come at the cost of instructional, programmatic, and/or other operational functions.</p>	<p>1) Require that a certain percentage of formula funding or a new funding source be dedicated to and spent on routine facilities maintenance and operations.</p> <p>2) Request that the IAC recommend that the State Board of Education implement standard National Council on School Facilities (NCSF) definitions to clearly define facility ownership expenses.</p> <p>3) Recommend that the Kirwan Commission include a funding bonus or reward to LEAs for achieving a level of maintenance effectiveness.</p> <p>4) Consider incentives in which the state share of systemic projects would be increased where the system to be replaced has exceeded the lifespan expected.</p>	<ul style="list-style-type: none"> General Assembly Kirwan Commission IAC State Board of Education

Appendix B: Recommendations of the Ed Specs Workgroup Sorted by Responsible Actor

This is a companion document that sorts the recommendations from Appendix A Discussion Matrix into categories by the responsible actor. For details regarding issues, potential solutions, pros, and cons, please refer to the appropriate topic in Appendix A. For additional detail, please reference the Final Report.

General Assembly	
Topic	Recommendation
II. C.	Legislature should determine a process and agency to address issues and opportunities to increase utilization of underutilized space within the statewide school facilities portfolio.
V. B.	Require that a certain percentage of formula funding or a new funding source be dedicated to and spent on routine facilities maintenance and operations.

Kirwan Commission	
Topic	Recommendation
V. B.	Recommend that the Kirwan Commission include a funding bonus or reward to LEAs for achieving a level of maintenance effectiveness.

Workgroup on the Assessment & Funding of School Facilities	
Topic	Recommendation
I. & III. C.	Create incentives that encourage LEAs to analyze and plan/design for total cost of ownership for new, replacement, and fully renovated school facilities based on the costs of building, operating, and maintaining facilities over the full life of a project. (Incentives as Presented at the April 10 Ed Spec Workgroup Meeting to increase State participation by a percentage or a fraction of a percentage corresponding to the number of percentage points an LEA reduces the total cost of ownership under the baseline total cost of ownership; http://www.pscp.state.md.us/Workgroups/EDSW/EDSWindex.cfm)
I. & III. C.	Create and maintain Life Cycle Cost Analysis (LCCA) comparable standards and measures used in a tool for calculating total cost of ownership.
I. & III. C.	Implement post-occupancy evaluations utilizing a standard template that will facilitate collection and availability of comparable information for all LEAs.
I. & III. C.	Implement the National Council on School Facilities' "Definitions of Key Facilities Data Elements" for budgets and expenditures that make up the total cost of ownership that LEAs report to MSDE and track the cost of ownership.
I. & III. C.	Explore the implementation of a standard maintenance management system to collect data on LEAs' facility operations, maintenance, and capital-renewal activities. Analyze the data and provide reports to State and local stakeholders.
I. & III. C.	Explore the implementation of real time utilities metering for each facility.

Appendix B: Recommendations of the Ed Specs Workgroup Sorted by Responsible Actor

Maryland State Board of Education	
Topic	Recommendation
I. & III. B.	Revise statutes, COMAR, and/or policies that impose State restrictions on use of space to clarify that use of space is a local decision.
I. & III. B.	Recommend that the State Board of Education adopt COMAR language stating that educational content standards shall not imply or specify the provision or use of school facility space. The use of space is a local decision.

Interagency Commission on School Construction	
Topic	Recommendation
I. & III. A	1) IAC adopt the revised Maximum Gross Area Allowances (MGAAs) proposed by IAC staff and convert MGAAs into Gross Area Baselines (GABs) that describe the default outer boundaries of size in which the state will participate in while allowing the IAC to grant variances on a case by case basis as appropriate. 2) Continue to review and adjust the GABs as IAC deems necessary and at least every 2 years
I. & III. B.	Clarify in COMAR and the APG that layout and design of school space falls under local control as long as it meets State programmatic requirements and building codes. Include language stating that the IAC cannot withhold funding based solely on internal design elements.
I. & III. B.	Research and share information on multi-use best practices and models to LEAs and other stakeholders
I. & III. C.	Create and maintain LCCA comparable standards and measures used in a tool for calculating total cost of ownership.
I. & III. C.	Implement post-occupancy evaluations utilizing a standard template that will facilitate collection and availability of comparable information for all LEAs.
I. & III. C.	Implement the National Council on School Facilities' "Definitions of Key Facilities Data Elements" for budgets and expenditures that make up the total cost of ownership that LEAs report to MSDE and track the cost of ownership.
I. & III. C.	Explore the implementation of a standard maintenance management system to collect data on LEAs' facility operations, maintenance, and capital-renewal activities. Analyze the data and provide reports to State and local stakeholders.
I. & III. C.	Explore the implementation of real time utilities metering for each facility.
I. & III. D.	Research questions and resources related to cooperative use agreements, such as standardized leases and cost per square foot.
I. & III. D.	Provide technical assistance and best practices information on cooperative-use agreements for LEAs.
I. & III. D.	Develop an online toolkit highlighting information, resources, and practical tools such as the joint-use School Facilities Cost Calculator [http://www.bestschoolfacilities.org/jointusecalc/] created by the 21st Century School Fund's Building Educational Success Together collaborative.
I. & III. D.	Educate county governments and the public on cost of ownership (which can be more than the original cost of construction).

Appendix B: Recommendations of the Ed Specs Workgroup Sorted by Responsible Actor

Interagency Commission on School Construction	
Topic	Recommendation
I. & III. E.	1) Beginning in the FY 2021 CIP cycle, track eligible square footage for new or renewal projects and only participate in the same percentage of systemics built in the future, thereby disincentivizing overbuilding. 2) Create a robust communications plan to inform districts of the changes.
II. A.	Transition the current SRC that is used for high level decisions to the SFC that will replace the SRC over time with a more specific and accurate tool.
II. A.	Consider launching a joint State-Local effort to develop a system for maximizing use of school facilities between jurisdictions where there is an agreed-upon joint programmatic opportunity.
II. A.	Explore potential partnerships with groups that have GIS expertise, such as the Office of GIS within the State Department of Information Technology (DoIT) and the Eastern Shore GIS Cooperative through Salisbury University, which assists counties on the Eastern Shore.
II. B.	Develop and devote resources of the IAC, MD Dept of Planning, and DoIT's Office of GIS to move toward data-driven systems for estimating and reporting current and projected demographic trends.
II. B.	Work with LEAs to support more accurate long-range, supply-demand analyses and portfolio-wide capacity planning that incorporates the impact of academic program characteristics and elements that affect demand.
II. C.	When projects are being planned that will increase the gross square footage of an LEA's facilities portfolio, prepare Total Cost of Ownership analyses that study alternate solutions to building additional space.
IV. A.	1) Review COMAR 23.03.02.07 and revise for improvement. 2) Set aside 2.5 percent of an the annual total CIP allocation as an IAC contingency fund to be used in instances where the actual cost-per-square-foot exceeds the cost-per-square-foot eligible for State funding participation, despite best efforts to control costs. Remaining funding would revert to the next year's CIP. 3) Quantify and annually report on variances, trends, and goals – educational and legislative – that reflect growing demand for school space.
V. A.	Allow the purchase of buildings for renovation as part of a project cost if feasibility studies demonstrate that it is the best solution.
V. A.	Implement the use of the ed spec total cost of ownership calculator to capture and inform on the cost to build and operate the facility over time; and Require that LEAs provide both cost per square foot and cost per student, per the draft ed spec total cost of ownership estimating tool, beginning at the ed spec submission.
V. B.	Request that the IAC recommend that the State Board of Education implement standard National Council on School Facilities (NCSF) definitions to clearly define facility ownership expenses that LEA's report to MSDE to enable the IAC to track facilities cost of ownership.
V. B.	Consider incentives in which the state share of systemic projects would be increased where the system to be replaced has exceeded the lifespan expected.

Appendix B: Recommendations of the Ed Specs Workgroup Sorted by Responsible Actor

Maryland State Department of Education	
Topic	Recommendation
I. & III. B.	Revise policies that impose State restrictions on use of space to clarify that use of space is a local decision.
I. & III. B.	Clarify in MSDE’s Design Guidelines that the layout and design of school space falls under local control as long as it meets State programmatic requirements and building codes.
I. & III. B.	Align all state communications to acknowledge that facility design lies within the LEA’s purview
I. & III. C.	Implement the National Council on School Facilities’ “Definitions of Key Facilities Data Elements” for budgets and expenditures that make up the total cost of ownership that LEAs report to MSDE and track the cost of ownership.

Maryland Department of Planning	
Topic	Recommendation
II. A.	Transition the current State Rated Capacity (SRC) that is used for high level decisions to the SFC that will replace the SRC over time with a more specific and accurate tool.
II. A.	Consider launching a joint State-Local effort to develop a system for maximizing use of school facilities between jurisdictions where there is an agreed-upon joint programmatic opportunity.
II. A.	Explore potential partnerships with groups that have GIS expertise, such as the Office of GIS within the State Department of Information Technology (DoIT) and the Eastern Shore GIS Cooperative through Salisbury University, which assists counties on the Eastern Shore.
II. B.	Develop and devote resources of the IAC, MD Dept of Planning, and DoIT’s Office of GIS to move toward data-driven systems for estimating and reporting current and projected demographic trends.
II. B.	Work with LEAs to support more accurate long-range, supply-demand analyses and portfolio-wide capacity planning that incorporates the impact of academic program characteristics and elements that affect demand.

Maryland Department of Information Technology	
Topic	Recommendation
II. B.	Develop and devote resources of the IAC, MD Dept of Planning, and DoIT’s Office of GIS to move toward data-driven systems for estimating and reporting current and projected demographic trends.

Workgroup on the Assessment and Funding of School Facilities

Members:

- Dr. Karen Salmon, State Superintendent of Schools - *Chair*
- Senator Douglas J.J. Peters, appointed by the President of the Senate
- Senator Bill Ferguson, appointed by the President of the Senate
- Delegate Marc Korman, appointed by the Speaker of the House
- Delegate Geraldine Valentino-Smith, appointed by the Speaker of the House
- The Honorable Nancy K. Kopp, State Treasurer (or designee)
- Jan H. Gardner, Frederick County Executive, representative of the Maryland Association of Counties (MACo)
- Brad Young, President of the Frederick County Board of Education, representative of the Maryland Association of Boards of Education (MABE)
- Perry Willis, Cecil County Public Schools, representative of the Public School Superintendents Association of Maryland (PSSAM)

Objectives:

After the initial facility assessment, the workgroup shall:

- Consider how relative facility condition within the facilities sufficiency standards should be prioritized
 - Take local priorities into account
 - Should prioritization be by category?
 - Should prioritization be by local jurisdiction or statewide?
- Determine if and how assessment results should be used in construction funding decisions
- Consider whether the State should provide funding incentives for local jurisdictions that reduce the total cost of ownership of public school facilities

Report:

The workgroup shall report its findings and recommendations to the Governor and General Assembly on or before **December 1, 2019**.