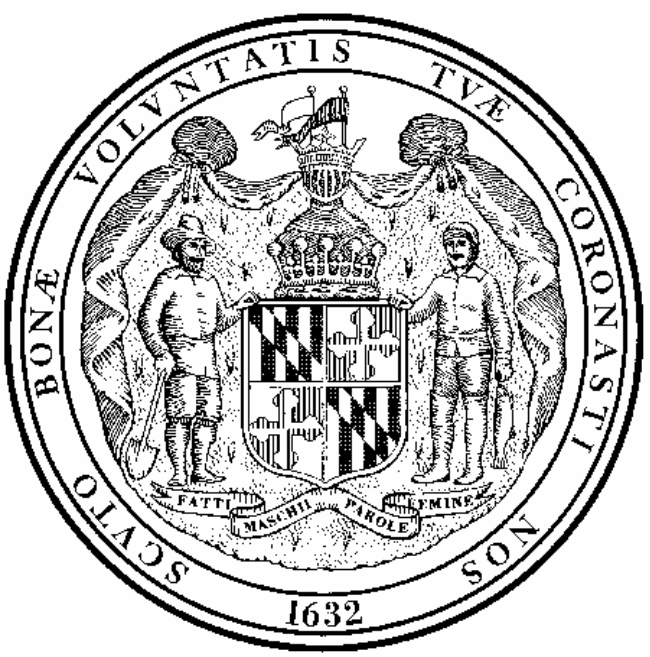
Task Force to Study Public School Facilities

Final Report



Annapolis, Maryland
February 2004

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February 24, 2004

The Honorable Robert L. Ehrlich, Jr.
Governor of Maryland

The Honorable Thomas V. Mike Miller, Jr.
President of the Senate

The Honorable Michael E. Busch
Speaker of the House of Delegates

Gentlemen:

On behalf of the Task Force to Study Public School Facilities, I respectfully submit the final report. This report completes nearly two years of work by the task force to fulfill its broad charge to examine the adequacy and equity of the State's public school construction program. The difficult and unprecedented nature of the task force's charge and the challenge of doing a comprehensive job required an enormous amount of work and effort by the task force's members and staff. I believe that the task force's findings and recommendations reflect this effort and represent a comprehensive approach to addressing the State's public school facility needs.

The task force's major undertaking during 2003, and I believe the most important accomplishment of the task force for policymakers and the public in the long-term, was the development and completion of the Facility Assessment Survey proposed in the task force's 2002 interim report. This unprecedented assessment of the condition of public schools in Maryland was designed to identify basic, minimum facility needs critical to the health and safety of students and faculty and the accomplishment of basic, required educational programs in public schools across the State. The survey data identified deficiencies in school facilities in every jurisdiction of the State**. The cost of bringing all schools up to the minimum standards is an estimated $3.85 billion in 2003 dollars.**

Approximately $1.54 billion, or 40 percent of the total $3.85 billion, is required for additional student capacity for the 2007/2008 school year, $910 million at high schools and middle schools and $634 million at elementary schools. It is estimated that $165 to $188 million of the cost at the elementary schools is due to the need to construct facilities to meet the Bridge to Excellence mandates for full-day kindergarten and pre-kindergarten for certain students, although the use of non-public school space may reduce some of this cost.

Critical improvements in building conditions that impact health and safety, student capacity, and other direct education-related facility needs were identified by the task force and State school facility experts as having the greatest potential for impact on education programs and learning. For these "high impact" standards, the estimated cost to bring schools up to current standards for new construction is approximately $3.2 billion, or 84 percent of the total estimated cost of almost $3.9 billion. The remaining costs of approximately $700 million are related to support services and other education programs (e.g., fine arts and auditorium/theatre arts). The 31 fundamental elements clearly did not encompass many of the elements that most school systems – as well as most parents, teachers, and students – believe are necessary for a good education. These additional elements include gyms in elementary schools, health facilities in all schools, smaller classrooms for primary grades, separate lunch and assembly rooms, etc. But the 31 fundamental elements were commonly acknowledged to be at the core of any adequate facility.

Clearly, Maryland faces a crisis in public school construction. Even before the 2003 Facility Assessment Survey, it was recognized that school construction and renovation needs were growing. Based simply on the current and anticipated requests submitted prior to the 2003 survey, the total State share for the public school capital program for fiscal 2005 to 2010 was anticipated to exceed $2.1 billion. At the same time, annual State funding for school construction has declined from a peak of $286 million in fiscal 2002 to the current anticipated level of $100 million in fiscal 2005 through 2009. This decline in State funding reflects the decline in the State's general fund revenue over this period and the disappearance of surplus general funds which had supplemented the bond-funded school construction program.

Addressing the facility needs identified by the Facility Assessment Survey, at a minimum, over the next eight years should be a goal of the State and local governments. The State would need to allocate at least $250 million annually for the next eight years to achieve the goal. The task force also recommends that the State establish a School Emergency Repair Fund, with an initial investment of $2 million, to address any deficiencies that present an immediate hazard, or, if not corrected, may present an immediate hazard, to the health or safety of the students or staff of the schools, as certified by local school system authorities and approved by the Interagency Committee on School Construction (IAC) following the re-examination and scrutiny of the 2003 survey results. The task force appreciates the fiscal difficulties facing the State and local governments. However, school facilities are critical to a strong education system and a strong community, and the needs will only increase over time. **Good schools must be a top priority for Maryland**.

The task force has identified several alternative funding sources that could assist the State in meeting this goal, such as utilizing a portion of the State's $1.2 billion in unused debt capacity (note that capacity is $370 million if all the debt is issued immediately). The task force has also identified other potential revenue sources that the Governor and General Assembly may wish to consider for school construction.

The task force made numerous recommendations concerning other aspects of public school construction including:

- Modifying the State/local cost share formula to reflect the fiscal 2004 State share of the Foundation program and to incorporate several new factors in the formula, including status as a distressed county, enrollment growth, percentage of students eligible for free and reduced price meals, eligibility for the Guaranteed Tax Base program, and local school construction debt. The task force recommends that the new formula be implemented in fiscal 2006, provided that, as a transition, in fiscal 2006 counties receive the higher of the State share under the old formula or new formula;

- Authorizing alternative financing mechanisms for lease-leaseback, sale-leaseback, and other public-private partnerships for local jurisdictions to meet immediate school construction needs. The task force notes that in most cases traditional, general obligation bond debt is less expensive over time and should still be used whenever possible;

- Requiring the State to provide $1 million in each of the next three years for the State share of the purchase of relocatable classrooms by local jurisdictions, to address critical, short-term space needs in many jurisdictions, in part due to implementation of the full-day kindergarten/pre-kindergarten mandates. The Interagency Committee on School Construction should adopt minimum standards for relocatable classrooms. While useful in the short term, relocatable buildings are not recommended as permanent space;

- Reducing the State Rated Capacity (SRC) for elementary grades 1 to 5 from 25 students per classroom to 23 students per classroom. This would bring the SRC into alignment with the current actual average class size for grades 1 to 5;

- Codifying or formalizing in regulations the current practices of the IAC and the Board of Public Works to provide a more formal process for adopting policy changes to the Public School Construction Program;

- Modifying the Aging School Program allocation beginning in fiscal 2006 to reflect updated, pre-1970 square footage of school buildings in each jurisdiction;

- Encouraging the reuse of recent school designs, when educationally appropriate and with appropriate site and programmatic adaptation, within and across local school system boundaries. In addition, the IAC should consider whether stronger action – incentives or requirements – would be appropriate; and

- Providing financial incentives, such as supplemental design funds and/or additional construction funding, for projects that include energy conservation, sustainable building, or green architecture design features, or use innovative building technologies, which would result in life-cycle savings.

Thank you for this opportunity to serve the citizens of Maryland in this important work. I wish to express my appreciation to the members and staff of the task force, especially the staff of the Department of Legislative Services and the Interagency Committee for School Construction, for their participation and hard work over the past two years.

Sincerely,

Nancy K. Kopp

NKK/RHH/kjl

cc: Members of the General Assembly

Contents

Task Force to Study Public School Facilities
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Task Force Charge and Summary of Meetings

Task Force Charge and Background

The Task Force to Study Public School Facilities was established by the Bridge to Excellence in Public Schools Act of 2002 (Senate Bill 856/Chapter 288). The task force was recommended by the Commission on Education Finance, Equity, and Excellence (Thornton Commission) to review issues related to the adequacy and equity of the State's public school construction program and continuation of the Aging School program. The task force's final report was due December 31, 2002.

The task force submitted an interim report in 2002 and requested a one-year extension of the task force's deadline, due to the difficult and unprecedented nature of its charge and the challenge of doing a comprehensive job by the deadline. Most importantly, the task force was not able to complete a major part of its charge related to implementation of the Bridge to Excellence Act until each local jurisdiction submits its comprehensive master plan by October 2003. Further, the task force was undertaking an unprecedented assessment of the current conditions of the State's public school facilities as a baseline measure of facility needs. The task force's interim report contained several recommendations and identified numerous items to be studied further in 2003.

Chapter 388, Acts of 2003 (Senate Bill 498) as enacted extended the task force's deadline to December 31, 2003, modified the task force's charge, and implemented several recommendations of the task force, including making the Aging School program permanent. The task force's members were not fully appointed until September 2003, which delayed the task force's work during the 2003 interim. In light of this delay, a one-month extension in the final report deadline was requested and approved by the Governor and Presiding Officers.

Specifically, the task force was directed to review, evaluate, and make findings and recommendations regarding: (1) whether public school facilities are adequate to support educational programs funded through an adequate operating budget as proposed by the Thornton Commission; (2) the equity of the State's school construction program, particularly the equity of the State and local cost shares for school construction projects; (3) whether the Aging Schools Program should be continued as a permanent program, and if so, whether the current allocation should be modified; and (4) whether the State should provide a greater share of eligible school construction costs for schools with 50 percent or more of the students eligible for free and reduced price meals; small schools in priority funding areas; and schools in qualified distressed counties; and (5) any other matters that are relevant to the adequacy and equity of the State's school construction program.

The task force, chaired by State Treasurer Nancy Kopp, includes: four legislators; the State Superintendent of Schools; the Secretaries of relevant cabinet agencies; the director and former director of the Public School Construction Program; and representatives of county governments, State Board of Education, local boards of education, educators, and the public.

Summary of Meetings in 2003 Interim

The task force began meeting in September 2003, when the membership was fully appointed. The task force worked diligently over the following five months to complete its work, meeting seven times including the final decision meeting on February 2, 2004. The task force's schedule and work plan, shown below, summarizes the topics and issues that the task force considered during its meetings. Materials from the meetings are also available on the General Assembly's website, www.mlis.state.md.us\other#.

One of the major undertakings of the task force throughout 2003 to address its primary charge to evaluate the adequacy of the school construction program was an assessment of the condition of the State's public school facilities based on a set of "fundamental elements," or minimum standards. The survey, the first of its kind done Statewide in Maryland, was intended to provide baseline information on the facility needs of public schools. The results of the Facility Assessment Survey were presented to the task force on November 6, 2003. Cost estimates to address the deficiencies identified by the survey were presented to the task force on December 1, 2003. The task force reviewed actions selected states have taken in response to similar survey results and considered various options to address the findings of the survey and the costs to address the deficiencies.

The task force examined the State/local cost share formula as part of its charge to evaluate the equity of the school construction program. The task force considered modifying the cost share formula, which was last updated in 1995, to reflect various factors, such as enrollment growth, in the formula. The task force also spent considerable time reviewing alternative financing and funding mechanisms for school construction at the State and local levels. The Treasurer appointed a workgroup to study the issues and make recommendations to the task force, which were ultimately modified and adopted by the full task force. In addition, the task force reviewed: past and anticipated State and local school construction funding; enrollment projections; Public School Construction Program Rules, Regulations, and Procedures; the Aging School Program allocations; the facilities needs identified by school systems in the comprehensive master plans required by the Bridge to Excellence in Public Schools Act of 2002, including implementation of full-day kindergarten and pre-kindergarten for disadvantaged 4-year olds by the 2007-2008 school year; and class sizes and State Rated Capacity.

Various options for recommendations were considered at the task force's meetings on December 18, 2003 and January 12, 2004. Public input was requested for the draft options under consideration by the task force after the January 12 meeting, prior to adoption of final recommendations by the task force on February 2, 2004.

Assessing and Responding to Facility Needs

One of the primary charges to the task force was to evaluate and make recommendations regarding whether public school facilities in Maryland are adequate to support educational programs funded through an adequate operating budget as proposed by the Thornton Commission. The December 2002 Interim Report of the task force recommended identifying fundamental elements necessary for an adequate school facility, the design of a survey instrument, and completion of a statewide facilities survey in order to collect baseline data on the present condition of Maryland's public schools and their ability to support educational programs.

The interim report recommended establishing an advisory panel, chaired by the State Superintendent of Schools, to assist in the development of the fundamental elements and the survey instrument. Other members of the advisory panel included members of the task force and one county superintendent. The task force also asked that a workgroup be formed to make recommendations to the advisory panel regarding the fundamental elements and survey instrument. The workgroup consisted of facilities planners from local school systems and the State Departments of Education, General Services, and Planning as well as the Public School Construction Program. (See **Appendix 3, Attachments I and II** for the membership of the advisory panel and the workgroup.)

Developing Minimum Standards and the Survey Instruments

The workgroup developed 31 fundamental elements, or minimum standards, deemed essential for a new school facility constructed in 2003. The fundamental elements were developed based on applicable federal and State requirements, State guidelines for various components of facilities, and local practices. (See **Appendix 5** for the definitions of the standards.) The 31 fundamental elements and the survey instrument assessing each facility based on the 31 elements, following approval by the advisory panel and the full task force, were released on March 17, 2003. The survey was undertaken in two phases. Data from the first phase, self-reported by school systems, were received by July 18, 2003. A total of 1,342 schools were included in the Facility Assessment Survey[3]. Following a data verification process that continued through October 2003, the results of the Facility Assessment Survey were presented to the task force on November 6, 2003, and made available to the public at that time.

The survey data represent information assessed at a specific point in time – July 2003. A building system that met the current standard in July 2003 may not meet the standard that is current at some time in the future. Conversely, a building system that did not meet the current standard in July 2003 may meet the current standard some time in the future due to the completion of a capital improvement project. The one exception is the Student Capacity

[3] Maryland has a total of 1,355 public schools. Thirteen schools were eliminated from the survey due to their unique characteristics.

standard, which looks to a future date. The data for this standard measures a school's capacity to accommodate at least 95 percent of the projected student enrollment for the 2007/2008 school year.

The 31 fundamental elements clearly did not encompass many of the elements that most school systems – as well as most parents, teachers, and students – believe are necessary for a good education. These additional elements include gyms in elementary schools, health facilities in all schools, smaller classrooms for primary grades, separate lunch and assembly rooms, etc. But the 31 fundamental elements were commonly acknowledged to be at the core of any adequate facility.

The second phase of the survey estimated the cost of bringing schools up to the 2003 standards used in the Facility Assessment Survey. A cost estimate survey instrument was developed by the workgroup and advisory panel in the spring of 2003 and approved by the full task force in July 2003. The cost estimate survey, self-reported by school systems, was completed in October 2003. After a data verification process, results were reported to the task force on December 1, 2003, and made available to the public at that time. (See **Appendices 3 and 4** for the full results of the survey.)

Survey Results

It is crucial to recognize that this survey is unprecedented and provides information on the condition of school facilities that has not been available in this form previously to policymakers or the public. The survey was conducted in a relatively brief period of time, and was conducted by school facilities experts from the State and local systems. It was based on criteria deemed to be critical to the health and safety of students and faculty, and the accomplishment of basic, required educational programs. It would be appropriate to scrutinize the survey results in greater depth prior to embarking on the necessary corrective program. Nevertheless, the basic findings clearly indicate that an ambitious school facilities renovation/construction program must be undertaken.

The survey found that the total estimated cost to bring existing schools up to the 31 standards currently used for new school construction is $3.85 billion.

Of the total $3.85 billion, approximately $1.54 billion is required for additional student capacity for the 2007/2008 school year, $910 million at high schools and middle schools and $634 million at elementary schools. It is estimated that $165 to $188 million at the elementary schools is due to the need to construct facilities to meet the Bridge to Excellence mandates for

full-day kindergarten and pre-kindergarten for certain students, although the use of non-public school space may reduce some of this cost[4].

The 31 standards in the survey are grouped into four categories: building and site factors, student capacity, education programs, and support services. Of the almost $3.9 billion total cost:

- $1.33 billion or 34 percent of the total is needed to repair or replace building systems (e.g. mechanical, electrical, plumbing and structural) and site factors (e.g. human comfort, acoustics, and lighting.);

- $1.54 billion or 40 percent of the total is needed to provide additional student capacity to accommodate 95 percent of student enrollments anticipated in 2007/2008;

- $765.55 million or 20 percent of the total is required for needs related to education programs (e.g. elementary and secondary classrooms, special education, and science laboratories); and

- $214.91 million or 6 percent of the total is needed for support services (e.g. health services, food services, and guidance).

Those standards within the four categories that have, in the judgment of State school facility experts, the greatest potential for impact on education programs and learning are highlighted in **Exhibit 1**. These include critical improvements in building conditions that impact health and safety, student capacity, and other direct education-related facility needs. For these "high impact" standards, the estimated cost to bring schools up to current standards for new construction is approximately $3.2 billion, or 84 percent of the total estimated cost of almost $3.9 billion. The remaining costs of approximately $700 million are related to support services and other education programs (e.g., fine arts and auditorium/theatre arts).

[4] The costs for the Bridge to Excellence mandates are corroborated by an independent review of the kindergarten and pre-kindergarten costs included in the local education agencies' (LEAs) Fiscal Year 2005 Capital Improvement Program submissions. With 19 of the 24 LEAs reporting on these costs, the total cost to meet the mandate is now estimated at $165.4 million. It is anticipated that this number will increase as several of the LEAs complete assessments of their kindergarten and pre-kindergarten needs. An estimate of the total costs for all 24 LEAs prepared by the Public School Construction Program is approximately $188 million. The final number as shown in future year Capital Improvement Programs (CIP) is likely to be higher than that developed through the Facility Assessment survey because the latter asked for costs associated with 95% of the anticipated enrollment, whereas CIPs are typically built around 100% capacity. Of the $188 million, approximately $10.5 million is estimated to be required to meet the pre-kindergarten requirement only. Since kindergarten and pre-kindergarten services can be provided through qualified private vendors, there is the possibility that some portion of this cost can be avoided particularly related to pre-kindergarten.

The American Civil Liberties Union Foundation commissioned a report on the prioritization of the 31 minimum standards for school buildings[5]. Dr. Glen Earthman cites research that demonstrates a strong correlation between certain facility factors and student achievement. Dr. Earthman concluded that health and safety issues should be the first priority, followed by human comfort, air quality, lighting, acoustics, science laboratories and equipment, and overcrowded school buildings. These priorities are similar to the high impact standards identified by State facility experts.

[5] Earthman, Glen I. *Prioritization of 31 Criteria for School Building Adequacy*, American Civil Liberties Union Foundation of Maryland, Baltimore, Maryland, January 5, 2004.

Exhibit 1

Survey Standards with Greatest Potential Impact on Education

		Number of Schools	Cost (000)	Percent of Total Cost
1.	**Health and Safety**		**$273,682**	**7%**
•	Indoor Air Quality	848	$150,217	
•	Fire Safety	364	54,728	
•	Security	258	9,351	
•	Potable Water	183	115	
•	Lavatories	173	9,150	
•	Communication Systems	94	12,145	
•	Site Layout	245	37,976	
2.	**Building and Site Factors**		**$1,030,872**	**27%**
•	Building Systems	221	85,273	
•	Human Comfort	454	642,002	
•	Acoustics	208	247,515	
•	Lighting	312	56,082	
3.	**Student Capacity**	**467**	**$1,543,349**	**40%**
•	Pre-K/Full-Day K Mandate		163,365	
•	Other Elementary		470,249	
•	Secondary		909,735	
4.	**Education Programs**		**$ 373,711**	**10%**
•	Pre-K/K Classrooms (existing)	356	43,800	
•	Elementary Classrooms	127	72,224	
•	Secondary Classrooms	110	76,836	
•	Special Education	305	35,236	
•	Instructional Resource	262	17,942	
•	Secondary Science	169	57,262	
•	Accessibility	442	70,411	
		Total	**$3,221,614**	**84%**

Source: 2003 Facility Assessment Survey

Needs Vary Across Maryland

It is important to note that, while the assessment study found serious needs related to conditions of current facilities and insufficient student capacity across the State, specific needs and challenges vary significantly among the 24 local school systems. Many areas of Maryland are experiencing rapid growth that requires new classroom space. In other areas, the increase in the number of students with special learning needs affect the design and capacity of schools. School buildings constructed in the 1960s and 1970s need to be renovated; the building systems in these schools are at the end of their useful life and do not align with contemporary educational standards. School districts that are experiencing enrollment declines need to consolidate their facilities, requiring renovation and even expansion of the host facility. Finally, the Bridge to Excellence mandates for full-day kindergarten and pre-kindergarten for disadvantaged children can only be achieved in some districts through facility improvements. Some school systems are experiencing several of these factors simultaneously, compounding their facility needs.

Other States' Approaches

The task force considered the approaches other states took in assessing and then responding to their own school facilities needs. The task force examined in depth the programs in Arizona, North Carolina, and Ohio. A brief description of how each state conducted its survey and changed its school facilities program in response to survey findings follows.

Arizona reformed its school facility finance program in response to adequacy litigation which required the state to pay the full costs of school construction. The court required the state to develop minimum adequacy standards for public schools and ensure that all facilities in the state met these standards. The Arizona School Facilities Board developed minimum standards for the physical environment and capacity to facilitate learning in a facility and conducted a survey of all schools statewide to determine compliance with the standards. This survey identified approximately $1.3 billion in needs to meet only minimum standards.

In response, Arizona lawmakers passed the Students FIRST initiative, including the Deficiencies Corrections Fund, a three-year, self-directed program solely to address this $1.3 billion in minimum needs. Other Students FIRST programs included the New School Facilities Fund and the Building Renewal fund to address the needs for new schools and major renovations to existing schools beyond projects to achieve minimum standards. The Students FIRST legislation authorized the School Facilities Board to issue up to $800 million in bonds, and voters passed a 0.6 percent increase in the state sales tax to fund public school operating and capital expenditures.

North Carolina undertook a school facilities survey in 1995. North Carolina's survey was not based on a specific set of minimum standards, but required each school administrative unit to submit a five-year facility needs assessment report, approved by both the local board of education and the board of county commissioners. This survey revealed $6.2 billion in needs.

To meet these five-year needs, North Carolina estimated $363 million in state funds and $121 million in local matching funds would be generated through an existing school facility program funded by the corporate tax. An additional $1.2 billion would be generated through an existing local option sales tax. To fund the remaining needs, North Carolina authorized a $1.8 billion bond issue. Each jurisdiction received an allocation based on its average daily membership, and qualifying jurisdictions received additional allocations for low-wealth and high-growth status. Local match rates varied from 3 to 75 percent based on wealth, and low-wealth jurisdictions were entirely exempted from a matching requirement. The state estimated local matching funds would total $2.9 billion. Jurisdictions had until 2003 to raise their required matching funds, or their allocations would be redistributed. All projects funded with bond proceeds and matching funds had to be approved by the State Board of Education.

Ohio also reformed its school facilities program in response to adequacy litigation. Ohio developed a new system of school finance for both operating and capital expenditures in 1997. The Governor instituted a 12-year funding pledge of over $10.2 billion, based on adjusted needs identified in a 1990 facilities survey. This funding included capital bond funds, tobacco settlement funds, and general and other fund appropriations.

To respond to the requirements of the adequacy litigation, Ohio developed the Classroom Facilities Assistance Program. This program conducts a comprehensive facilities survey in each jurisdiction, and funds all new construction and renovation needs identified in this survey. The program began with the least wealthy jurisdiction, and serves each jurisdiction in turn based on its wealth. Local match rates vary from 1 percent in the poorest county to 95 percent in the wealthiest.

Though these states employed different approaches to respond to their specific needs, several strategies stood out for potential application in Maryland:

- all three states developed a specific time frame within which to correct facilities deficiencies (3 years in Arizona, 8 years in North Carolina, and 12 years in Ohio);

- both states not required to fund all construction developed variable wealth-based match rates that recognized strong prior local efforts; and

- strong planning and effective communication appear to have contributed to the successes Arizona and Ohio have achieved.

Funding Adequate Facilities

Clearly, Maryland faces a crisis in public school construction.

Even before the 2003 Facility Assessment Survey, it was recognized that school construction and renovation needs were growing. Based simply on the current and anticipated requests submitted prior to the 2003 survey, the total State share for the public school capital program for fiscal 2005 to 2010 was anticipated to exceed $2.1 billion. At the same time, annual State funding for school construction has declined from a peak of $286 million in fiscal 2002 to the current anticipated level of $100 million in fiscal 2005. (See **Appendix 6** for a summary of public school construction funding.) This decline in State funding reflects the decline in the State's general fund revenue over this period and the disappearance of surplus general funds which had supplemented the bond-funded school construction program. If the level of available State funding remains at $100 million annually through fiscal 2010, the deficit in school construction funding will approach $1.5 billion. Included in this figure is a backlog of $267 million in projects that have received planning approval but only partial, or no construction funding, as yet; this amount will increase as new projects are approved for planning.

Against this backdrop, the 2003 Facility Assessment Survey, as noted above, identified facility costs of nearly $3.9 billion simply to bring facilities up to the 31 fundamental elements, including providing for presently anticipated enrollment. Approximately $3.2 billion of the total cost is needed to address the standards determined to have the greatest impact on education. Assuming school construction remains at $100 million annually, and based on the current State and local share of costs, it would take about 16 years for the State to address **only** the "high impact" standards as identified in 2003.[6] That presumes all of the State funding is dedicated solely to addressing the high impact standards, which is neither practical nor desirable.

The task force appreciates the fiscal difficulties facing the State and local governments. However, school facilities are critical to a strong education system and a strong community, and the needs will only increase over time. **Good schools must be a top priority for Maryland**.

Recommendations: Levels of Funding for Adequate School Facilities

- The Interagency Committee on School Construction (IAC), in consultation with local school systems and local governments, should scrutinize the results of the 2003 Facility Assessment Survey as soon as possible, to reaffirm the findings and assure that all inadequacies which might pose an immediate threat to the health and safety of students and staff are identified and the appropriate remedial actions are developed and implemented. The IAC should report to the Governor, General Assembly, and Board of Public Works (BPW) by March 15, 2004, on the steps it will take to assure that this recommendation is accomplished. The IAC should exercise due diligent oversight over this process and assure that the appropriate authorities are held accountable. It is imperative that all schools meet minimum health and safety standards.

[6] Assumes 85% of total costs are eligible for State funding and that, on average, the State pays 60% of eligible costs.

The Governor and General Assembly should establish a School Emergency Repair Fund to finance any renovations and repairs to schools required to resolve deficiencies that present an immediate hazard, or, if not corrected, may present an immediate hazard, to the health or safety of the students or staff of the schools, as certified by local school system authorities and approved by the IAC following the re-examination and scrutiny of the 2003 survey results. This fund should be in addition to the on-going Public School Construction Program (PSCP), should have an initial investment of at least $2 million, and should incorporate appropriate local match requirements.

- The General Assembly and Governor should increase annual State funding for school construction and renovation to address critical school construction needs. They should establish a goal of fully funding by fiscal 2013, at a minimum, the appropriate State share of the $3.85 billion in needs reflected in the 2003 School Facility Assessment Survey. It is recognized that achieving this goal will require a significant commitment by the State to provide approximately $2 billion and by the local governments to provide approximately $1.85 billion over the next eight years. The State would need to allocate at least $250 million annually for the next eight years to achieve the goal. It is recognized that this amount does not include many projects which school systems believe are necessary, but does include the basic, minimum facility standards. While some needs will shift over time, school systems should establish a goal of fully meeting these basic standards through necessary facility changes, unless they demonstrate to the IAC that there are extenuating circumstances or greater countervailing needs.

- The State should establish a three-year, $3 million program to provide State funding for relocatable classrooms, to address critical, short-term space needs in many jurisdictions, in part due to implementation of the full-day kindergarten/pre-kindergarten mandates. The State should provide an additional $1 million for three years to fund the State's share of purchasing relocatable classrooms. The IAC should adopt minimum standards for relocatable classrooms. While useful in the short term, relocatable buildings are not recommended as permanent space.

Recommendations: Procedures to Incorporate Standards in Planning

- Following review and scrutiny of the 2003 Facility Assessment Survey by the IAC and school systems, school systems should identify how the facility needs identified will be systematically addressed and how this will be documented in facilities-related proposals incorporated in the Master Plan and Updates, annual Capital Improvement Plans, 10-Year Facility Master Plans, and other capital funding requests.

- The IAC should consider the facility needs identified by the 2003 survey among the criteria used to evaluate requests for State planning approval in the annual Capital Improvement Program (CIP) review. While local priorities should continue to be given great weight by the IAC in approving projects, the goal of both the school systems and

the IAC should be to fully meet the 2003 facility standards by fiscal 2013, barring extenuating circumstances or greater countervailing needs, starting with the most immediate needs found in the review. Any immediate health and safety deficiencies should be given priority.

- There must be regular maintenance of school buildings by school systems. In addition to maintaining and strengthening the IAC's annual survey of school building maintenance (See Recommendation on page 44), the IAC should regularly review each school system's comprehensive maintenance plan and its implementation. Weaknesses should be reported to the respective local school systems and governments, the Governor and General Assembly, and the Board of Public Works. Inadequate facility maintenance clearly impedes good educational programs and is costly in the long run.

- School systems should give priority, when appropriate, to limited renovation projects that address critical systemic renovations and priority educational program enhancements while costing less than full renovation projects.

- The IAC should regularly survey the condition of public school facilities at least once every four years. The surveys should be similar to the 2003 Facility Assessment Survey, incorporating additional standards and guidelines that may be adopted. The State should provide funds necessary to conduct the survey.

Alternatives for Funding Adequate Facilities

As noted above, to fully fund critical school construction needs over the next eight years, the State would need to provide at least $250 million annually. A variety of alternatives should be considered by the Governor and General Assembly in order to meet these needs.

The task force notes that according to the Department of Legislative Services (DLS), the State has "unused" debt capacity of about $1.2 billion under the two capital debt affordability criteria. This assumes only one-third of the debt would be issued in the first year. If all of the debt authorized is issued in fiscal 2005, then capacity is about $370 million. There are some concerns with issuing additional debt, including added additional debt service. Authorizing an additional $100 million in debt in each of the next eight years would increase debt service costs by $359 million over presently anticipated costs in the next 10 years (maximum annual increase of $87 million during bond repayment). Another concern is whether Grant Anticipation Revenue Vehicles bonds, used for transportation projects, are counted as State debt. Credit rating agencies have advised that while they aren't presently counted as State debt, they are included in the overall consideration of a state's credit worthiness. If they are counted in the future, then most of the State's unused debt capacity could be eliminated in the next few years. Finally, the State may want to maintain unused debt capacity.

The task force also notes that some states have separate bond issuance authorities to issue school construction debt, and some states issue bonds for more than 15 years. The Maryland Constitution requires State general obligation bonds to be repaid within 15 years. Spreading bond repayment over 20-30 years would reduce annual debt service costs in the short-term, potentially freeing up resources to issue additional debt, while increasing debt service costs over the life of the bonds. It would, however, more closely match the term of the bond to the life of the facility it funds. Approximately 62 percent of public schools have an average age of construction of 23 years or more, according to the PSCP's Facility Inventory Database.

In addition to additional general obligation debt or creation of a School Construction Authority, other alternatives that could be considered include alternative financing mechanisms (e.g. lease-leaseback, performance contracting) and new revenue sources. Alternative financing mechanisms are discussed in detail beginning on page 39. Although the task force was not asked to identify funding sources for school construction, the task force did briefly discuss potential new revenues sources including taxes or fees, earmarked or not, at either the State or local level (**See Exhibit 2**).

Recommendations

- Urge the Governor and General Assembly to initiate a study of possible new revenue sources at the State and local levels that would be dedicated to school construction, including additional bonding with State general obligation bonds or a separate authority.

- The Capital Debt Affordability Committee should give special consideration to school construction needs in light of the $3.85 billion in needs identified by the 2003 Facility Assessment Survey when recommending the State's debt affordability limit.

Exhibit 2
Potential Revenue Sources
($ in Millions)

	Potential Annual Revenue
Debt	
Unused General Obligation Bonding Capacity[1]	1,200
Separate School Construction Authority	unknown[2]
Personal Income Tax	
Increase top rate from 4.75% to 6% for incomes over $100,000 to $150,000 for joint returns	$200
Eliminate itemized deductions	
Home mortgage interest	360
Charitable contribution deduction	140
Real property tax	110
Other itemized deductions (medical and miscellaneous)	85
Eliminate subtraction modifications	
Subtraction for Social Security benefits	
Pension exclusion	75
	55
Corporate Income Tax[3]	
Address Delaware Holding Company and other issues related to multi-state corporations	50
Increase rate from 7% to 8%	65
Sales Tax	
Increase rate from 5% to 6%	565
Eliminate vendor discount	22
Eliminate exemptions	
Food for home consumption	280
Residential utilities	150
Property used in manufacturing	140
Medical/health supplies	90
Sales to and by tax-exempt organizations	85
Property used in agriculture	55
Expand base to include services	
Business services	600
Information services	325

Professional services	200
Transportation services	200
Financial services	150
Entertainment	50
Repair services	50
Personal services	40

Tobacco Tax

Increase rate by 25 cents per pack	50

Alcoholic Beverage Tax

Double current rates	25

Miscellaneous

Controlling interest transfer tax[4]	10
Impose insurance premium tax on HMOs/MCOs	80
Impose new utility tax on residential ($40/yr) and commercial/industrial ($60/yr) customers	unknown[5]

Transportation Revenues[6]

Increase motor fuel tax by 7 cents	215
Increase motor vehicle titling tax rate from 5% to 6%	135
Impose sales and use tax on sale of motor fuel	235
Increase vehicle registration fees ($10 annual increase per vehicle)[7]	50

[1] Creation of a separate school construction authority that would issue bonds for 20-30 years.
[2] Total unused State general obligation debt capacity as of January 2004.
[3] 24% of these revenues to TTF under current law.
[4] State revenue. Local governments would receive additional revenues of $30 to $35 million from local recordation and transfer taxes.
[5] Informal estimate of approximately $90 million annually.
[6] Total TTF revenue increase. Under current law, part of these revenues would be shared with local governments.
[7] $10 annual increase on all vehicles. About $35 million would be generated if the increase applied only to Class A (passenger cars) and Class M (multipurpose vehicles).

Prepared by the Department of Legislative Services

Ability of School Facilities to Accommodate Needs Identified in Bridge to Excellence Master Plans

Facilities Needs Identified in Bridge to Excellence Master Plans

The Bridge to Excellence in Public Schools Act (Chapter 288 of the Acts of 2002) required all local school systems to develop five-year comprehensive master plans to achieve improvements in academic performance across all student populations. These plans were submitted to the Maryland State Department of Education (MSDE) by October 1, 2003. MSDE put the plans through a peer review process to determine if they had addressed required components and included goals and strategies to strengthen academic performance. The State Superintendent of Schools recommended and the State Board of Education approved 22 of the master plans on December 2, 2003. The remaining two master plans are expected to be approved by February 2004.

At the recommendation of the task force's 2002 interim report, one of the required components in the master plans is a facilities section to include: 1) specific needs for additional space for full-day kindergarten and pre-kindergarten for economically disadvantaged four year olds; 2) likely methods to provide the additional space such as construction or leased facilities; and 3) identification of other capital improvements needed to support other educational strategies contained in the plan. The document distributed by MSDE for guidance to school systems did not specifically instruct systems to report kindergarten and pre-kindergarten needs separately.

The level of specificity provided in the master plans varied considerably. In general the school systems fell into three categories. Six systems reported no needs for additional space for full-day kindergarten and pre-kindergarten space. These systems reported they had programs currently in operation and/or had space available due to declining enrollments. Ten school systems provided preliminary planning reports for a phase-in plan. In some cases the plans specifically named schools and identified the number of rooms required at each location. Other plans were more general. The remaining eight school systems simply reported that they were initiating studies and/or would address the space needs in future CIP requests to PSCP.

Because most school systems reported very preliminary facilities plans for full-day kindergarten and pre-kindergarten classrooms, they also addressed the means of providing the space in generalities. For the most part school systems reported they would identify space in existing school buildings, initially lease or buy relocatable classrooms to increase school capacity, and construct permanent additions to existing schools in the future. Few systems identified the option of contracting with qualified vendors.

Seventeen school systems identified a general need for additional capital improvements to support enrollment growth, aging infrastructure, and educational strategies such as class size

reduction and special programs for identified populations. Seven school systems did not address other capital needs.

Recommendations

- There is a clear need for greater coordination of facilities plans with educational programs and budget plans at the local level. MSDE should require each submission to be coordinated and reflect common themes on more specific levels. Local education agencies (LEAs) should address facility needs in the Comprehensive Master Plans and annual updates, and address them with greater specificity in the Educational Facilities Master Plan submitted to PSCP each July and in the annual CIP request submitted each October.

- Future submissions of the facilities section of the Comprehensive Master Plans should separately report on the needs related to full-day kindergarten programs and pre-kindergarten for economically disadvantaged four year olds.

- CIP request forms should specifically address the relationship of the request to the Comprehensive Master Plan for the school system, as well as to the issues of student capacity and aging infrastructure.

- The IAC should give priority to projects that are aligned with the local education agencies' (LEAs) comprehensive master plans, while continuing to give weight to projects that address critical capacity and aging infrastructure needs.

Full-day Kindergarten

The Bridge to Excellence Act requires school systems to implement full-day kindergarten for all students by the 2007-2008 school year. Preliminary reports for Maryland public schools show over 30,000 children or 55 percent of all kindergarten students enrolled in full-day kindergarten programs in school year 2003-2004. The national average is 65 percent. Six school systems report 100 percent participation in full-day kindergarten programs (Allegany, Baltimore City, Caroline, Garrett, Prince George's, and Talbot.). There are 500 public schools in Maryland with full-day or extended-day kindergarten programs. This is an increase of 162 percent from school year 1997-1998. There are 1,548 full-day kindergarten classrooms in operation.

Maryland's education regulations require children to attend kindergarten before the start of first grade, allowing some flexibility to parents, who may exercise a level of maturity waiver, holding an age-eligible child back for one year before starting kindergarten. Parents may also pursue attendance at alternative settings such as a full-time child care, enrollment in Head Start, or attendance at MSDE approved non-public schools. Local school systems may also approve a request by parents who want their child to attend half-day kindergarten rather than full-day.

MSDE has identified a number of options to address the additional space needed to implement full-day kindergarten programs. These options include:

- identify classroom space at each school;
- establish flexible design criteria for early childhood spaces;
- adapt existing space through minor renovations;
- provide relocatable classroom buildings for upper grade students to free space for kindergarten classrooms in the main building until permanent additions can be constructed;
- return former schools that have been transferred to local government back to the school system;
- include full-day kindergarten space in new school construction projects;
- provide pre-kindergarten off site through a qualified vendor* to free space for additional kindergarten classrooms; and
- provide kindergarten off site through qualified vendors.*

*Qualified vendors may include for-profit or not-for-profit licensed or registered regulated child care centers programs and approved programs in non-public schools as defined by COMAR 13A.08-02-2. .

Recommendations

- The anticipated capital costs related to the full-day kindergarten requirement of the Bridge to Excellence Act is $165 million - $188 million. This should be appropriately funded as part of the $3.85 billion identified minimum facility needs, taking into consideration the mandate that the program be fully implemented by the 2007-08 school year.
- A need for additional permanent facility space does not mean that LEAs cannot provide full-day kindergarten to all students by fall 2007, but might do so through the use of temporary facilities (for older students) and creative space solutions. MSDE and PSCP should provide technical assistance to local school systems to creatively address space needs for full-day kindergarten programs, including the creation of regional programs, contracts with qualified vendors, and use of temporary facilities. MSDE and PSCP should share creative solutions with other LEAs.

- MSDE should conduct a survey to assess the availability and compatibility of classroom space at qualified vendor sites.

Pre-kindergarten

The Bridge to Excellence Act requires school systems to make publicly-funded pre-kindergarten programs available to all economically disadvantaged four-year-old children by the 2007-2008 school year. All school systems have established some pre-kindergarten programs for at-risk children using State funding from the Extended Elementary Education Program (EEEP). EEEP is folded into the new compensatory aid formula provided in the Bridge to Excellence Act. School systems assigned specific schools, such as Title 1 schools, to operate pre-kindergarten classrooms. In two cases (Hagerstown and Greenbelt) local school systems contracted with a vendor to provide pre-kindergarten.

Facilities for pre-kindergarten students are eligible for State school construction funding through PSCP. At the request of the task force in the 2002 interim report, the Maryland Department of Planning has begun to include pre-kindergarten enrollments in their statewide and system-wide projections of public school enrollments.

MSDE has identified a number of options to implement pre-kindergarten programs for all economically disadvantaged four-year olds, including both programs on school sites and off-site at qualified vendors. Qualified vendors may include for-profit or not-for-profit regulated child care programs, Head Start programs, and approved programs in non-public schools. Options include:

- establishing regional pre-kindergarten sites at public school or vendor facilities;

- where the number of children is very small, providing transportation for individual children from home to a qualified vendor's program;

- assigning a certified teacher to a vendor's program and providing funding to the vendor to purchase materials of instruction;

- purchasing services in full from a qualified vendor; and

- establishing a Memorandum of Agreement (MOA) with local Head Start grantee to coordinate recruitment and enrollment for eligible four-year-olds, among other provisions. MSDE is currently developing a statewide model MOA between MSDE and the Maryland Head Start Association to serve as a format for developing county MOAs.

Recommendations

- Of the anticipated $165-188 million capital costs related to the full-day kindergarten requirement of the Bridge to Excellence Act, $10.5 million is estimated to be related to the pre-kindergarten requirement. This should be appropriately funded as part of the $3.85 billion identified minimum facility needs, taking into consideration the mandate that the program be fully implemented in the 2007–08 school year.

- MSDE and PSCP should provide technical assistance to local school systems to creatively address space needs for pre-kindergarten programs, including the creation of regional programs and contracts with qualified vendors. MSDE and PSCP should share creative solutions with other LEAs.

Class Size/State-rated Capacity

PSCP uses an assumed school building capacity in evaluating requests for additional space and new schools. At the elementary school level the current State Rated Capacity (SRC) is 20 students per pre-kindergarten classroom, 22 students per kindergarten classroom, and 25 students per classroom for grades 1 to 5/6. (Some school systems include grade 6 in elementary schools, others in middle schools.) At the middle and high school levels, SRC is based on 25 students per classroom or laboratory teaching station, multiplied by an 85 percent utilization factor. For special education programs, SRC is 10 students per classroom. Planning officials in several local jurisdictions also use SRC in applying Adequate Public Facilities Ordinances to proposals for residential development.

Only six school systems specifically identified class size reduction as an educational strategy that would require additional facilities. Similarly, only seven systems have formally adopted reduced "local rated capacities." Nevertheless, most school systems are staffing below the current SRC at the lower grades. The average size of pre-kindergarten and kindergarten classes is actually 19 students. The average size of grades 1 to 3 classes is 21 students. The average size of grades 1 to 5 classes is 23 students at this time.

Changes in the SRC formula directly affect the number of projects eligible for State construction funding as well as the total funding required for each project. If the capacity for grades 1 to 5 were reduced to 22 students per classroom, a 20-classroom school that has a capacity of 500 students would be assumed to house only 440 students, justifying a need for three additional classrooms. The present estimated construction cost of an average new elementary classroom is at least $167,000.

Recommendations

- The IAC should reduce SRC for elementary grades 1 to 5 from 25 students per classroom to 23 students per classroom. This would bring SRC into alignment with the current average class size for grades 1 to 5.

- PSCP should study the current State funded maximum gross area allowances for elementary schools and make recommendations to the IAC on increasing or otherwise adjusting the allowance.

- MSDE and PSCP should monitor actual class size trends and current research on the impact of class size on student learning, and periodically recommend to the IAC adjustments to the formula.

State/Local Shared-cost Formula

The State established a State and local shared cost program in 1988 at the recommendation of the Task Force on School Construction. The task force recommended that the program be wealth-equalized, with the State paying a greater share of public school construction costs for less wealthy counties. The plan was approved and implemented by BPW, and the initial shared cost formula was in place from fiscal 1989 to 1994.

The 1993 Governor's Task Force on School Construction recommended that the shared cost formula be updated to reflect more recent wealth estimates. Using projections of wealth and enrollment, the State share of the current expense program[7] for each county was estimated for fiscal 1997 through 1999. The projected average State share during the three years was computed and used to set State shares in the formula. State shares for the school construction formula were rounded to the next higher 5 percent increment, and a minimum State share floor was set at 50 percent. The new shared cost formula was implemented in fiscal 1995 and, with two exceptions, has not changed since then. In response to separate court cases, the Baltimore City and Prince George's County State shares have been increased through the enactment of State legislation. The current State/local shared cost formula is shown in **Exhibit 3**.

Exhibit 3
Current State/Local Shared Cost Formula for Public School Construction

50/50	55/45	65/35	70/30	75/25	80/20	90/10
A.A.	Calvert	Carroll	Cecil	Allegany	Somerset	Balt. City*
Baltimore	Q.A.	Charles	Dorchester	Caroline		
Howard		Frederick	Garrett	Pr. George's**		
Kent		Harford	St. Mary's			
Mont.		Washington	Wicomico			
Talbot						
Worcester						

*The 90% State match exists through fiscal 2005 and only applies to the first $20 million in State funding provided to Baltimore City in a single fiscal year. State funding in excess of $20 million has a 75/25 State/local match. After fiscal 2005, the State share for Baltimore City reverts to 75%.

**The 75% State match exists through fiscal 2007 and only applies to the first $35 million in State funding provided to Prince George's County in a single fiscal year. State funding in excess of $35 million has a 65/35 State/local match. After fiscal 2007, the State share for Prince George's County reverts to 60%.

Source: Department of Legislative Services

[7] Now known as the foundation program.

Local Involvement in School Construction

The goal of the shared cost formula is to ensure equity across jurisdictions in the quality of school facilities by providing a greater State share of school construction costs to low-wealth jurisdictions and a lower State share to high-wealth counties. In effect, the goal is to provide a State share that would give every county an equal opportunity to meet the same school facility standards with roughly the same local effort. An equitable formula, therefore, should account for different local needs and different local wealth bases.

The current shared cost formula has not prevented disparity in the resources each jurisdiction devotes to public school construction. **Exhibit 4** shows school construction debt as a percent of local wealth for each jurisdiction in fiscal 2001.[8] The percent ranges from 0.1 percent in Kent County to 2.3 percent in neighboring Queen Anne's County. The exhibit also calculates an "effort index"[9] for each jurisdiction by comparing the local percentage to the statewide weighted average. Index values range from 0.13 (13 percent of the State average) to 2.59 (259 percent of the State average). To some extent, these differences are to be expected because local governments have differing priorities. For example, citizens in one county may be willing to pay higher taxes to maintain quality school facilities, while the local government in a different county may feel greater pressure to fund other projects or keep tax rates low. However, the wide variation in local effort could be an indication that competing local priorities are not the only factor driving differences in local support for school construction; local needs and local wealth bases may not be adequately accounted for in the existing shared cost formula.

To further analyze the equity of the existing formula, data from the School Facilities Survey were used. If the formula was designed to account for local attributes that drive facility needs, counties with high effort would not have identified many additional needs in the survey and counties with low effort would have identified many needs that have not been met. **Exhibit 5** estimates the debt each county would have to incur under the existing State/local shared cost formula in order to meet the needs recognized in the survey as having the highest potential to impact educational delivery. This amount is then added to outstanding school construction debt, and the sum is compared to current local wealth. The analysis shows that local school construction debt as a percent of local wealth would have to average 1.3 percent statewide to meet the high impact needs, nearly 50 percent more than the percentage in fiscal 2001. However, these needs would presumably be met over time, meaning that some of the debt will be retired and that the remaining debt will comprise a lower percentage of an increasing wealth base.

The index calculated for Exhibit 4 is also updated in Exhibit 5 to include the local contribution necessary to meet the high impact needs. A jurisdiction's index value is influenced by both its outstanding school construction debt (presumably, needs that have already been met)

[8] Debt as a percent of wealth base should not be viewed as a "tax rate" for school construction since school construction debt is financed over 15 or 20 years.

[9] The index is not intended to suggest what the proper local effort is. The index simply makes it easier to view differences in local support for school construction.

and its remaining needs, as measured by the Facility Assessment Survey. The values on this index contract somewhat compared to those in Exhibit 4, with a maximum of 1.67 and a minimum of 0.08, indicating that differences in unmet facility needs are, in part, a result of varying local effort. The disparity, however, is still significant. Several jurisdictions with high effort scores on the original index have significant remaining needs and would have to continue strong local support for school construction under the existing formula. Conversely, some counties with very low school facility needs could keep effort relatively low and meet all of their needs. This may indicate a need to adjust the existing State/local shared cost formula.

Exhibit 4
Local Debt for School Construction
Fiscal 2001
($ in Thousands)

County	Wealth*	FY01 School Construction Debt**	School Construction Debt as % of Wealth	Effort Index
Allegany	$1,593,675	$13,900	0.872%	0.96
Anne Arundel	22,740,066	137,474	0.605%	0.67
Baltimore City***	13,397,785	94,160	0.703%	0.78
Baltimore	31,040,655	104,432	0.336%	0.37
Calvert	3,719,156	19,194	0.516%	0.57
Caroline	799,585	11,530	1.442%	1.59
Carroll	6,057,753	79,406	1.311%	1.45
Cecil	2,991,478	35,195	1.177%	1.30
Charles	4,800,206	31,557	0.657%	0.73
Dorchester	931,179	7,262	0.780%	0.86
Frederick	8,267,102	146,719	1.775%	1.96
Garrett	1,043,274	2,109	0.202%	0.22
Harford	8,471,266	62,695	0.740%	0.82
Howard	13,767,359	197,386	1.434%	1.58
Kent	802,760	929	0.116%	0.13
Montgomery	53,697,288	629,326	1.172%	1.29
Prince George's	26,124,246	185,037	0.708%	0.78
Queen Anne's	1,916,965	44,962	2.345%	2.59
St. Mary's	3,136,032	52,007	1.658%	1.83
Somerset	455,594	1,754	0.385%	0.43
Talbot	2,130,144	12,809	0.601%	0.66
Washington	4,208,704	35,869	0.852%	0.94
Wicomico	2,501,382	44,425	1.776%	1.96
Worcester	3,188,506	22,521	0.706%	0.78
Total:	**$217,782,160**	**$1,972,655**	**0.906%**	**1.00**

* Equals wealth base used in fiscal 2002 education aid calculations. The calculation draws from actual fiscal 2001 wealth figures.
** From a Department of Legislative Services' 2002 survey of local governments.
*** The Baltimore City school construction debt figure includes $25 million attributable to the Baltimore City Public School System, not the local government.

Source: Department of Legislative Services, January 2004

Exhibit 5
Estimated Local Effort to Meet High Impact Needs
($ in Thousands)

County	High Impact Need*	Current Local Share	Est. Local Share of High Impact Costs**	Outstanding Debt	Local Share of Costs Plus Debt	Percent of FY05 Wealth	Index
Allegany	$43,666	25%	$15,829	$13,900	$29,729	1.666%	1.24
Anne Arundel	263,385	50%	151,446	137,474	288,920	1.089%	0.81
Baltimore City	400,805	10%	94,189	119,160	213,349	1.543%	1.15
Baltimore	222,954	50%	128,199	104,432	232,631	0.706%	0.53
Calvert	99,552	45%	53,011	19,194	72,205	1.644%	1.23
Caroline	3,316	25%	1,202	11,530	12,732	1.407%	1.05
Carroll	114,887	35%	51,412	79,406	130,818	1.829%	1.37
Cecil	32,006	30%	12,962	35,195	48,158	1.376%	1.03
Charles	175,647	35%	78,602	31,557	110,159	1.882%	1.41
Dorchester	23,707	30%	9,601	7,262	16,864	1.588%	1.19
Frederick	138,925	35%	62,169	146,719	208,887	2.121%	1.58
Garrett	13,507	30%	5,470	2,109	7,580	0.608%	0.45
Harford	123,322	35%	55,187	62,695	117,882	1.212%	0.91
Howard	158,718	50%	91,263	197,386	288,649	1.793%	1.34
Kent	75	50%	43	929	973	0.109%	0.08
Montgomery	263,893	50%	151,738	629,326	781,064	1.283%	0.96
Prince George's	635,980	25%	230,543	185,037	415,579	1.436%	1.07
Queen Anne's	9,232	45%	4,916	44,962	49,878	2.103%	1.57
St. Mary's	50,065	30%	20,276	52,007	72,283	1.955%	1.46
Somerset	5,210	20%	1,667	1,754	3,421	0.676%	0.51
Talbot	15,976	50%	9,186	12,809	21,995	0.892%	0.67
Washington	60,988	35%	27,292	35,869	63,161	1.306%	0.98
Wicomico	44,005	30%	17,822	44,425	62,247	2.216%	1.66
Worcester	48,111	50%	27,664	22,521	50,185	1.218%	0.91
Total	**$2,947,932**		**$1,301,691**	**$1,997,655**	**$3,299,346**	**1.339%**	**1.00**
Estimated State share of high impact costs:			**$1,646,241**				

* Source: Facility Assessment Survey

** Equals 15% of needs (the estimated ineligible cost percentage) plus local share times 85% of needs.

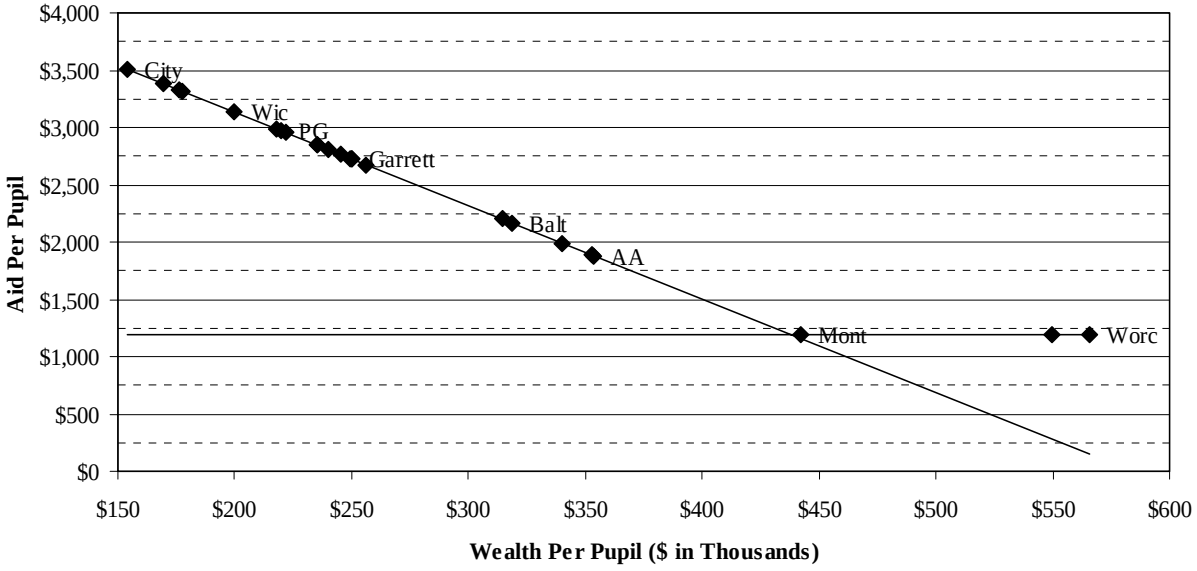
Note: The table assumes that the enhanced State shares for Baltimore City and Prince George's County (90% and 75% respectively) apply to all State school construction funding.

Options and Issues Regarding Updating and Adjusting the State/Local Shared Cost Formula

Foundation Program

The foundation program ensures a minimum level of funding per pupil ($4,766 in fiscal 2004) in every school system and calculates the State and local shares of this amount using a formula. The formula calculates a uniform local contribution rate (essentially a tax rate) that makes up approximately 50% of full program cost, and the rate is applied to all jurisdictions to determine a local share of the program. The State then pays the amount of the full program that is not covered by the local share. Through the formula, the State provides a greater share of the per-pupil amount in low-wealth jurisdictions and a lower share in more wealthy jurisdictions. However, there is also a minimum level of per pupil aid that the State must provide regardless of local wealth ($1,192 in fiscal 2004). **Exhibit 6** illustrates the way the program works; each diamond on the graph represents a local jurisdiction.

Exhibit 6
Foundation Program
Fiscal 2004



Source: Department of Legislative Services

As shown in Exhibit 6, the program differentiates between low-wealth and high-wealth counties and therefore could be used to update the existing State/local shared cost formula. The

percentage of the per pupil foundation amount each local school board is receiving in fiscal 2004 and estimates for the next five fiscal years are shown in **Exhibit 7**.

Exhibit 7

Actual and Projected Percentage of Per Pupil Foundation Amount Paid by State
Fiscal 2004 to 2009

County	Actual FY04	Est. FY05	Est. FY06	Est. FY07	Est. FY08	Est. FY09	Current State Share
Baltimore City	73.6%	73.6%	73.8%	74.0%	74.3%	74.6%	90/75%
Caroline	71.0%	70.1%	69.6%	69.3%	68.9%	68.7%	75%
Somerset	69.8%	69.8%	70.0%	70.2%	70.4%	70.4%	80%
Allegany	69.6%	69.6%	69.9%	70.2%	70.4%	70.6%	75%
Wicomico	65.8%	65.6%	65.4%	65.5%	65.7%	65.9%	70%
Cecil	62.7%	62.4%	62.1%	61.7%	61.5%	61.4%	70%
Prince George's	62.3%	62.9%	63.4%	63.9%	64.2%	64.7%	75/65/60%
Dorchester	62.0%	61.8%	61.7%	61.3%	61.1%	61.0%	70%
Charles	59.8%	59.7%	59.6%	59.6%	59.5%	59.6%	65%
St. Mary's	59.7%	59.7%	59.8%	59.1%	58.5%	58.0%	70%
Washington	58.9%	58.4%	57.6%	57.0%	56.6%	56.2%	65%
Harford	58.0%	57.2%	56.4%	55.5%	54.7%	53.8%	65%
Carroll	57.3%	56.8%	56.2%	55.5%	54.7%	54.2%	65%
Calvert	57.2%	57.3%	57.4%	57.5%	57.6%	57.2%	55%
Garrett	57.2%	56.1%	55.2%	53.9%	52.7%	51.7%	70%
Frederick	56.1%	55.4%	54.7%	54.1%	53.6%	53.4%	65%
Queen Anne's	46.2%	45.8%	45.5%	45.1%	44.1%	43.7%	55%
Baltimore	45.4%	45.4%	45.4%	45.4%	45.4%	45.3%	50%
Howard	41.8%	41.5%	41.0%	40.5%	40.0%	39.7%	50%
Anne Arundel	39.6%	38.6%	37.7%	36.7%	36.2%	35.7%	50%
Kent	39.5%	39.2%	38.2%	37.5%	35.4%	33.4%	50%
Montgomery	25.0%	25.0%	25.4%	25.9%	26.5%	27.3%	50%
Talbot	25.0%	24.0%	22.0%	19.0%	15.0%	15.0%	50%
Worcester	25.0%	24.0%	22.0%	19.0%	15.0%	15.0%	50%
State	**50.9%**	**50.6%**	**50.5%**	**50.3%**	**50.2%**	**50.2%**	**--**

Source: Department of Legislative Services

In the context of considering whether the shared cost formula should be updated to reflect more recent wealth calculations, the task force considered whether to use the foundation program to determine State and local shares and, if so, whether:

- Actual numbers (from fiscal 2004 or 2005 aid calculations) or estimates of future aid numbers should be used to determine State and local shares;

- The technique of rounding to the next higher 5 percent increment should be maintained;

- The 50 percent floor should be maintained, and , if so, similar adjustments should be made for low-wealth jurisdictions at the other end of the scale; and

- Changes should be made regarding the special cost shares for Baltimore City and Prince George's County.

Guaranteed Tax Base (GTB) Program

GTB program is a new formula that was established in the Bridge to Excellence in Public Schools Act of 2002. It is scheduled to begin in fiscal 2005 and will provide additional State aid to low-wealth jurisdictions based on local wealth and local effort towards education operating expenditures. The program can be viewed as an add-on to the foundation program for the counties that qualify. The additional per pupil aid from the GTB program (assuming it was implemented in fiscal 2004) could be added to per pupil foundation aid to calculate a higher State share for counties that qualify for the GTB program.

Adjusting Formula for Certain Schools or School Systems

The legislation proposed by this task force last session, which was enacted as Chapter 388 of the Acts of 2003, expanded the charge of the task force to include an examination of whether the State should provide a greater share of eligible school construction costs for: (1) schools where 50% or more of the students are eligible for free and reduced price meals; (2) small schools constructed or renovated in priority funding areas; and (3) schools in qualified distressed counties (i.e., "One Maryland" counties). These categories of schools are discussed individually below.

Schools with High Proportions of At-risk Students There are reasons the State might consider providing a greater share of the costs for schools that have large populations of students eligible for free and reduced price meals. First, local school systems would have an incentive to prioritize improvements to these schools. Second, local school systems could consider more expensive improvements at these schools, including improvements that impact the educational programs. There are approximately 370 Title I schools in Maryland (27% of all Maryland public schools). The task force could recommend that projects to improve these schools receive a greater State share.

A second option would involve making adjustments for at-risk students at the school system level rather than the school level. For example, jurisdictions that enroll free and reduced price meal students in proportions greater than the State average could receive add-ons to their State shares.

Small Schools There is a school of thought that believes smaller schools produce better results for students. In particular, advocates have focused on smaller high schools as part of an overall high school reform movement and the positive impact that these reforms have on at-risk students. To provide incentives that will allow school systems to build smaller schools, a greater State share of funding could be provided for new high schools designed to hold less than a given number of students or renovations that would allow a large high school buildings to be split into several smaller "schools." The incentive could be an additional 5 to 10 percent State share.

Currently, the formula that determines the amount of the cost in which the State will share is sensitive to school size. PSCP uses a sliding scale based on projected school capacity to determine the maximum square footage in which the State will participate. Schools with smaller capacities are eligible for greater square footage per pupil. Any change in the State share for small schools would provide further encouragement to build small schools.

Distressed Counties Distressed counties, or "One Maryland" counties, are defined by having at least one of two negative economic indicators: an unemployment rate more than 1.5 times the State average, or per capita income below 67 percent of the State average. Baltimore City and Allegany, Caroline, Dorchester, Garrett, Somerset, and Worcester counties qualify as One Maryland counties. These jurisdictions have needs outside of public school construction that require more local support. To account for the other needs the jurisdictions face and the additional local resources that must be devoted to those priorities, the State share of public school construction funding could be enhanced. A qualifying county could be awarded, for example, a 5 percent add-on to its State share. Alternatively, a jurisdiction could receive an additional 5 percent State share for each economic risk factor that applies to the local jurisdiction. Counties that qualify based on both unemployment and per capita income, therefore, would receive a 10 percent bonus.

Enrollment Growth

The existing data suggest that many of the counties making the greatest relative efforts towards school construction funding are those with increasing enrollments. Based on this assessment, a higher State share for school systems experiencing growth in enrollment might be appropriate. Percent enrollment growth beyond the State average could be added to the State share. For example, from 1997 to 2002 enrollment increased 4.3 percent statewide. The State's enrollment growth could be subtracted from the percent enrollment increases in growing counties to determine a State share add-on.

Age of School Facilities

Another factor that presumably affects local needs is the age of the school facilities in each district. A State share add-on could be developed that would account for the percentage of pre-1960s or pre-1970s square footage in each district.

Using a Comprehensive Approach to Set State Share

With the knowledge that different local pressures drive needs and that local wealth bases provide differential opportunities to meet local needs, a comprehensive model for setting the State share could be designed. The model could take into account local wealth as well as some of the factors that drive local needs, such as enrollment growth, student populations, and age of school facilities. Jurisdictions that have provided high levels of school construction funding in relation to their local wealth bases could also be rewarded with higher State shares. (See **Appendix 7** for options presented to the task force.)

Recommendations

- The cost share formula should be modified to use actual aid numbers for the current fiscal year (e.g., fiscal 2004 State share of foundation).

- The cost share formula should be modified to incorporate several appropriate factors, as described below. **Exhibit 8** shows the recommended cost share formula and the new estimated State and local shares. **Exhibit 9** compares the new formula to the current one for each jurisdiction.

- The task force further recommends maintaining the 50 percent minimum State share, eliminating the practice of rounding to the next 5 percent increment, updating the formula every three years to reflect incremental changes in local wealth and other factors, and providing a transition year in which a county would receive the higher State share in the old or new formula. The new formula should be implemented for planning and construction projects beginning in fiscal 2006. Counties that have a higher State share under the current formula should receive the higher amount in fiscal 2006.

- Recognizing special needs and commitments, the task force recommends that until the current laws creating the special shares expire, Baltimore City and Prince George's County school systems should receive the higher of the current special cost share or the share under the new formula beginning in fiscal 2006.

The revised cost share formula uses the actual 2004 State share of the foundation program and then increases the State share by:

- per pupil State aid (as a percent of the per pupil foundation amount) each county would be receiving under the guaranteed tax base program if it was fully implemented in fiscal

2004. The guaranteed tax base program is scheduled to begin in fiscal 2005 and will provide additional State aid to low-wealth jurisdictions based on local wealth and local effort towards education operating expenditures.

- 20 percent of the difference between the percentage of students eligible for free and reduced price meals in that jurisdiction and the statewide average. For example, in Allegany County, 45 percent of students are eligible for free and reduced price meals, 15 percentage points above the statewide eligibility of 30 percent. Therefore, Allegany County receives an additional State share of 3 percent, or 20 percent of 15 percent.

- 5 percent for counties that have an unemployment rates more than 1.5 times the State average and counties that have per capita incomes below 67 percent of the State average. If a county qualifies for both of these enhancements, it receives a total enhancement of 10 percent.

- an adjustment for high-growth counties equal to the percent enrollment growth beyond the State average from 1997 to 2002; and

- for counties where school construction debt equaled more than 1 percent of local wealth, an add-on equal to 10 times the percent by which the percentage exceeds 1 percent, based on fiscal 2001 local effort for public school construction. For example, Caroline County's school construction debt equaled 1.44 percent of local wealth in fiscal 2001. The county would receive an add-on of 4.4 percent to the State share.

Exhibit 8

Revised Cost Share Formula

County	FY 2004 State Share Foundation	Guaranteed Tax Base Add-On*	20% of FRPM% Above State Avg	Distressed County Add-On	Enrollment Growth 97-02 Beyond State Avg	FY 2001 Local Debt Above 1% of Local Wealth	Percent State Share with Add-ons	Percent Local Share with Add-ons
Allegany	69.6%	7.7%	3.0%	10.0%	0.0%	0.0%	90%	10%
Anne Arundel	39.6%	0.0%	0.0%	0.0%	0.0%	0.0%	50%	60%
Baltimore City	73.6%	10.2%	7.6%	5.0%	0.0%	0.0%	96%	4%
Baltimore	45.4%	0.0%	0.0%	0.0%	0.0%	0.0%	50%	55%
Calvert	57.2%	0.0%	0.0%	0.0%	11.6%	0.0%	69%	31%
Caroline	71.0%	5.5%	2.7%	5.0%	0.0%	4.4%	89%	11%
Carroll	57.3%	0.0%	0.0%	0.0%	1.5%	3.1%	62%	38%
Cecil	62.7%	2.3%	0.0%	0.0%	1.3%	1.8%	68%	32%
Charles	59.8%	0.0%	0.0%	0.0%	10.3%	0.0%	70%	30%
Dorchester	62.0%	1.3%	3.4%	10.0%	0.0%	0.0%	77%	23%
Frederick	56.1%	0.0%	0.0%	0.0%	7.3%	7.7%	71%	29%
Garrett	57.2%	0.0%	2.4%	10.0%	0.0%	0.0%	70%	30%
Harford	58.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58%	42%
Howard	41.8%	0.0%	0.0%	0.0%	12.1%	4.3%	58%	42%
Kent	39.5%	0.0%	1.7%	0.0%	0.0%	0.0%	50%	59%
Montgomery	25.0%	0.0%	0.0%	0.0%	7.0%	1.7%	50%	66%
Prince George's	62.3%	2.2%	2.9%	0.0%	1.1%	0.0%	69%	31%
Queen Anne's	46.2%	0.0%	0.0%	0.0%	9.5%	13.5%	69%	31%
St. Mary's	59.7%	0.0%	0.0%	0.0%	4.9%	6.6%	71%	29%
Somerset	69.8%	11.2%	6.3%	10.0%	0.0%	0.0%	97%	3%
Talbot	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50%	75%
Washington	58.9%	0.0%	0.1%	0.0%	0.0%	0.0%	59%	41%
Wicomico	65.8%	5.6%	1.7%	0.0%	0.0%	7.8%	81%	19%
Worcester	25.0%	0.0%	0.7%	5.0%	0.0%	0.0%	50%	69%

Source: Department of Legislative Services

Exhibit 9

Comparison of Revised State Share Recommended by Task Force to Current State Share

County	Current State Share	Revised State Share		Difference
Allegany	75%	90%	+	15%
Anne Arundel	50%	50%		0%
Baltimore City	90%/75%	96%	+	6%/21%
Baltimore	50%	50%		0%
Calvert	55%	69%	+	14%
Caroline	75%	89%	+	14%
Carroll	65%	62%	-	3%
Cecil	70%	68%	-	2%
Charles	65%	70%	+	5%
Dorchester	70%	77%	+	7%
Frederick	65%	71%	+	6%
Garrett	70%	70%		0%
Harford	65%	58%	-	7%
Howard	50%	58%	+	8%
Kent	50%	50%		0%
Montgomery	50%	50%		0%
Prince George's	75%/65%/60%	69%	-	6%/+4%/+9%
Queen Anne's	55%	69%	+	14%
St. Mary's	70%	71%	+	1%
Somerset	80%	97%	+	17%
Talbot	50%	50%		0%
Washington	65%	59%	-	6%
Wicomico	70%	81%	+	11%
Worcester	50%	50%		0%

Source: Department of Legislative Services

Aging School Program

The Aging School Program (ASP) was established in Chapter 105 of the Acts of 1997 to provide additional funds to jurisdictions to address the needs at their aging school facilities. The funds may be used for capital improvements, repairs, and deferred maintenance. Projects are selected that will protect the school building from deterioration, improve the safety of students and staff, or enhance the delivery of educational programs.

The initial funding, $4.35 million, was established in the same legislation as the Baltimore City-State partnership. The annual funding was increased in 1998 to $10.37 million as part of the School Accountability and Funding for Excellence legislation. Funds for each jurisdiction are specified in statute. Allocations are based on each jurisdiction's proportion of square footage in the State built before 1960 (as of 1995). Each jurisdiction receives a minimum allocation.

Originally set to expire in 2002, ASP was extended by several pieces of legislation. In 2002, the General Assembly passed legislation (House Bill 937) making ASP permanent and altering the allocation of funds. The bill deleted minimum allocations for jurisdictions and revised allocations based on more recent pre-1960 square footage data (February 2002). The Governor vetoed the bill for policy reasons, and in his veto letter asked the task force to review the allocation proposed in House Bill 937 and make recommendations on whether to alter the allocation of funds if the program is recommended to continue. In 2003, at the recommendation of the task force in its 2002 interim report, the program was made permanent by legislation (Chapter 388) which also required the task force to review whether the current allocation of ASP funds should be continued permanently or be modified.

The ASP, which is administered by the IAC, incorporates procedures that make the program more flexible for jurisdictions than the regular capital improvement program. Smaller projects (minimum $10,000) are eligible and include some projects (e.g., painting, carpeting, and site development) that would not be eligible as stand-alone projects under the CIP. Jurisdictions can submit project applications for approval throughout the year, rather than only once prior to the fiscal year under the CIP. No local match is required. Funds can be used for any building or building system that is 16 or more years of age. Required submissions for State review vary depending upon the type of project.

When ASP began, pre-1960 square footage (as of 1995) represented buildings 38 years of age or older. Current pre-1960 square footage represents buildings 44 years of age or older. Current pre-1970 square footage represents buildings 34 years of age or older. Providing a minimum allocation assures participation in the program for each jurisdiction. Using a minimum allocation and calculating funding based on current pre-1960 square footage provides the minimum allocation to several jurisdictions (Charles, Dorchester, Howard, Somerset, and Worcester) in which less than 1 percent of the square footage is pre-1960. Using a minimum allocation and calculating funding based on current pre-1970 square footage provides the

minimum allocation to several jurisdictions (Calvert, Dorchester, and Somerset) in which less than 5 percent of the square footage is pre-1970.

Recommendation

- The ASP funding allocations should be revised based on current pre-1970 square footage, maintaining the current minimum allocation of $65,000 and $85,000. The revised allocation should be implemented beginning in fiscal 2006. (**Exhibit 10** shows the current and recommended allocation).

Exhibit 10

Aging School Program
Comparison of Allocations

Local Education Agencies	**FY 2004** ($000 omitted)	**Revised Pre-1970** ($000 omitted)
Allegany	$ 355	$ 166
Anne Arundel	570	859
Baltimore City	1,635	2,356
Baltimore Co.	2,940	1,484
Calvert	65	65
Caroline	85	85
Carroll	385	233
Cecil	355	163
Charles	65	85
Dorchester	65	65
Frederick	85	310
Garrett	85	65
Harford	400	369
Howard	65	149
Kent	65	65
Montgomery	1,170	1,023
Prince George's	970	2,053
Queen Anne's	85	85
St. Mary's	85	85
Somerset	65	65
Talbot	155	65
Washington	200	229
Wicomico	355	181
Worcester	65	65
TOTAL	**$10,370**	**$10,370**

Note: Minimum allocations of $65,000 and $85,000

Source: PSCP

Alternative Financing of School Facility Construction

To meet Maryland's growing educational facility needs, some local school systems, government officials, and members of the public have expressed interest in alternative financing methods. As recommended in its interim report, in the fall of 2003 the task force established a workgroup to investigate alternative financing, including whether alternative financing mechanisms could provide funding for school construction more quickly, more efficiently, and ultimately with less expense than traditional financing methods. (See **Appendix 8** for the workgroup membership.)

The workgroup found that traditional municipal bond financing is the least expensive and most efficient financing method available for public school construction and recommends that traditional municipal bond financing be used for most school construction. However, other financing options may be desirable under certain, limited circumstances, such as when the urgency of a project is so great that cost considerations are secondary to schedule impacts, when an unusual site location makes a public-private partnership reasonable, when the school district holds an unused or underused asset which can be capitalized into a profitable income stream, when the financial benefits of completing a project quickly outweigh the additional cost over time, or when a limited project scope warrants a performance based contracting approach.

Typically, in alternative financing arrangements, a government entity does not issue its own debt; instead, a private party serves as an intermediary and secures financing. The government entity typically repays the cost of financing through its operating budget. The principal types of alternative financing are: lease-leaseback, sale-leaseback, performance-based contracting, and public-private partnerships.

Lease-leaseback

The government entity leases a property (either land and improvements or improvements only) to a private entity. The private entity (lessor) then renovates or builds the facility and leases it back to the government entity.

Sale-leaseback

The public body sells a property (land, improvements, or land and improvements) to a private entity, which then leases the property back to the government entity. The revenues from the sale can then be used to renovate the property, to improve other properties or for other purposes.

Performance-based Contracting

Improvements are made to an existing building to reduce energy or maintenance costs. The operating budget savings are then used to pay the cost of the improvements. Typically, the contractor obtains the financing for the improvements, makes the improvements, and guarantees the savings.

Public-private Partnership

In one version of a public-private partnership, a private entity might share a facility with a school. The private entity could: (1) use the school facility when school is not in session; (2) occupy a dedicated portion of the school building; or (3) operate a building on the same site as the school building. Revenues generated through the use of the private facility reduce the debt service of the government entity.

The reputed advantages of alternative financing approaches include the speed with which financing can be put in place, the access they provide to funding without an increase in public debt**,** and the potential transfer of development and occupancy risk to the private entity. The principal disadvantage is the overall cost of funding, which, almost invariably, is higher than traditional governmental financing through sales of municipal bonds.

Based on current and anticipated requests in the fiscal 2005 School Construction Capital Improvement Programs, the total State share of public school capital requirements for fiscal 2005 through 2010 will be greater than $2.1 billion. Meanwhile, annual State funding for school construction is anticipated to be only $100 million through fiscal 2010. If State funding remains constant at this level, the deficit in school construction funding will approach $1.5 billion.

In 2002, Virginia passed the Public-Private Education Facilities and Infrastructure Act (PPEA), modeled after the 1995 Virginia Public Private Transportation Act (PPTA). PPEA allows public bodies to receive solicited and unsolicited proposals for a broad range of facility needs, ranging from site acquisition to building construction, equipment and operation. The act allows the public body to engage in "competitive negotiation" with offerors, rather than competitive sealed bid. The law does specify, however, that the PPEA procedure must be justified by projects that serve a public need and for which private involvement will deliver the project in a timely or cost-effective fashion. As a result of this legislation, a number of innovative and ambitious public-private partnerships are now in development that will allow schools to be built to meet urgent needs well ahead of their scheduled delivery and at savings to the public, and with potential synergies between educational programs and private sector facilities that will enhance the educational program. Maryland should consider whether similar legislation would help meet some of its school facility needs.

Recommendations

- The State should assist LEAs in developing alternative financing approaches. For example:
    - PSCP should help LEAs identify when an alternative financing mechanism may be appropriate for a particular project and to develop the procurement, contractual, and technical instruments that will meet State and local procurement requirements and will bring the project to a successful conclusion.
    - The IAC should submit an annual report on the use of alternative financing mechanisms to BPW and the General Assembly, and disseminate the report to LEAs.
    - PCSP should prepare a guide for LEAs to use when evaluating alternative financing proposals. The guide should include model contracts and model solicitations, as well as references to other documents which provide information and education on alternative financing.
    - Local school systems should be allowed to lease school facilities in which the State has no financial contribution. Currently, leaseback arrangements are only possible for school projects in which the State participates (Section 304.3 of PSCP Administrative Procedures Guide).
    - The requirement for the LEA to hold title to the property in order to receive State funds should be waived under a sale-leaseback arrangement if the lease specifies a future date when the title will revert from the private developer to the LEA.
- The task force supports legislation to change the State's requirement for competitive bidding for public school construction projects when the need for the facility serves the public interest. Alternative financing strategies appear to work best when the scope and cost of the project can be negotiated between the owner and the financier/builder. Specific options include:
    - Waive the competitive bid requirement for public school construction under specified circumstances, allowing for "competitive negotiation" with a sole offerer as a substitute.
    - Allow LEAs to receive unsolicited proposals for school development without the requirement to issue a Request for Proposals. If an LEA receives an unsolicited proposal, the law would require LEAs to advertise that the unsolicited proposal has been received, that it is available for study by interested parties, and that

alternative proposals will be accepted within a defined time period (e.g., 45 to 60 days).

- Permit LEAs to use Quality Based Selection (QBS) as a standard procedure to select a developer/builder, in which selection is based on a combination of qualification points and cost factors. QBS could be used as an alternative to standard competitive bidding, at the LEA's discretion.

- Authorize prequalification of performance-based contracting vendors through a competitive bid solicitation, and then allow LEAs to negotiate scope and cost with prequalified vendors. This prequalification would be similar to the Indefinite Delivery Contract now being solicited by the Maryland Energy Administration, but specifically tailored to school construction needs.

Alternative Local Funding

With municipal bonds remaining as the least costly financing alternative, the primary question remains: how the State and the local jurisdictions can provide sufficient funds to support Maryland's public school construction needs. The State can assist LEAs to more easily access municipal bond funds.

Recommendations

- The task force supports **enabling** legislation that would authorize all local governments to issue debt for school construction and to implement transfer taxes and excise taxes in order to fund the local share of school construction, without obtaining General Assembly approval.

- The State through MSDE should establish a capital campaign program to solicit private sector contributions for school construction, and should help LEAs to establish their own similar programs. Securing contributions for naming rights for certain types of facilities (e.g., gymnasiums, auditoriums) could be an element of the capital campaign. In designing the program, MSDE should address issues of equity that may arise in the distribution of collected funds, as well as concerns about the types of facilities that can be supported by the private sector.

- PSCP should encourage local governments to extend the range of proffers that are discussed with local developers to include school financing and actual construction, in addition to contributions of school sites.

Review of Public School Construction Rules and Procedures

The statutes governing public school construction are very sparse. Essentially, § 5-301 of the Education Article provides the primary statutory basis for State financial participation in public school construction. All other requirements relating to PSCP are found in the *Rules, Regulations, and Procedures of the School Construction Program* (*Rules and Regulations*) and *Administrative Procedures Guide* (the *Guide*). Both of these documents are initially adopted by the IAC and are approved by BPW.

The *Rules and Regulations* are included in the *Guide* as Appendix A and contain many of the major requirements, including the State/local shared cost formula and the eligible and ineligible expenditures under PSCP. Requirements are also found in the text of the 200 page *Guide*, including requirements for a master plan, submittal of a CIP, and development of maximum State construction budgets and allocations.

In addition to the *Rules and Regulations* and the *Guide*, PSCP, the IAC, and BPW implement other policies which are not found in either document but which have become regularly implemented as a matter of practice. Most significantly, these practices include a recommendation in December of each year by the IAC to BPW of 75 percent% of the total public school construction allocation anticipated for the following fiscal year. This was instituted in 1998 at the request of the legislative budget committee chairmen but has never officially been adopted by the IAC or BPW. As a part of this practice, 25 percent of the anticipated allocation is withheld and the IAC then submits what is termed an "A" and "B" list with recommendations to the Governor in late April. The Governor reviews both lists and selects potential projects from the B list to be added to the A list, which is then submitted for review and concurrence by the Treasurer and the Comptroller and formal action by BPW.

There is no specific statutory basis for a majority of the items in the *Rules and Regulations*, the *Guide*, or the significant practices of the IAC and BPW. All are based on the broad authority of BPW to adopt rules, regulations, and procedures relating to PSCP. None of the rules, regulations, and procedures adopted by BPW is subject to the State Administrative Procedure Act (State APA) under Title 10, Subtitle 1 of the State Government Article. This means that none of the policies adopted by BPW under the broad authority granted by statute are required by law to be subject to the State APA public notice and comment process.

Clearly, many of the rules, regulations, procedures and practices relating to public school construction involve significant public policy decisions while others appear to be more administrative in nature. Historically, there are many public policy reasons why significant governmental agency decision-making is subject to the State APA. Additionally, some governmental decision-making may be considered to be so significant that exceeds the quasi-legislative process at the agency level and should be determined by the Maryland General Assembly.

Recommendations: Statutory or Regulatory Formalization of PSCP Rules and Regulations

Due to the significance of the governmental decision-making related to public school construction, the task force recommends the following statutory changes to codify current practices of the IAC and BPW and to provide a more formal process for adopting policy changes to PSCP:

Statutory Changes

- A statutory change should be made to § 5-301(b) of the Education Article which states that the State will pay "all public school construction costs" in excess of federal funds. When PSCP was created in 1971, it may have been contemplated that the State would pay all costs without a State/local cost share, however this language contradicts current practice. Additionally, this subsection appears to contradict subsection (i) of the same section which states that the obligation of the State to pay the costs of "approved" projects or parts of projects for public school construction.

- Certain provisions relating to public school construction are of such importance that they should be included in the statute governing PSCP. The task force does not recommend substantive changes at this time but recommends that the following processes and current practices of the IAC and BPW be codified ***with many of the requirements to be carried out through the adoption of regulations***.

Provisions Relating to Practices of BPW and the IAC:

- The process for allocating the anticipated public school construction authorization, including any difference in the methods by which the percentage of the anticipated funds will be allocated (currently known as the 75%/25% practice);

- Authorizing BPW ***to adopt regulations at the recommendation of the IAC*** to include establishment of priority PSCP programs such as high school science laboratories; and

- Requiring the IAC to provide a biannual report to the budget committees of the General Assembly consistent with language in the 1999 *Joint Chairmen's Report* on the balance in the PSPC Statewide Contingency Account that consists of funds transferred for any reason from a previously approved project and any intended use of account funds.

Provisions from the *Rules and Regulations* and the *Guide:*

- Requiring the development of a State/local cost shared cost formula for each county ***by regulation*** that identifies the factors or rationale used in establishing the formulas;

- Requiring that a "maximum State construction allocation" which is the maximum State participation for each project be developed ***by regulation*** that identifies the dollar amount approved for State funding;

- Requiring the adoption of Educational Facilities Master Plans and annual and five-year Capital Improvement Programs ***as provided in regulation***;

- Authorizing ***the regulations*** to include a process and requirements for: cooperative arrangements for sharing of facilities among two or more school systems; selection of architects and engineers; award of contracts; and method of payment by the State;

- Requiring an appeals process to be established ***by regulation*** for appeal of decisions made by the IAC to BPW.

- Requiring BPW to mandate the reversion of funding with an allocation from the State Public School Construction Capital Improvement Program if the project has not be contracted for within two years of the approval and allowing the IAC to extend the time period with the approval of BPW if justified by unusual circumstances.

- Requiring transfer of any unexpended allocations for previously approved projects to the Statewide Contingency Account.

Changes Relating to the Administrative Procedure Act

As discussed above, regulations adopted by BPW for PSCP are exempt from the State APA. To enhance public notice and participation in public school construction decision-making, to ensure regulations adopted are consistent with legislative intent, and to provide a clearly designated public depository for public school construction regulations, the task force recommends that:

- The regulations adopted by BPW relating to PSCP are subject to the State APA under Title 10, Subtitle 1 of the State Government Article.

- Consistent with the recommendation above, the exemption under § 5-301(g) of the Education Article should be repealed.

Technical Changes to Statutes

The task force additionally makes the following suggestions for technical changes to the statutes governing school construction:

- Clarify the language in § 5-301(a) of the Education Article which requires BPW to define by regulation what constitutes an "approved" public school construction or capital

improvement cost. The costs defined by BPW are considered "eligible" and "ineligible" costs and are not technically "approved" costs but are costs "eligible" for approval.

- Include a cross-reference in §§ 5-301(j) and 5-308 (a)(3) and (b)(4) of the Education Article regarding title transfer of a school to a county government to § 4-115 of the Education Article relating to disposition of school buildings via transfer to county commissioners or county councils;

- Include a specific reference to § 5-7B-07 of the State Finance and Procurement Article which states that it is "the policy of the State that the emphasis for funding for public school construction projects shall be to target the rehabilitation of existing schools to ensure that facilities in established neighborhoods are of equal quality to new schools."

- Include a provision consistent with COMAR 21.11.03.04 which requires the IAC to require each local board of education to adopt procedures consistent with the minority business enterprise policies of the State before obtaining State funds for public school construction projects. The provision should require BPW to adopt the requirement by regulation.

Prevailing Wage

Title 17, Subtitle 2 of the State Finance and Procurement Article outlines the requirements of Maryland's prevailing wage law. The prevailing wage law regulates hours, wages, and employment conditions of contractors and subcontractors for public works in Maryland. Currently, construction projects for elementary and secondary schools with construction costs of at least $500,000 and for which the State funds 50 percent or more of the construction costs are subject to the prevailing wage law.

Maryland's prevailing wage law is based on the Davis-Bacon Act of 1931, which requires contractors or their subcontractors to pay workers employed directly on the work site, no less than the locally prevailing wages and fringe benefits paid on projects of similar character. Currently, 32 states have some type of prevailing wage law. Eight states (Alabama, Colorado, Florida, Idaho, Kansas, Louisiana, New Hampshire, and Utah) repealed their prevailing wage laws. The prevailing wage law was invalidated by a court decision in two states (Arizona and Oklahoma).

In *Barnes v. Commissioner of Labor & Industries*, the court stated that the purpose of the prevailing wage law was to protect local contractors and workmen against what was deemed to be unfair and predatory competition from outsiders who, by importing cheap migratory labor, could obtain important public works contract by underbidding contractors located in the community where the project was to be built. The common rationale of the prevailing wage law seems to be one of wage stabilization. *Barnes v. Commissioner of Labor & Industries*, 45 Md. App. 396, 413 A.2d 259, cert. denied, 288 Md. 731 (1980).

A DLS study in 1989 concluded that the prevailing wage increases project costs by 5 to 15 percent, and that the actual impact depends upon the type of project, labor costs as a share of total costs, and market conditions. In 1995, DLS reviewed the 1989 study and current data, and concluded that the 5 to 15 percent range was still valid.

Prevailing Wage Trends

During the 2000 legislative session, the General Assembly passed legislation repealing provisions of the prevailing wage law that required 75 percent or more of an elementary or secondary school construction project to be funded by the State in order for the prevailing wage law to apply. **Exhibit 11** shows the trend of increased school construction costs since fiscal 2001, with the cost of construction increasing approximately 20% from fiscal 2000 to 2001 when the repeal took effect. However, it is very difficult to determine how much of the increased construction costs are a direct result of the prevailing wage law.

Other factors may contribute to increased construction costs, including high demand in the construction industry due to a large number of federal, local, and private jobs occurring at the same time, increased costs of oil, and increased costs of materials. Facility planners tend to include a 5 to 10 percent increase in construction cost estimates for costs associated with prevailing wage. Recent information from Harford County indicates a major high school project would have increases within the 5 to 10 percent range; however, there are indications that for some types of projects, the increase may be more. For example, for labor-intensive roof work, there is evidence from a few years ago in Prince George's County that showed a potential increase of as much as 17 percent.

Prevailing wage applies to school construction projects if the project is over $500,000 and the State is paying at least 50 percent of the construction costs. Most, if not all, jurisdictions will fall into this category for at least one project. Less wealthy jurisdictions receiving a higher State share for school construction costs will fall into this category most, if not all, of the time. Thus, prevailing wage has the effect of increasing project costs for the State and for the jurisdictions, especially those jurisdictions that are least able to afford it.

Exhibit 11
Approved State School Construction Costs

	Construction Costs (per square foot)	Annual % Increase
July 2000	$119.68	
July 2001	$143.37	19.9%
July 2002	$149.80	4.4%
July 2003	$155.40	3.7%
July 2004	$156.80	1.0%

Source: PSCP

According to the Department of Labor, Licensing, and Regulation (DLLR), the prevailing wage differs for each of the 23 counties and Baltimore City. As a result, DLLR is unable to determine an average pay differential between prevailing wage workers who work on similar projects in different counties. However, DLLR states that the prevailing wage in areas that have a greater number of unionized workers, such as Baltimore City and Baltimore County, is higher

than the prevailing wage in counties that have a smaller number of unionized workers, such as Frederick and Washington counties.

Critics, including ABC, IEC National, and Public Service Research Foundation, argue that prevailing wage laws have a negative impact on minority and small businesses because the laws limit the ability of minority and small businesses to compete for public construction projects.[8] Prevailing wage laws require contractors to complete paperwork regarding payroll and wage earnings forms on a weekly basis.[9] This becomes problematic for many minority and small businesses if they do not have adequate administrative staff to process the paperwork.

Task Force to Study Efficiency in Procurement Recommendation

On December 5, 2003, the Task Force to Study Efficiency in Procurement approved a recommendation to amend the prevailing wage threshold. In order to effectuate a large savings to the cost of the State's construction program, the task force proposed that legislation be passed tying the threshold to the Consumer Price Index (CPI) or some other appropriate index. The $500,000 threshold was established in 1968 and has never been changed. If this threshold was tied to the CPI, the threshold would have increased to $2.5 million at the end of fiscal 2003.

Apprenticeship Programs

A person who is at least 16 years old may participate in an apprenticeship program. A person under 18 years old must have a work permit to participate in an apprenticeship. An apprentice and the apprentice's sponsor or employer must register with the Maryland Apprenticeship and Training Council. Each sponsor or employer of an apprenticeship program must maintain a minimum ratio of three regularly employed journeypersons to one apprentice.

Prevailing wage laws apply to all registered apprentices. According to DLLR, a registered apprentice must be paid a percentage of the prevailing wage rate according to the year of apprenticeship. For example, a first year carpenter apprentice would receive a lower percentage of the prevailing wage rate, while a second or third year apprentice would receive a greater percentage. However, current law does not address pay differentiation between an apprenticeship for students participating in work-based learning and an apprentice program for adult employees who receive supervised, structured on-the-job training in a specific trade.

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[8] Daniel Kessler and Lawrence Katz, "Prevailing Wage Laws and Construction Labor Markets," National Bureau of Economic Research Associates, December 1999. See also Ohio Legislative Service Commission, "The Effects of the Exemption of School Construction Projects from Ohio's Prevailing Wage Law," May 20, 2002.

[9] Fraundorf, Farrell, and Mason, "The Effects of the Davis-Bacon Act on Construction Costs in Rural Areas," The Review of Economics and Statistics, 1983.

Recommendations

- Support consideration by the General Assembly of legislation that would remove public school construction projects from the applicability of the prevailing wage law. This would reduce the cost of school construction projects for the State and local governments, and thus allow limited school construction dollars to fund more projects. To the extent that prevailing wage continues to apply to school construction projects, the task force supports raising the minimum construction threshold to reflect inflation and encourages more contractors to engage apprentices and to allow high school students to participate in approved on-site work-study programs.

Commission on the Structure and Efficiency of State Government's Recommendations Regarding the IAC

On December 8, 2003, the Commission on the Structure and Efficiency of State Government, chaired by former Governor Marvin Mandel, issued a report that includes recommendations regarding the IAC. The principal recommendation of the final report is that the IAC should be merged into the Maryland Stadium Authority (MSA), to be renamed the State Construction Management Authority. As stated in the report, this consolidation will allow MSA to bring its expertise in construction to bear on school facilities, with consequent improvements in design and execution and the realization of economies in planning, design, and construction costs. This single agency, it is claimed, would allow for statewide coordination of the public school construction process, providing a forum for interaction and consultation and helping the LEAs to optimize their school construction funding. It is suggested that the consolidation would also provide the opportunity for overall staff reductions, eliminating certain unspecified redundancies in operations.

There are compelling reasons to maintain the independence of the IAC and to leave responsibility for design and construction with the LEAs. Most significant is the fact that the IAC is an entity dedicated to educational facilities, a highly specialized area within the arena of facilities planning, design, and construction. It is doubtful that any savings would be achieved by the proposed merger, given the efficiency of the current operation in relation to the number of programs it administers and the services it provides. The proposal to merge the two agencies raises a number of concerns:

- The IAC was established in 1971 as an entity that reports directly to BPW. The interagency character of the program assures that decisions regarding school facilities will be made through a well-balanced process that takes account of educational needs, demographic patterns, and the requirements for durable, economical construction. The members of the IAC – the State Superintendent of Schools and the secretaries of the Department of Planning and the Department of General Services – express the perspectives of their respective agencies. The independence of the IAC from any specific agency allows it to maintain a focus on providing school facilities that will support the educational programs of the State and the school districts.

- School planning, design, and construction is a highly specialized domain within the facilities field, and requires focused attention and specialized skills; the construction aspect, in which MSA has unquestionable expertise, is only one episode in a lengthy process of project execution that incorporates the knowledge of educators, planners, community leaders, elected and appointed officials, architects and engineers, maintenance staff, and the building industry. To remove the IAC from its unique and independent interdisciplinary status would compromise the inclusiveness and balance that are so essential to a successful school construction program.

- The efficiencies that the report claims would be achieved through the merger are disputable. The operating budget of PSCP is slightly more than $1 million, of which 92 percent supports the salaries and benefits of the 17 staff members. This staff administers funds and other activities for five programs, with a current value in excess of $400,000,000 and representing more than 500 separate contracts. The staff is highly specialized in its functions, each individual performing critical actions in the approval of contracts, the administration of requisitions, and the close-out and auditing of projects. No reduction in staff could occur without a significant reduction in the number or size of programs administered by PSCP. Given the large needs across the State for school facilities, such a reduction is not in the best interests of the State or the school districts.

- The report claims that projected new growth will compromise the ability of PSCP to carry out its work. On the contrary, current staffing levels are appropriate to the number and size of projects that have been approved. The IAC is not a construction agency; rather, it manages the approval and disbursement of funds for projects that are procured by LEAs. During the peak of school construction activity in fiscal 2002, the IAC handled more than $306 million in approved fiscal 2002 construction funds (PSCP, Qualified Zone Academy Bonds, and ASP), a figure that does not include funds from previous fiscal years that were still under contract and were also being administered. While this large load of projects did tax the staff, it could have been accommodated by engaging one or two additional staff members or consultants. It is not anticipated that State construction funding will reach these levels again for several years

- Statewide coordination of school construction activities is not desirable if it means a reduction in local control over educational matters. The IAC currently provides statewide coordination of capital requests through the annual Public School Construction Capital Improvement Program. It also serves as a node of communication among the LEAs and between the LEAs and other agencies of the State about every aspect of school construction, from enrollment assessments to the details of contract administration. Superintendents and facility planners throughout the State have indicated that placing the activities of the LEAs under a single State construction management process would be highly objectionable to local interests. The decentralization of the school construction process reflects the traditional deference paid to the local jurisdictions in defining and executing the facilities that support their educational programs, which are unique to their demographics, their cultures, and their local priorities. This change would in fact require large expenditures by the State, since it would be taking over functions that are now paid for and managed by the local jurisdictions.

Recommendation

- The task force opposes the proposed merger of the IAC with MSA. The task force does, however, encourage the staff of the IAC to hold dialogue as to how MSA could lend its construction expertise to the local management of school construction projects.

School Design, Construction, and Maintenance

Under State law the State Board of Education has the power and duty to establish standards and guidelines for planning and constructing school building projects. These standards and guidelines are used as the basis for reviewing plans and specifications submitted to the State Superintendent for approval. As part of this process, the Maryland State Department of Education School Facilities Branch assists local school systems in the development and review of preliminary and final plans and specifications for any public school building project, advises local boards as to the suitability of these construction plans on the basis of educational effectiveness, construction, and reasonable economy of costs, and distributes information on school construction procedures, methods, and materials. (Section 2-205, Education Article)

Maryland is unusual in having only 24 public school systems in a small geographic area. This enables State school construction staff to have a close working relationship and frequent personal contacts with local board of education construction staff. The large size of the local systems enables local boards to employ full-time facilities planning and construction staff. The local school board contracts with private architecture and engineering firms to provide design services and follows State and local procurement laws for bidding and awarding construction contracts.

The best school buildings are a source of pride to their communities and present refined architectural values that nonetheless are economical in their massing, their use of materials, and their interior spaces. The quality of the primary learning spaces takes precedence over the non-instructional spaces such as the lobby. Color, off-the-shelf materials, and natural daylight are used imaginatively to achieve memorable and economical effects.

School boards, facilities staff, and architects are keenly interested in meeting the educational, demographic, environmental, and technological needs of the school systems. Maryland accomplishes this goal through the guidelines and standards issued by MSDE and through the funding and review programs of PSCP. Because many architects work for more than one school system, there is frequent cross-fertilization of good ideas and new approaches. In addition, State staff play a key role in identifying appropriate models in jurisdictions and disseminating information to the other 23 systems, as well as encouraging local planning committees to visit other projects and incorporate successful, proven solutions into their design plans.

While each site and each local educational program make each school's design needs somewhat unique, there is widespread use of prototype and repeat design plans. A rapidly growing school system may build the same basic elementary school design on three or four different sites over a 5- to 10-year period. In one recent case, a single basic design for a high school was repeated in two Maryland school systems and one Virginia system. The architect was hired independently by each school system and made minor, site-specific modifications as required. Certain contractual and liability issues must be resolved to facilitate this process.

Repeating the design of a school can save approximately 25 to 30 percent of the architect/engineer design, or about 1 percent of the total project cost and may reduce construction costs through avoidance of some change orders. The primary benefit is in reducing the time period for design and permit reviews.

Quality control by the design consultants in the production of construction documents is of critical importance. Faulty coordination of architecture and engineering documents may result in a large number of costly change orders, as well as delays in receiving permits. PSCP review assists school systems in achieving the necessary coordination.

The amount of competition on bid day is one of the largest factors in determining up-front building costs. While many factors affect the willingness of contractors to bid on a specific project, anecdotal evidence suggests excessive delay in receiving payments is a strong inhibition to public sector work and raises costs for those contractors who do participate. To increase the number of bidders, some jurisdictions may benefit from implementing successful business practices of other school systems.

Each school system manages its own maintenance and operations programs and specifies the materials and systems to be included in a construction project. Unfortunately, while managers recognize the desirability of applying a life cycle cost approach to design decisions, the initial cost often rules. This short-term approach can be more costly in the long-term, and can have unnecessarily negative effects on both the cost and educational achievement. In a life cycle approach, maintenance and replacement costs of all materials and finishes are evaluated in a continuous attempt to balance initial and long-term costs. Similarly, energy conservation measures and sustainable building technology (green architecture) and new products should be evaluated for each design project. Many ecologically sound building and site design solutions may directly support educational and instructional programs, such as storm water management systems incorporated into outdoor environmental study sites. **The best design is not necessarily the one with the lowest initial costs, but the one that achieves economies in energy performance, maintenance, and operations over the life of the building.** PCSP plays a key role in these analyses.

There are at least two major alternative green architecture models available for the PSCP and local school systems to consider. The best known, the LEED standard, is being investigated currently for construction of State buildings. An alternative standard, the Collaborative for High Performance Schools (CHPS) standard is now being adapted specifically for school buildings in several states and could be a model for Maryland, as well.[10]

[10]Two recent reports address green buildings: *Building Health, High Performance Schools: A Review of Selected State and Local Initiatives*, Environmental Law Institute, September 2003; *The Costs and Financial Benefits of Green Buildings*, Lawrence Berkeley Laboratories, et al. for the California Sustainable Building Task Force, October, 2003.

PSCP annually inspects the condition of approximately 100 school buildings to identify specific and immediate maintenance needs, highlight the importance of effective maintenance programs, and increase awareness of and support for sound maintenance programs among school personnel and local boards of education. A formal report is prepared by the IAC and distributed to BPW. PSCP also receives and reviews Comprehensive Maintenance Plans submitted annually by each school system.

The IAC maintenance surveys are performed in accordance with a carefully developed procedure that has been refined over the last 23 years. Each year staff from MSDE selects schools to be inspected based on the size of the school district, proposed renovation or construction schedules, and any special circumstances. One hundred twenty four schools were surveyed in fiscal 2003. The number of schools per system ranged from 1 to 14. Fifteen school systems received "very good" or "superior" ratings for each school inspected. No schools received a "fair" or "poor" rating in fiscal 2003.

In recent years a staff member of the Department of General Services Division of Plant Management has conducted the surveys. Typically the local school system is notified one week prior to the visit. School personnel accompany the inspector and are generally helpful and cooperative. At the school the inspector evaluates the condition or performance of 34 systems or components and gives each a rating from "superior" to "poor." The inspector applies weighting factors to determine an overall score and completes an itemized list with written observations that is provided to the school system. If any serious hazards or deficiencies are identified, the school system is asked to submit a written plan outlining how and when the deficiencies will be corrected.

The inspections for the current school year have been delayed. The inspector's position was one of those cut from the Department of General Services (DGS) fiscal 2004 operating budget. DGS and the IAC are considering methods to fulfill this responsibility with contracted or other staff.

Recommendations

- PCSP and MSDE should encourage the reuse of recent school designs, when educationally appropriate and with appropriate site and programmatic adaptation, within and across local school system boundaries. In addition, the IAC should consider whether stronger action – incentives or requirements – would be appropriate.

- The IAC should provide financial incentives, such as supplemental design funds and/or additional construction funding, for projects that include energy conservation, sustainable building, or green architecture design features, or use innovative building technologies, which would result in life-cycle savings.

- MSDE should consider facilities standards and guidelines that incorporate appropriate components of the CHPS and LEED building designs. In addition, the PSCP should provide technical assistance to all school systems on green building strategies and systems. This program should include regularly scheduled meetings to share experiences and address "lessons learned" both in Maryland and in other states. The goal should be to incorporate green building systems as a normal aspect of school construction/renovation.

- DGS should identify any barriers to participation and distribute information on existing State purchasing contracts for school furniture, equipment, and services that may be shared by local school systems.

- PSCP should provide technical assistance to all school systems on achieving high standards in architectural and engineering documents including regularly scheduled meetings, focused workshops, and distribution of model documents.

- PSCP should compile the findings of recently completed "blue ribbon" reports on reducing school construction costs, evaluate the actual savings, and disseminate the information to local school systems.

- The IAC should continue its annual Maintenance Survey of Public School Buildings.

- MSDE should provide technical assistance to local school systems to develop shared use agreements with local governments for: community centers, libraries, pre-kindergarten, kindergarten, and other similar facilities.

APPENDIX 1

Task Force to Study Public School Facilities
2003 Interim Schedule and Workplan

All meetings will be held in Room 130, Lowe House Office Building, Annapolis

1. **Organizational Meeting/Background Briefings**, ***Friday, September 26, 1-5 p.m.***
   - Review 2002 interim report and 2003 legislative session activities
   - Review Schedule and Workplan
   - Establish Alternative Funding Mechanisms Workgroup
   - Overview of Public School Construction Processes
   - Review FY04 school construction funding; approved project backlog
   - Review past and anticipated State funding for school construction FY05-08
   - FY05-08 State Capital Improvement Program (CIP)
   - Review work of Adequate Facilities Panel and overview of surveys
   - Major Facility Issues Facing School Systems

2. **Survey of Facilities**, ***Thursday, October 2, 12-4 p.m.***
   - Overview of School Design and Innovative Models
   - Review projected enrollments by LEA
   - Review State Funding Allocation Process
   - Overview of Alternative Funding Mechanisms - Review federal private activity bonds; Barriers to alternative funding in State law/regulations; Possible Options

3. **Needs of Facilities to Meet Needs of Students, *Thursday, November 6, 1-5 pm***
   - Review final survey data on public school facilities
   - Alternative Financing Mechanisms Workgroup – Status Report

4. **Funding and Setting Priorities, *Monday, December 1, 1-5 pm***
   - Cost estimates for Facility Assessment Survey
   - Responses to Facility Surveys by Selected States
   - Review of FY 2005 School Construction Request, Preliminary Recommendations for Funding, and New Criteria for Approving Projects for Planning
   - Review State Rated Capacity, actual class sizes, and class sizes anticipated in Master Plans
   - Overview of Facilities Needs Identified in Master Plans and To Implement Full Day Kindergarten and Pre-Kindergarten for Disadvantaged 4-Year Olds
   - Alternatives for Implementing Full Day Kindergarten and Pre-Kindergarten Mandates
   - Alternative Financing Mechanisms Workgroup – Status Report

5. **Funding to Meet Needs, *Thursday, December 18,, 1-5pm***
   - Review Statutory and Regulatory Provisions of Public School Construction Program/ Possible Recommendations to Formalize Procedures/Processes
   - Alternative Financing Mechanisms Workgroup – Recommendations
   - State Funding Allocation Process – Options to Address Facility Needs
   - Overview of State/Local Shared Cost Formula and Options for Modifying

- Incentives for Certain Schools – High Proportion of Low Income Students; Located in Economically Distressed Counties; Small Size
- Aging School Program – Allocation Options
- State Capital Needs and Funding

6. **Work Session, January 12,** ***1-5 pm***
   - Review Draft Recommendations and Finalize

7. **Decision Meeting, February 2**, *10:00 am*
   - Finalize Recommendations

APPENDIX 2

SENATE BILL 498

Unofficial Copy 2003 Regular Session
F5 (3lr1604)

ENROLLED BILL
-- Budget and Taxation/Appropriations --

Introduced by **Senators Hogan and McFadden (Task Force to Study Public School Facilities)**

Read and Examined by Proofreaders:

_____
Proofreader.

_____
Proofreader.

Sealed with the Great Seal and presented to the Governor, for his approval this _____ day of _____ at _____ o'clock, _____M.

_____
President.

CHAPTER_____

AN ACT concerning

Public School Facilities

FOR the purpose of extending the Aging Schools Program; modifying the requirements for the content of a plan; extending for a certain period certain requirements relating to the State and local share of costs for school construction projects in Baltimore City; *altering a certain requirement for the local appropriation for school construction in Baltimore City;* modifying the membership and charge of a certain task force; altering the date by which a certain task force must submit a final report to the Governor and General Assembly; altering a certain termination date; repealing a certain termination provision; providing for the effective dates of this Act; and generally relating to public school facilities.

BY repealing and reenacting, with amendments,
Article - Education
Section 5-206(f) and 5-401(c)

Annotated Code of Maryland
(2001 Replacement Volume and 2002 Supplement)
(As enacted by Chapter 288 of the Acts of the General Assembly of 2002)

BY repealing and reenacting, without amendments,
Article - Education
Section 5-401(a) and (b)
Annotated Code of Maryland
(2001 Replacement Volume and 2002 Supplement)
(As enacted by Chapter 288 of the Acts of the General Assembly 2002)

BY repealing and reenacting, with amendments,
Chapter 280 of the Acts of the General Assembly of 2001, as amended by
Chapter 288 of the Acts of the General Assembly of 2002
Section 1, 2, and 3

BY repealing and reenacting, with amendments,
Chapter 288 of the Acts of the General Assembly of 2002
Section 5

BY repealing
Chapter 288 of the Acts of the General Assembly of 2002
Section 24

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That the Laws of Maryland read as follows:

Article - Education

5-206.

(f) In fiscal year 2004 AND IN EACH FISCAL YEAR THEREAFTER, the State shall distribute grants to county boards under the Aging Schools Program administered by the Interagency Committee on School Construction in the following amounts:

(1)	Allegany County	$355,000
(2)	Anne Arundel County	$570,000
(3)	Baltimore City	$1,635,000
(4)	Baltimore County.....	$2,940,000
(5)	Calvert County	$65,000
(6)	Caroline County	$85,000

(7)	Carroll County	$385,000	
(8)	Cecil County	$355,000	
(9)	Charles County	$65,000	
(10)	Dorchester County	$65,000	
(11)	Frederick County	$85,000	
(12)	Garrett County	$85,000	
(13)	Harford County	$400,000	
(14)	Howard County	$65,000	
(15)	Kent County	$65,000	
(16)	Montgomery County	$1,170,000	
(17)	Prince George's County	$970,000	
(18)	Queen Anne's County	$85,000	
(19)	St. Mary's County	$85,000	
(20)	Somerset County	$65,000	
(21)	Talbot County	$155,000	
(22)	Washington County	$200,000	
(23)	Wicomico County	$355,000	
(24)	Worcester County	$65,000	

5-401.

(a) (1) In this section the following words have the meanings indicated.

(2) "Local performance standards" means standards for student and school performance developed by a county board.

(3) "Plan" means a comprehensive master plan.

(4) "State performance standards" means standards for student and school performance approved by the State Board.

(b) (1) Each county board shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement and meet State performance standards and local performance standards in each segment of the student population.

(2) (i) Each county board shall submit a plan to the Department on or before October 1, 2003.

(ii) At least 60 days before submitting a plan to the Department, a county board shall provide a copy of the plan to the:

1. County council and if applicable, county executive; or

2. County commissioners.

(3) Subject to subsection (h) of this section, the plan shall:

(i) Extend for a 5-year period beginning with the 2003-2004 school year; and

(ii) Be updated by the county board on or before July 1 of each year.

(c) The plan shall include:

(1) Goals and objectives as required under subsections (d) through (f) of this section that are aligned with State performance standards and local performance standards;

(2) Implementation strategies for meeting goals and objectives;

(3) Methods for measuring progress toward meeting goals and objectives;

(4) Time lines for implementation of the strategies for meeting goals and objectives;

(5) Time lines for meeting goals and objectives;

(6) A description of the alignment of the county board's budget with goals, objectives, and strategies for improving student achievement; [and]

(7) THE IMPACT OF THE PROPOSED GOALS, OBJECTIVES, AND IMPLEMENTATION STRATEGIES ON PUBLIC SCHOOL FACILITIES AND CAPITAL IMPROVEMENTS THAT MAY BE NEEDED TO IMPLEMENT THE PLAN; AND

[(7)] (8) Any other information required by the State Superintendent.

SECTION 2. AND BE IT FURTHER ENACTED, That the Laws of Maryland read as follows:

Chapter 280 of the Acts of 2001, as amended by Chapter 288 of the Acts of 2002

SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF MARYLAND, That, notwithstanding any other provision of law, for fiscal years 2002 through [2004] 2005, in each year, the State shall provide 90 percent of the eligible costs for up to and including $20 million in public school construction projects in

Baltimore City, and for funding above $20 million, the State shall provide 75 percent of the eligible costs.

SECTION 2. AND BE IT FURTHER ENACTED, That, notwithstanding the provisions of Section 1 of this Act, Baltimore City shall appropriate for school construction in fiscal years 2002 through [2004] 2005, in each year, at least ~~$12.4~~ *$16* million~~, the amount that Baltimore City appropriated in fiscal 2001 to match the State funds provided in fiscal 2001 for school construction in Baltimore City~~.

SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall take effect July 1, 2001. It shall remain effective for a period of [3] 4 years and, at the end of June 30, [2004] 2005, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

Chapter 288 of the Acts of 2002

SECTION 5. AND BE IT FURTHER ENACTED, That:

(a) There is a Task Force to Study Public School Facilities.

(b) The Task Force shall review, evaluate, and make findings and recommendations regarding the following issues relating to the State's school construction program:

(1) whether public school facilities are adequate to support programs funded through an adequate operating budget as proposed by the Commission on Education Finance, Equity, and Excellence in its January 2002 Final Report;

(2) the equity of the State's school construction program, particularly the equity of the State and local cost shares for school construction projects;

(3) whether the Aging Schools Program should be continued as a permanent program AND IF SO, WHETHER THE CURRENT ALLOCATION OF PROGRAM FUNDS SHOULD BE CONTINUED PERMANENTLY OR SHOULD BE MODIFIED; [and]

(4) WHETHER THE STATE SHOULD PROVIDE A GREATER SHARE OF ELIGIBLE SCHOOL CONSTRUCTION COSTS FOR:

(I) SCHOOLS WITH 50% OR MORE OF THE STUDENTS ELIGIBLE FOR FREE AND REDUCED PRICE MEALS;

(II) SMALL SCHOOLS CONSTRUCTED OR RENOVATED IN A PRIORITY FUNDING AREA; AND

(III) SCHOOLS IN QUALIFIED DISTRESSED COUNTIES AS DEFINED IN ARTICLE 83A, § 5-701 OF THE CODE; AND

[(4)] (5) any other matter that the Task Force determines to be relevant to an evaluation of the adequacy and equity of the State's school construction program.

(c) The Commission shall be composed of [21] 23 members as follows:

(1) a chairman appointed by the Governor;

(2) two members of the Senate of Maryland, appointed by the President of the Senate;

(3) two members of the House of Delegates of Maryland, appointed by the Speaker of the House;

(4) the Executive Director of the Interagency Committee on School Construction;

(5) the State Superintendent of Schools, or the State Superintendent's designee;

(6) the Secretary of the Department of Budget and Management, or the Secretary's designee;

(7) the Secretary of the Department of General Services, or the Secretary's designee;

(8) THE SECRETARY OF THE DEPARTMENT OF PLANNING, OR THE SECRETARY'S DESIGNEE;

[(8)] (9) a member of the State Board of Education;

[(9)] (10) three representatives of county governments, appointed by the Governor;

[(10)] (11) three representatives of local boards of education, appointed by the Governor;

[(11)] (12) three educators who work in public schools in the State, appointed by the Governor; and

[(12)] (13) [two] THREE members of the public, appointed by the Governor, ONE OF WHOM SHALL HAVE EXPERIENCE AS DIRECTOR OF A STATE SCHOOL CONSTRUCTION PROGRAM.

(d) To the extent practicable, the Governor shall attempt to ensure regional, ethnic, economic, and gender diversity on the Task Force.

(e) The Interagency Committee on School Construction, the Maryland State Department of Education, the Department of Budget and Management, and the Department of Legislative Services, jointly, shall provide staff support to the Task Force.

(f) The Task Force shall:

(1) be appointed and begin its deliberations no later than June 1, 2002; [and]

(2) submit [a] AN INTERIM report of its findings and recommendations to the Governor and, in accordance with § 2-1246 of the State Government Article, the General Assembly on or before December 31, 2002; AND

(3) SUBMIT A FINAL REPORT OF ITS FINDINGS AND RECOMMENDATIONS TO THE GOVERNOR AND, IN ACCORDANCE WITH § 2-1246 OF THE STATE GOVERNMENT ARTICLE, THE GENERAL ASSEMBLY ON OR BEFORE DECEMBER 31, 2003.

(g) The Task Force shall terminate on [December 31, 2002] MAY 1, 2004.

[SECTION 24. AND BE IT FURTHER ENACTED, That § 5-206(f) of the Education Article as enacted by Section 2 of this Act, shall be abrogated and of no further force and effect July 1, 2004.]

SECTION 3. AND BE IT FURTHER ENACTED, That Section 1 of this Act shall take effect July 1, 2003, the effective date of Chapter 288, Section 2 of the Acts of the General Assembly of 2002. If the effective date of Chapter 288, Section 2 is amended, this Act shall take effect on the taking effect of Chapter 288, Section 2.

SECTION 4. AND BE IT FURTHER ENACTED, That, except as provided in Section 3 of this Act, this Act shall take effect June 1, 2003.

APPENDIX 3

FACILITY ASSESSMENT SURVEY
MARYLAND PUBLIC SCHOOLS

TASK FORCE TO STUDY PUBLIC SCHOOL FACILITIES

PRESENTATION OF DATA

Presented by Allen Abend
Deputy Director, Public School Construction Program
410-767-0096 aabend@msde.state.md.us

November 6, 2003

BACKGROUND

The Task Force to Study Public School Facilities was established by the Bridge to Excellence in Public Schools Act of 2002. One of the primary charges to the Task Force was to review, evaluate, and make findings and recommendations regarding whether public school facilities in Maryland are adequate to support educational programs funded through an adequate operating budget as proposed by the Thornton Commission. The December 2002 Interim Report of the Task Force recommended identifying fundamental elements necessary for an adequate school facility, the design of a survey instrument, and completion of a statewide facilities survey in order to collect baseline data on the present condition of Maryland's public schools and their ability to adequately support educational programs. The Interim Report also recommended establishing an Advisory Panel (member list, Attachment I), chaired by the State Superintendent of Schools, to assist in the development of the fundamental elements and the survey instrument. The Task Force also asked that a Workgroup (member list, Attachment II) be formed to make recommendations to the Advisory Panel regarding the fundamental elements and survey instrument.

The Workgroup was comprised of staff from the Public School Construction Program (PSCP), Maryland State Department of Education, Maryland Department of Planning, Maryland Department of General Services, and local school system facility experts representing Baltimore City, and Frederick, Harford, Kent, Montgomery, Prince George's, and St. Marys Counties. Between January 13, 2003 and February 11, 2003, the Workgroup met to develop the fundamental standards and survey instrument, and tested the survey instrument in two elementary schools and one high school. Revisions were made to the standards based on comments received from the American Civil Liberties Union of Maryland. The Workgroup reported their recommendations to the Advisory Panel at their February 11, 2003 meeting. The Advisory Panel approved the thirty-one (31) fundamental standards and survey instrument, with a few modifications, for review by the full Task Force. The Task Force, with a few modifications, approved the fundamental, or minimum, standards and survey instrument on March 5, 2003.

Briefings were held on March 7, 2003 for local superintendents and on March 13, 2003 for local school facility planners. On March 17, 2003 the minimum standards and survey instrument were available on the Public School Construction Program (PSCP) website for use by school systems to enter data.

Preliminary data was collected between March 17 and July 18, 2003, during which time PSCP staff selectively reviewed data and provided feedback to school systems. Between July 18 and August 1, 2003 four state teams visited selected schools to assess the accuracy of the survey data. The findings of the state teams were first shared with the visited school systems and then with all school systems at two briefings on July 25 and

July 29, 2003. School systems were asked to make changes to the data accordingly. The data verification process continued through October 31, 2003.

A second phase of the survey will estimate the cost of correcting the deficiencies in schools not meeting the current minimum standards. The original Workgroup and Advisory Panel were reconvened in May 2003 to review and approve the cost estimate survey instrument. The Task Force approved the cost estimate survey instrument on July 9, 2003. Local facility planners were briefed on the cost estimate survey instrument on July 25 and July 29, 2003. On July 25, 2003 the cost estimate survey instrument was available on the Public School Construction Program website for use by school systems to enter data. The preliminary cost estimate data entry was completed by October 24, 2003. The data verification process is underway. A report to the Task Force is anticipated on December 1, 2003.

CHARACTERISTICS OF THE SURVEY

A total of 1342 schools were included in the survey.[1] The fundamental standards used in the survey are based on federal, state, or local guidelines or standards that are current today. Most of the guidelines or standards used to develop the survey were published within the last ten to fifteen years. School buildings met the standards in place at the time they were approved for construction. School buildings are not expected to meet current codes or standards unless they present a hazard or until resources are available to for capital improvements. Thus, many schools that were adequate at the time of their construction will be found inadequate when measured against standards in this survey.

The survey has a broader set of relevant standards than other state and national surveys completed over the last decade. Other surveys have evaluated the condition of school buildings primarily addressing systems such as roof, exterior walls, lighting, plumbing, electrical, and heating/ventilating/air-conditioning. In some cases other surveys have looked at building capacity to meet projected enrollments. The Maryland survey, in addition to evaluating building condition and building capacity, also evaluates the building's functional adequacy to support educational programs and support services. As such, the Maryland survey is comprehensive and the first of its kind in the nation, according to the National Clearinghouse for Educational Facilities.

The majority of the standards in the survey are prescriptive in nature by setting a performance or quantitative standard. Other standards in the survey set general objectives and are evaluated by each local school system based on local standards. For example, site layout and space for teacher planning are evaluated based on local standards.

If funding for a capital improvement that corrects a deficiency has been approved in the current fiscal year (FY 2004) or a previous fiscal year but the project is not completed,

[1] Maryland has a total of 1355 public schools. 13 schools were eliminated from the survey due to their unique characteristics.

the deficiency is considered remedied. The survey does not consider capital improvements anticipated to be budgeted in future fiscal years. For the 2007/2008 Student Capacity standard, projects that are anticipated to be funded in the next three fiscal years are not considered.

The number of schools to which a standard applies varies depending on the specific standard. For example, the standard for lavatories applies to all 1342 schools in the survey; the pre-kindergarten/kindergarten classroom standard applies only to those elementary schools that have pre-k/k programs; and the auditorium/theatre arts standard only applies to high schools and some career and technology education centers.

It is important to note that schools not meeting a current standard vary in the degree of inadequacy. For standards that have several requirements, a school is rated inadequate if one or more of the requirements are not met. For example, one-third of the schools not meeting the Pre-Kindergarten/Kindergarten Classroom Standard met all requirements (square feet, toilet room, child height sink, and storage) with the one exception of the age-appropriate outdoor play area requirement. Also, the level of data in the survey does not always explain the extent of an inadequacy. For example, if a school does not meet the Lighting Standard, the inadequacy may be in one or two instructional rooms or in many instructional rooms throughout the school.

The survey data represents information assessed at a specific point in time - July 2003. A building system that meets the current standard in July 2003 may not meet the standard that is current at some time in the future. Conversely, a building system that did not meet the current standard in July 2003 may meet the current standard some time in the future due to the completion of a capital improvement project. The one exception is the Student Capacity standard. The data for this standard measures a school's capacity to accommodate at least 95% of the projected student enrollment for the 2007/2008 school year

Despite the many caveats needed to properly interpret the survey results, the survey data will be valuable to the Task Force, the State, and local school systems by identifying those standards in which public schools have deficiencies and quantifying the cost of bringing school facilities up to the standards. The Task Force will consider the survey results in its deliberations concerning the focus, policies and procedures of the Public School Construction Program.

While the survey data may be useful for developing future capital improvement program requests by school systems, the data does not always represent a direct statement of future capital improvements. Capital improvements requests depend on local priorities and available resources. The following examples will illustrate this point further:

1. A school building may not meet several current standards; however, a school system may choose to address these deficiencies when the building is scheduled for a major renovation rather than incrementally. A school system may use the data from the survey to assist in prioritizing renovation projects.

2. The science facilities in a high school may meet the current standards except in the areas of storage and preparation space. A school system may choose not to request a capital project to correct these deficiencies in an effort to address higher priority facility needs in the same or other schools.

3. The health services area of a school may not meet the current standards. A school system with significant need for additional capacity to address enrollment increases may choose to delay requesting capital projects for health services areas in existing schools.

The survey data requires careful evaluation for a meaningful interpretation. An explanation of the data, by each of the 31 standards, is presented below under FINDINGS.

FINDINGS

Explanation by Standard

1. Air Quality: 63% (848) of applicable schools (1342) did not meet the current standard. The standard addresses air filtration and exhaust systems. For 79% (668) of the schools not meeting the current standard, the inadequacy is solely due to a relatively new State guideline (1992) for enhanced air filtration. Not meeting the guideline does not present a health hazard. Upgrading air filtration usually occurs when a building is renovated or the heating, ventilating and air conditioning system is scheduled for a systemic renovation.

2. Fire Safety: 27% (364) of applicable schools (1342) did not meet a relatively new federal accessibility standard (1991) for individuals with disabilities that requires fire alarm systems to have visual alarms in addition to audible alarms. All 364 schools reflect fire alarm systems that do not have visual alarms. Buildings without visual alarms are fully compliant with older code requirements and do not represent a safety hazard.

3. Building Systems, Materials, Or Conditions: 16% (221) of applicable schools (1342) did not meet the current standard. Based on discussions with local school systems, primarily reflects building systems that currently do not present a

hazard to occupants, but in the judgment of the school system have the potential of presenting a hazard sometime in the future if capital improvements are not completed.

4. Security:

19% (258) of applicable schools (1342) did not meet the current standard. Based on local evaluation, reflects schools that do not meet local standards for building security. Because of the varying conditions across Maryland, the survey does not include a statewide standard for building security.

5. Potable Water:

14% (183) of applicable schools (1342) did not meet the current standard. Temporary solutions such as bottled water are not considered in this survey.

Primarily reflects schools in Baltimore City, that has 175 of the 183 buildings reported statewide as not meeting the current standard. Baltimore City is beginning the process of testing all schools for lead levels in water, and is therefore reporting all schools as not meeting the current standard. Testing is anticipated to begin November 2003 and be completed September 2004. When testing is completed, it is anticipated that a significant number of schools in Baltimore City will meet current standards. All Baltimore City public schools are currently provided with bottled water.

6. Lavatories:

13% (173) of applicable schools (1342) did not meet the current standard. Reflects schools that do not have lavatories in sufficient locations and/or with sufficient fixtures to adequately support educational programs.

7. Communications Systems:

7% (94) of applicable schools (1342) did not meet the current standard. Based on discussions with local school systems, primarily reflects schools that have a functional communications system in sufficient locations, however, one-way communication is provided, not two-way communication as required in the current standard.

8. Comfort:

34% (454) of applicable schools (1342) did not meet the current standard. Reflects schools that cannot provide adequate temperature and/or humidity levels at least 90% of the time during student occupancy in spaces where learning takes place (excluding physical education) and health suites. Based on discussions with local school systems, primarily reflects schools without an air-cooling (A/C) system or not in all instructional areas and the health suite.

9. Acoustics:

15% (208) of applicable schools (1342) did not meet the current standard. Reflects schools in which one or more instructional areas are impacted by poor acoustics. Based on discussions with local school systems, primarily reflects buildings with open-space classroom designs.

10. Lighting:

23% (312) of applicable schools (1342) did not meet the current standard. Based on discussions with local school systems, primarily reflects schools that have one or more general classrooms or specialty laboratories with lighting levels that fall below 50 foot-candles.

11. Accessibility:

33% (442) of applicable schools (1342) did not meet the current standard. Reflects schools that present a barrier for students & staff and/or parents & guardians with disabilities to participate with non-disabled individuals in some aspect of educational programs or support services.

The standard does not require a school to meet the Americans with Disabilities Act (ADA) Accessibility Guidelines for Buildings and Facilities. The standard does require the intent of ADA to be met, which is accessibility to programs and services. Accessibility may be accomplished through building or non-building related modifications.

18 of 24 school systems have inadequacies for Accessibility. School systems having the most significant percentage of schools with inadequacies for Accessibility are Baltimore City, and Anne Arundel, Baltimore, Harford, Somerset, St. Mary's,

and Washington Counties. There are no schools with inadequacies for Accessibility in Caroline, Charles, Howard, Kent, Montgomery, and Talbot Counties.

12. Telecommunications:

24% (320) of applicable schools (1342) did not meet the current standard. Based on discussions with local school systems, primarily reflects one of two circumstances: (1) schools that meet the standards for wiring of data, voice and video but have an insufficient number of electrical power outlets in instructional areas (capital improvement requests for electrical system upgrades in the majority of these schools are anticipated over the next few years), and (2) schools that are wired for data in instructional areas with Internet access but with fewer data outlets than required in the current standard.

13. Student Capacity:

35% (467) of applicable schools (1342) did not meet the current standard. Reflects schools that do not have sufficient permanent classrooms to accommodate at least 95% of the projected 2007/2008 school year student enrollment at current State or local standards of occupancy, even when considering available capacity in adjacent schools. Also assumes the full implementation of pre-kindergarten programs for disadvantaged 4-year olds and full-day kindergarten programs. Projects that are anticipated to be funded in FY 2005 and beyond are not considered in the survey. Existing relocatable classroom buildings are also not considered in this survey.

Seventeen school systems (Allegany, Anne Arundel, Baltimore, Caroline, Cecil, Charles, Dorchester, Frederick, Garrett, Harford, Kent, Prince George's, Queen Anne's, Somerset, Talbot, Washington, and Wicomico Counties) used State rated capacities for their schools. Six school systems (Baltimore City, and Calvert, Howard, Montgomery, St. Mary's and Worcester Counties) use local rated capacities for their schools. Carroll County used State rated capacities for elementary and high schools, and local rated capacities for middle schools.

	For the 2007/2008 school year, there are 6 school systems that have no schools with an inadequacy for Student Capacity: Allegany, Caroline, Dorchester, Garrett, Kent, and Talbot Counties.
14. Pre-K/K Classrooms:	42% (356) of applicable schools (849) did not meet the current standard. Reflects elementary schools that have an inadequacy in one or more of the following areas: square feet, storage, adjacent toilet room, child height sink, or age appropriate outdoor play area. This standard applies to existing pre-kindergarten and kindergarten classrooms, not classrooms needed in the future. Future requirements are addressed under the Student Capacity standard. Note that of the 356 schools with an inadequacy, 121 schools or 34% met all the current standards except for the age appropriate outdoor play area.
15. General Elementary Classroom:	14% (127) of applicable schools (882) did not meet the current standard. Reflects elementary schools that have more than 10% of general classrooms below the square foot standard.
16. General Secondary Classroom:	21% (110) of applicable schools (514) did not meet the current standard. Reflects middle and high schools that have more than 10% of general classrooms below the square foot standard.
17. Special Education:	24% (305) of applicable schools (1287) did not meet the current standard. Reflects schools that have an inadequacy in one or more of the following areas: resource rooms, or support spaces such as occupational therapy, physical therapy or home living skills.
18. Instructional Resource Rooms:	21% (262) of applicable schools (1269) did not meet the current standard. Reflects schools that have an inadequacy in the rooms provided for the instruction of one student or a small group of students in such activities as reading or math.
19. Secondary Science Lab:	35% (169) of applicable schools (478) did not meet the current standard. Reflects high school and middle school science facilities that have an

	inadequacy in one or more of the following areas: middle schools - demonstration table and sink, student sink, square footage; high schools - workstations, student sinks, emergency eye-wash, emergency shower (only for certain labs), ventilation, fume hood (only for certain labs), square footage, storage, or prep rooms (only for certain labs).
	18 of 24 school systems have an inadequacy for Secondary Science. There are no schools with inadequacies for Secondary Science in Charles, Howard, Montgomery, Queen Anne's, and Washington Counties. Because of a long-term voluntary state initiative to upgrade high school science facilities, thirteen of the state's 24 systems reported no inadequacies for high school science facilities.
20. Library/Media Center:	18% (245) of applicable schools (1342) did not meet the current standard. Reflects schools that have an inadequacy in one or more of the following areas: square feet, and space for collections, reference, circulation desk, workroom, seating, or storage.
21. Technology Education:	This standard applies only to high schools. 27% (60) of high schools (225) did not meet the current standards. Reflects relatively new State guidelines (1994) for technology education facilities.
22. Physical Education:	21% (273) of applicable schools (1315) did not meet the current standard. Reflects schools that have an inadequacy in one or more of the following areas: square feet for multipurpose room or gymnasium, storage, playgrounds, play fields, or lockers & shower facilities (high schools only).
23. Fine Arts:	48% (615) of applicable schools (1292) did not meet the current standard. In schools that have more than a half-time teacher in visual arts, music, dance or theatre, reflects an inadequacy in one or more of the following areas: square feet, work sink, storage, or practice rooms (high schools only).

10% (64) of the 615 schools with an inadequacy met all of the current standards except for storage space.

24. Health Services: 84% (1121) of applicable schools (1342) did not meet new State guidelines (2002) for health services. Schools not meeting the current standard have an inadequacy in one or more of the following areas: square feet, sink, or space for waiting, examination, treatment, resting, toilet room, office, or storage.

25. Food Services: 12% (166) of applicable schools (1342) did not meet the current standard. Reflects schools that have an inadequacy, for the number of students to be served, in one or more of the following areas: dining, kitchen, or serving.

26. Auditorium/Theater Arts: This standard applies only to high schools. 20% (41) of applicable high schools (204) do not meet the current local standards. Reflects high schools that have an inadequacy in one or more of the following areas: seating, lighting, sound system, set construction, dressing, toilet rooms, or storage.

27. Administration: 12% (161) of applicable schools (1342) did not meet the current local standards for work and meeting space.

28. Guidance: 8% (103) of applicable schools (1342) did not meet the current local standards for work and meeting space.

29. Itinerant Services: 23% (310) of applicable schools (1342) did not meet the current local standards for workspace. This space is provided for itinerant staff that work in more than one school providing, for example, psychological services, gifted and talented programs or speech and language programs.

30. Site Layout: 18% (245) of applicable school sites (1342) did not meet the current local standards for the layout of student drop-off, bus loading/unloading, parking, or pedestrian routes.

31. Teacher Planning:	11% (145) of applicable schools (1342) did not meet the current local standards for providing space for teachers to plan.

Statewide and school system data for each of the 31 standards is presented in **Attachment III**. Data on the 10 standards for which more than 25% of the applicable schools do not meet the current standard is presented in **Attachment IV**. **Attachment V** presents the adjusted age of construction by decade for Maryland public schools.

These documents and the definition of each fundamental standard are also available on the General Assembly's website: mlis.state.md.us/#othe

ATTACHMENT I

School Facilities Assessment Advisory Panel
Task Force to Study Public School Facilities

Dr. Nancy S. Grasmick, State Superintendent of Schools, Chair
Ms. Sylvia Barrios, Task Force Member representing Educators
Mr. Dunbar Brooks, Task Force Member representing State Board of Education
Ms. Jan Gardner, Task Force Member representing MACO
Ms. Marcel Hall, Task Force Member representing Educators
Dr. Eric J. Smith, Superintendent of Anne Arundel County Public Schools
Mr. Bill Struever, Task Force Member representing MABE

ATTACHMENT II

Work Group to Develop Criteria for Evaluating the Adequacy of Public School Facilities

Allen Abend
Chief, School Facilities Branch
MD State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(410) 767 0096
(410) 333-6522 FAX
aabend@msde.state.md.us

Raymond Barnes
Executive Director of Planning & Facilities
Frederick County Public Schools
7630 Hayward Road
Frederick, MD 21702
(301) 644-5025
(301) 644-5027 FAX
ray.barnes@fcps.org

Tony Cucina
Environmental Services
Kent County Public Schools
215 Washington Avenue
Chestertown, MD 21620
(410) 778-7141
(410) 778-6193 FAX
tcucina@kent.k12.md.us

Gary Heath
Chief, Arts and Sciences Branch
MD State Department of Education
200 W. Baltimore Street
Baltimore, MD 21201
(410) 767-0324
(410) 333-1146 FAX
gheath@msde.state.md.us

Kimberly Howe
Capital Programming
St. Mary's County Public Schools
P.O. Box 641
Leonardtown, MD 20650
(301) 475-4256 x6
(301) 475-4255 FAX
khowe@mail.smcps.k12.md.us

James Noonan
Director of Infrastructure Planning
MD Department of Planning
301 W. Preston Street, 11th Floor
Baltimore, MD 21201
(410) 767-4570
(410) 767-4480 FAX
jnoonan@mdp.state.md.us

Ken Johnson
Director of School and Facility Planning
Baltimore City Public Schools
200 E. North Avenue
Baltimore, MD 21202
(410) 396 8779
(410) 539-2416 FAX
kjohnson@bcps.k12.md.us

Joseph Lavorgna
Educ. Facilities Planning & Capital Programming
Montgomery County Public Schools, Metro Park North
7561 Calhoun Place, Suite 400
Rockville, MD 20855
(301) 279-3610
(301) 279-0623 FAX
joseph_lavorgna@mcpsmd.org

David Lever
Executive Director
Public School Construction Program
200 W. Baltimore Street
Baltimore, MD 21201
(410) 767-0610
(410) 333-6522 FAX
dlever@msde.state.md.us

Kathleen Sanner
Supervisor of Planning & Construction
Harford County Public Schools
45 East Gordon Street
Bel Air, MD 21014
(410) 638-4203
(410) 638-3165 FAX
ksanner.co@hcps.k12.md.us

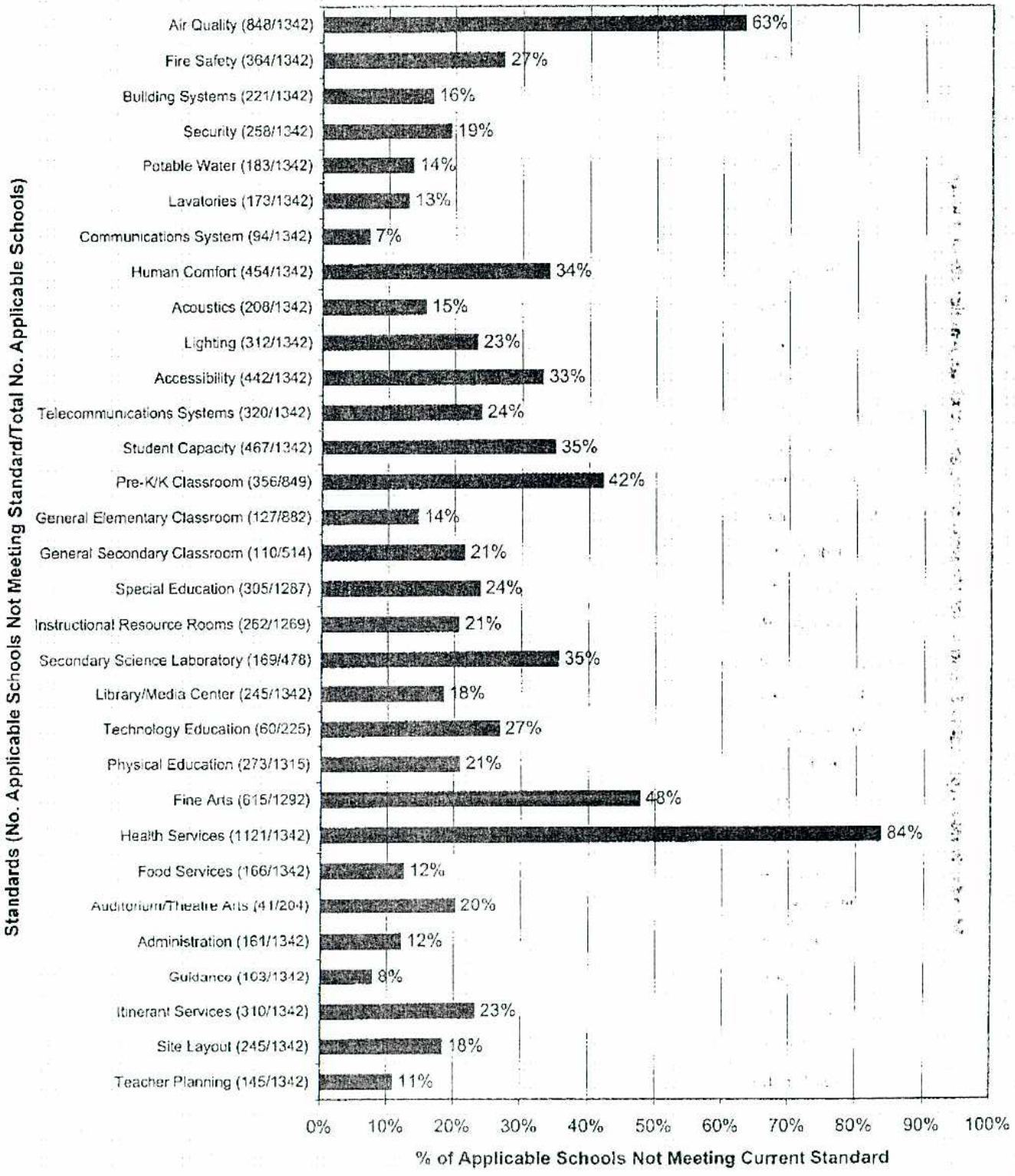
Joan Schaefer
Program Manager
MD Department of General Services
301 W. Preston Street
Baltimore, MD 21201
(410) 767-4391
(410) 333-7558 FAX
joan.Schaefer@dgs.state.md.us

Barbara Strein ***(Retired)***
Deputy Director
Public School Construction Program
200 W. Baltimore Street
Baltimore, MD 21201
(410) 767-0619
(410) 333-6522 FAX
bstrein@msde.state.md.us

ATTACHMENT III

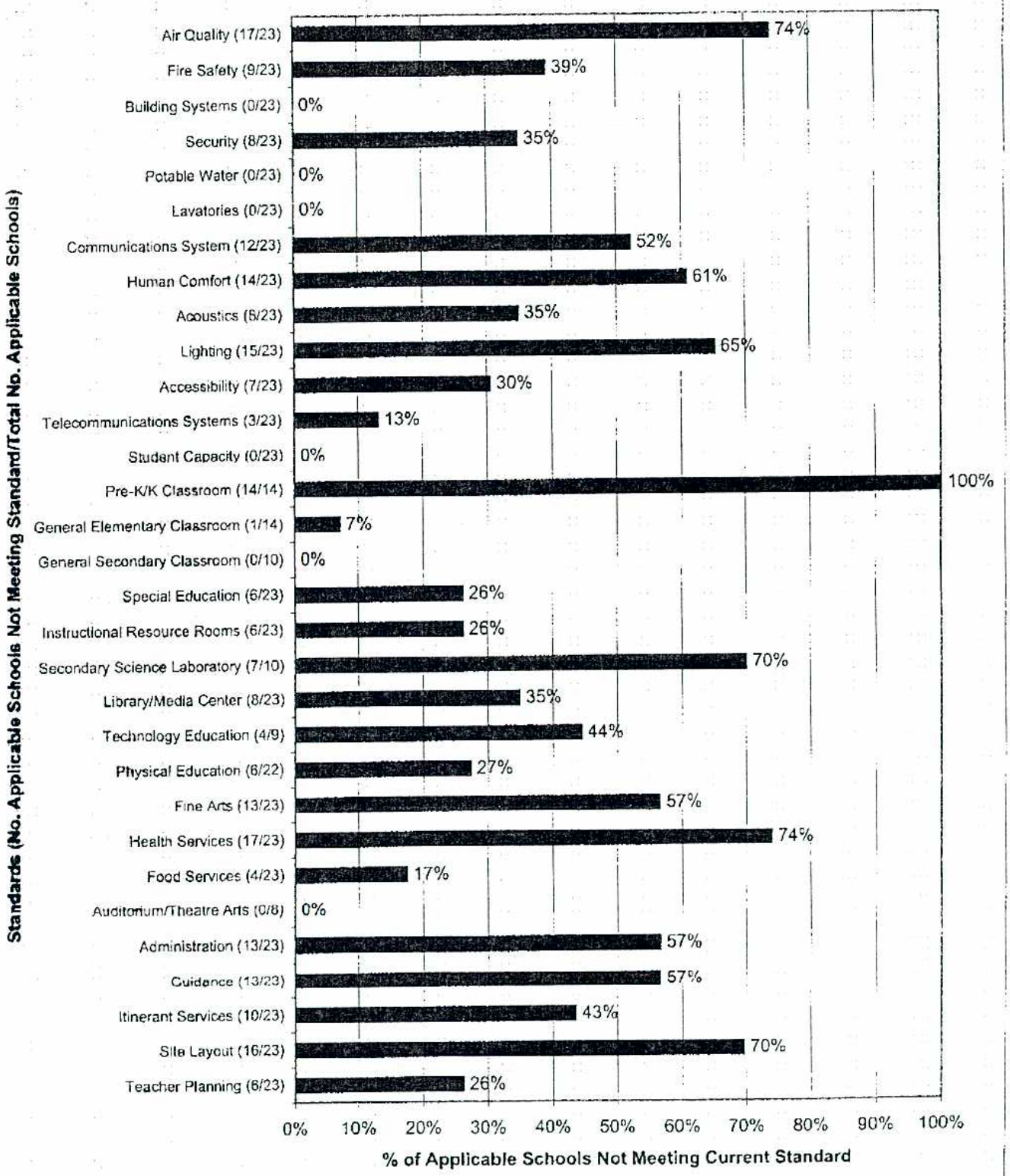
STATEWIDE DATA AND INDIVIDUAL SCHOOL SYSTEM DATA FOR THE 31 STANDARDS

Statewide Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



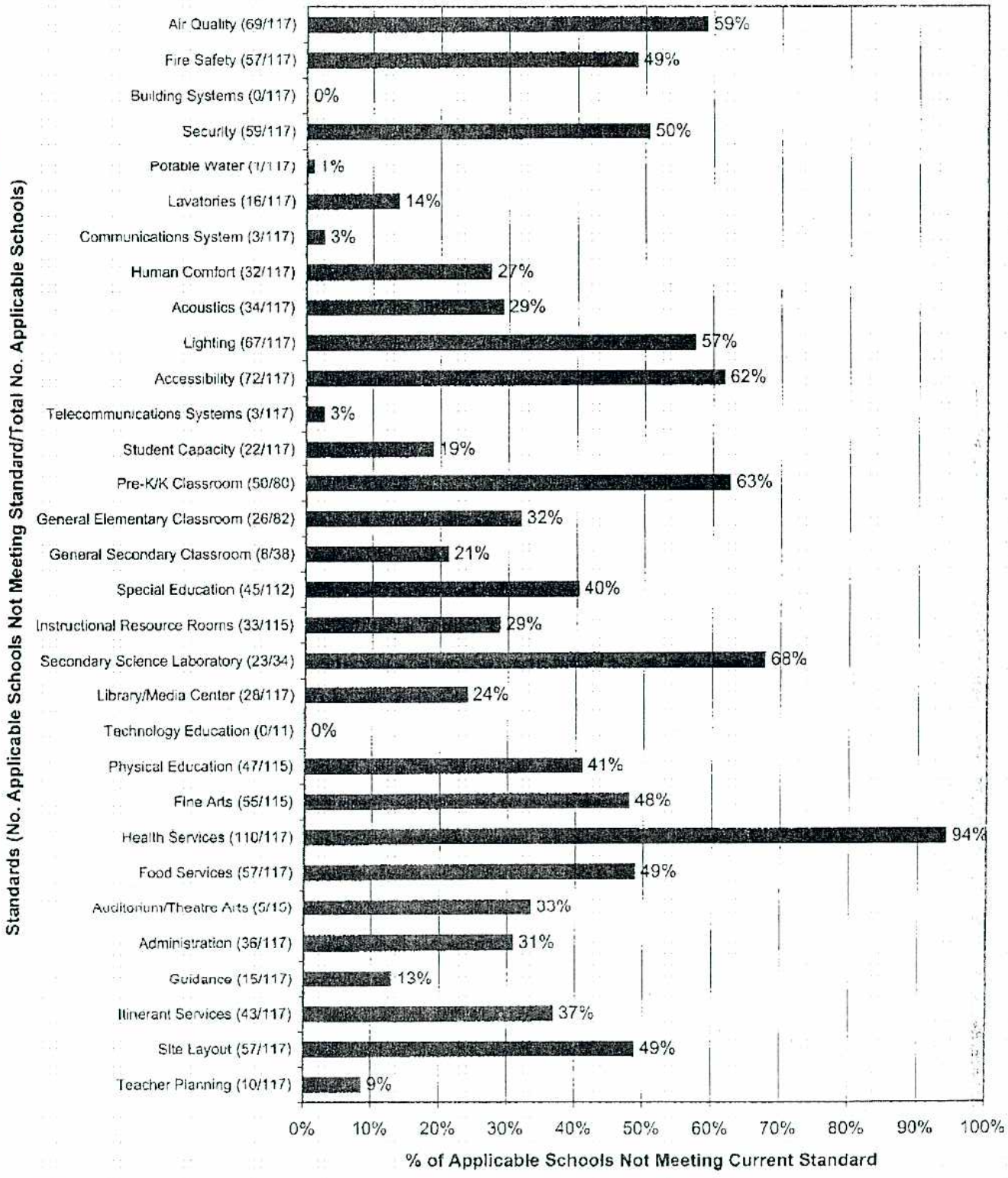
July 2003 Data

Allegany County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



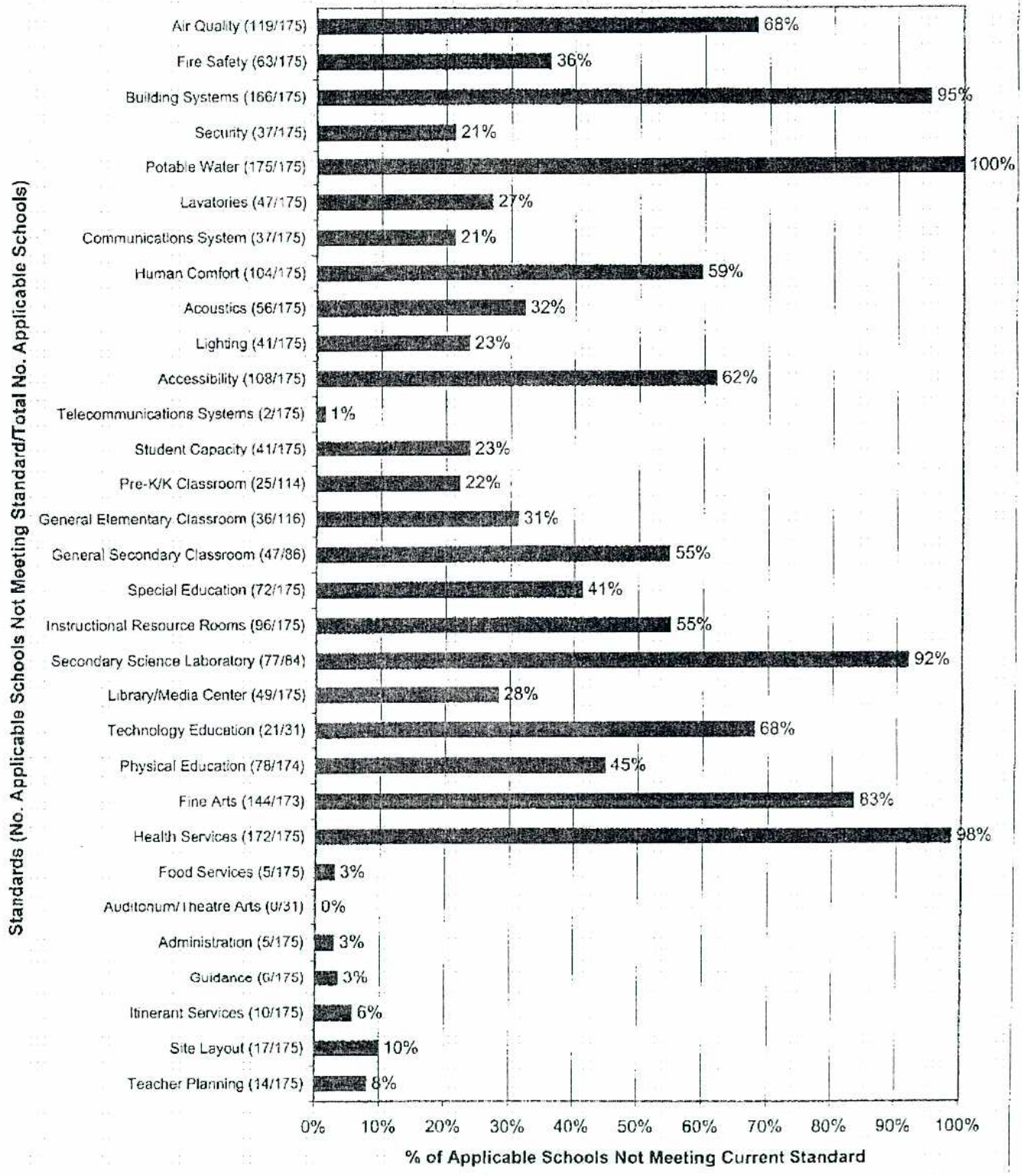
July 2003 Data

Anne Arundel County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



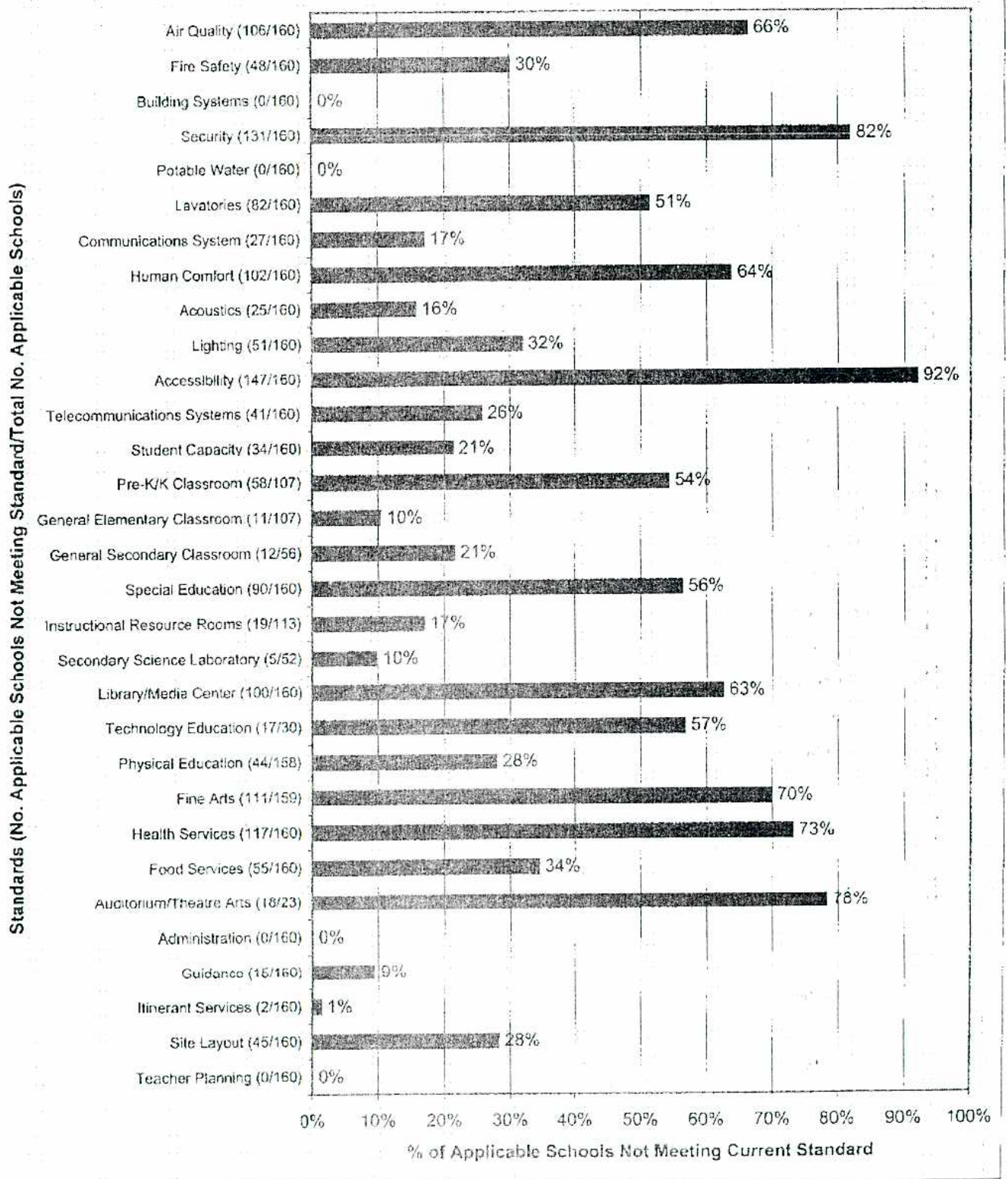
July 2003 Data

Baltimore City Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



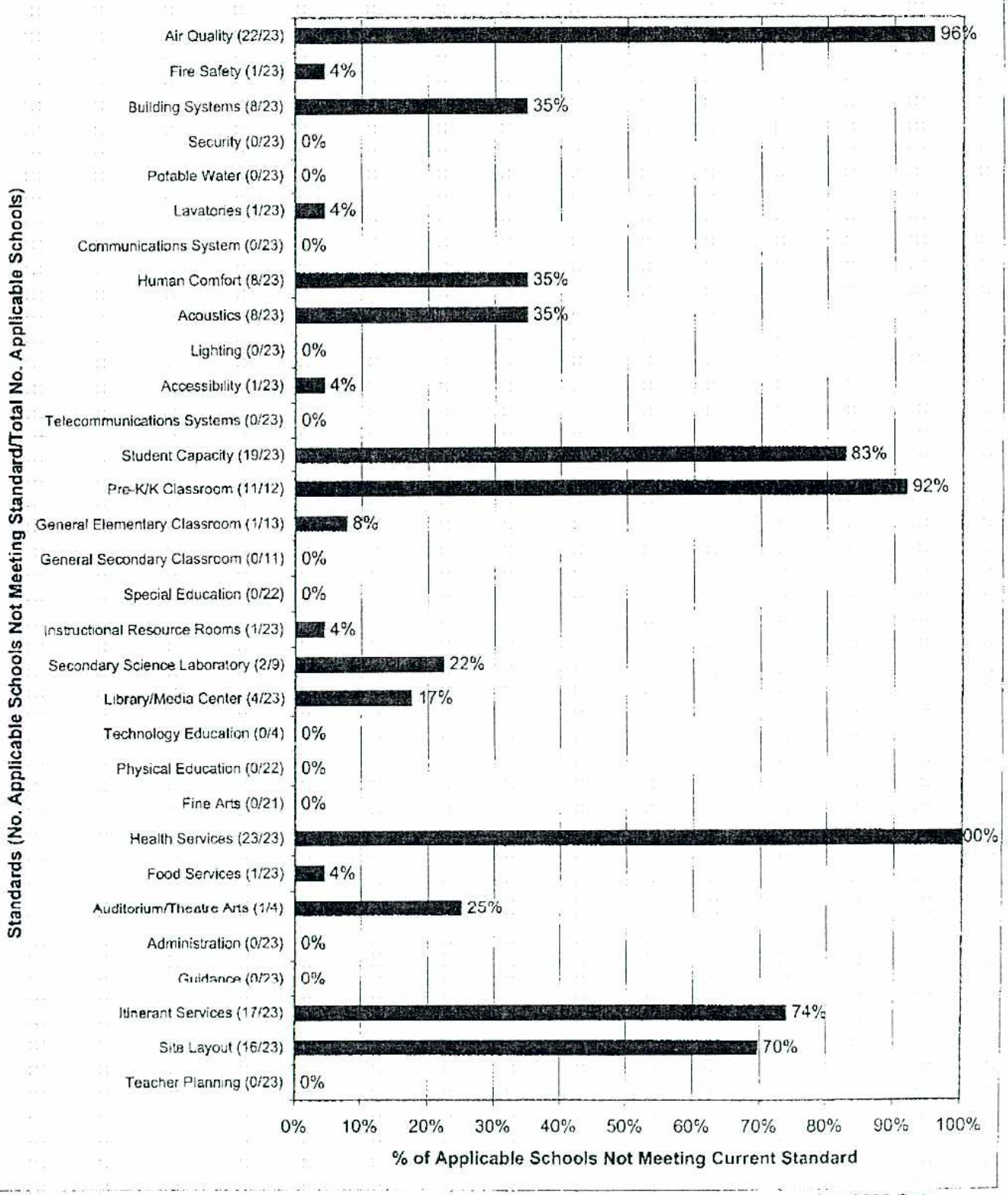
July 2003 Data

Baltimore County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



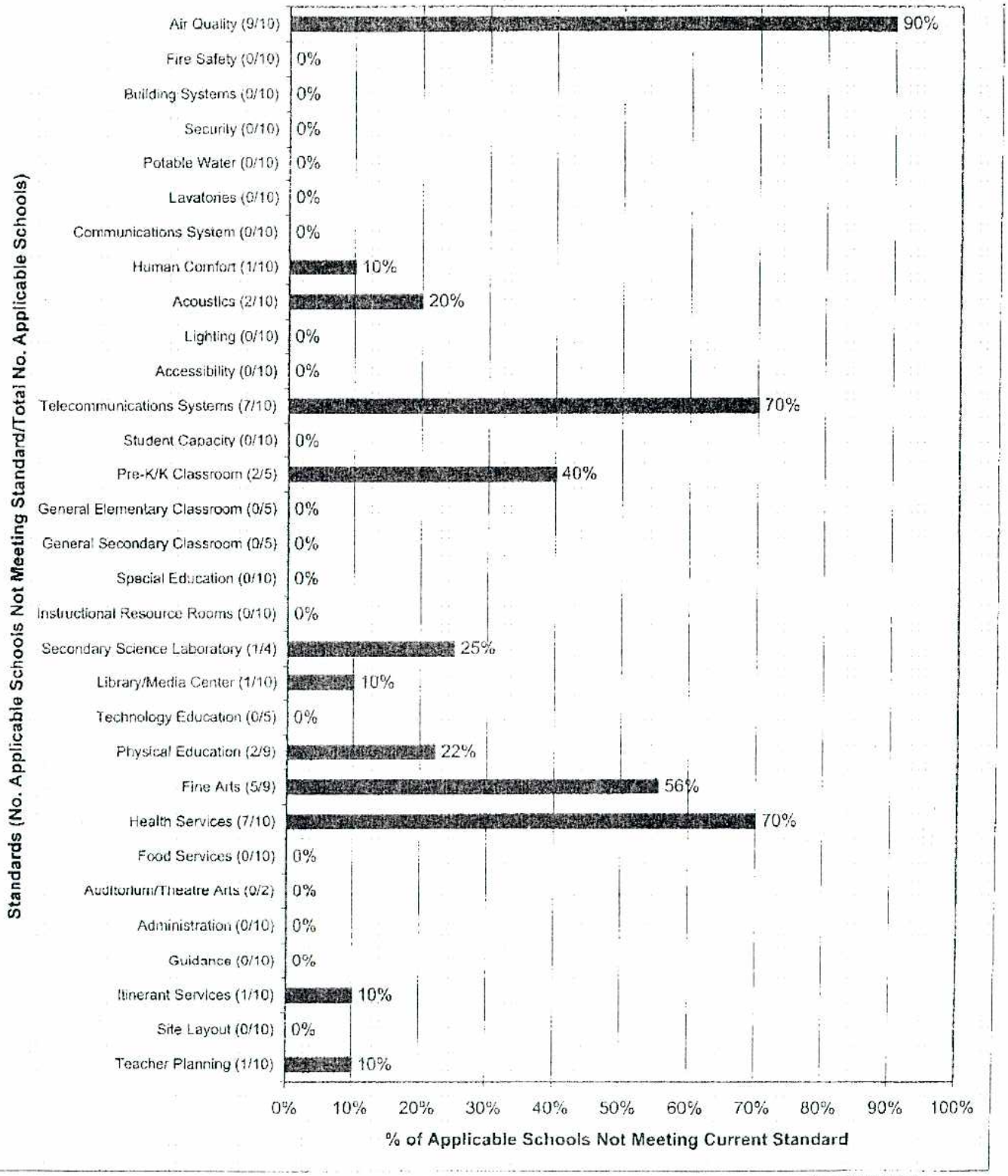
July 2003 Data

Calvert County Data for the 31 Standards
The Percentage of Applicalbe Schools Not Meeting Current Standard



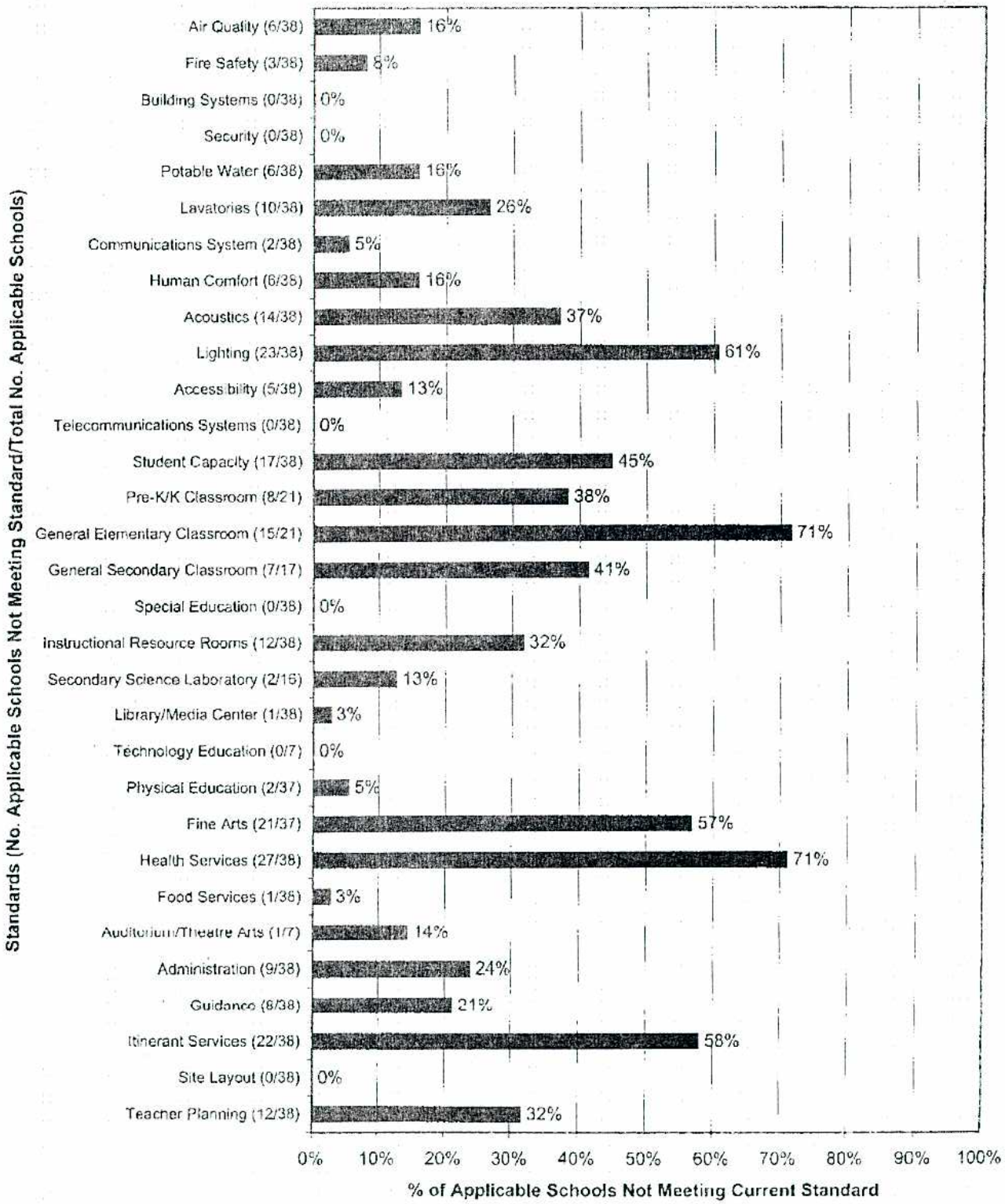
July 2003 Data

Caroline County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



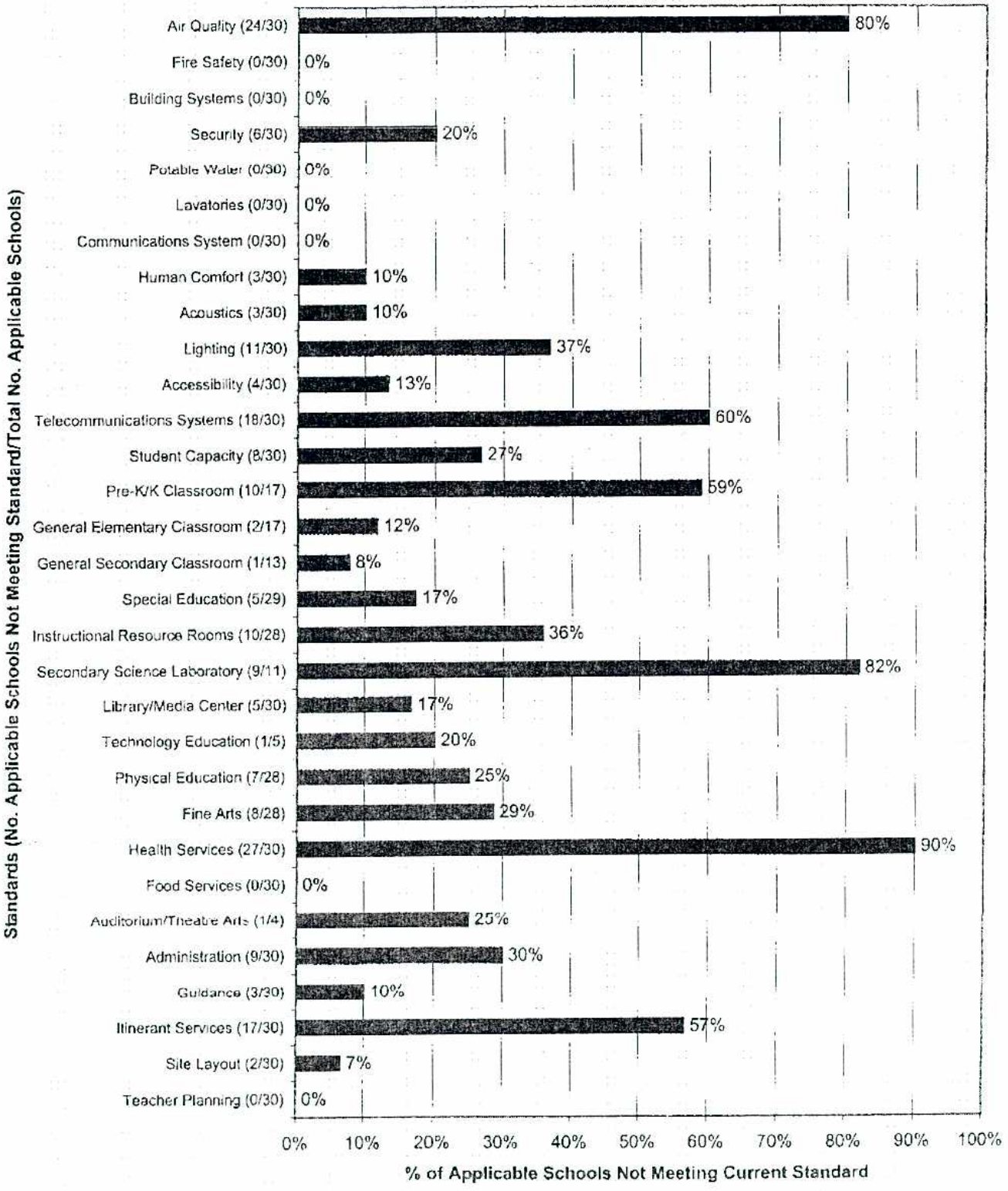
July 2003 Data

Carroll County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



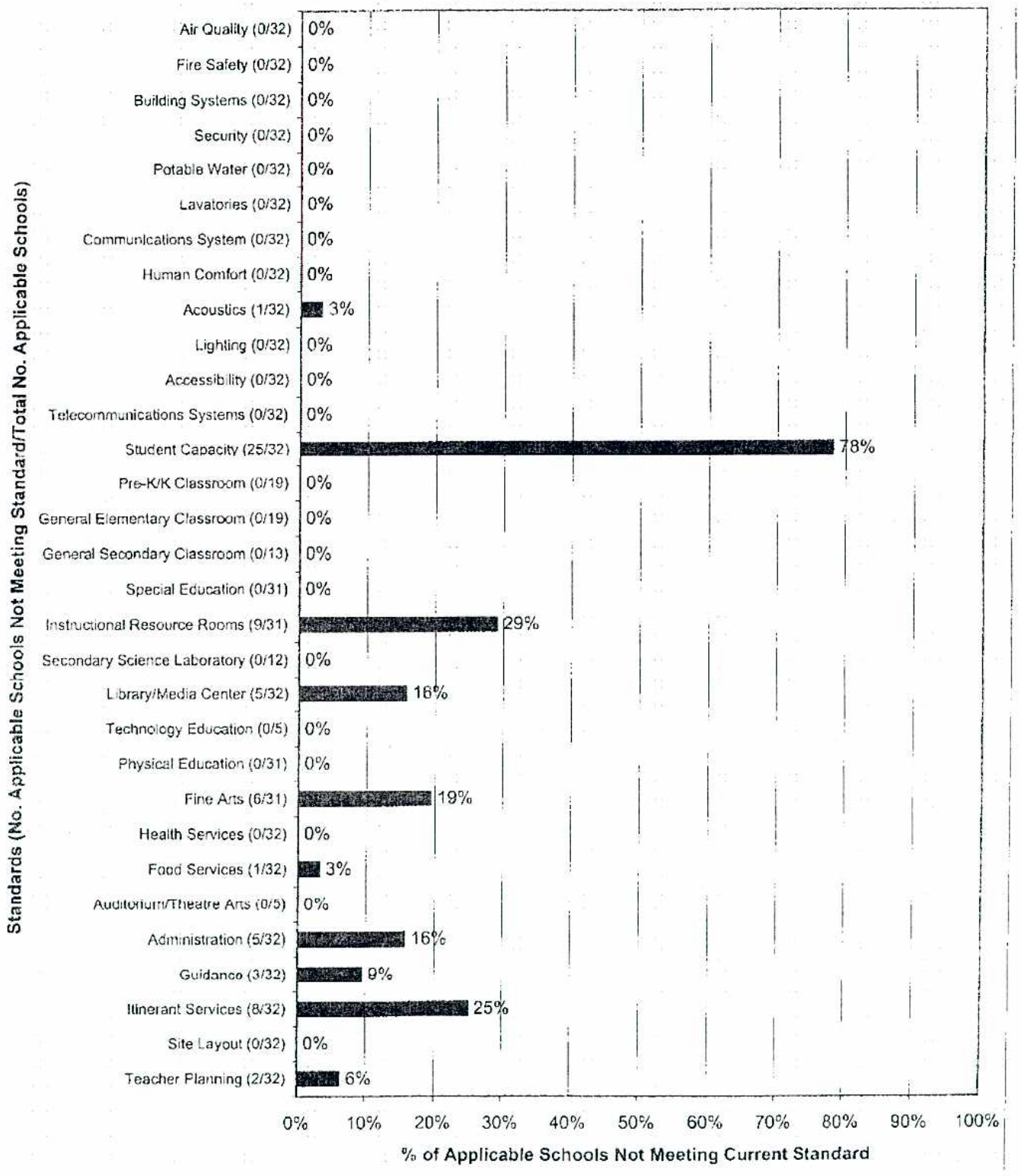
July 2003 Data

Cecil County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



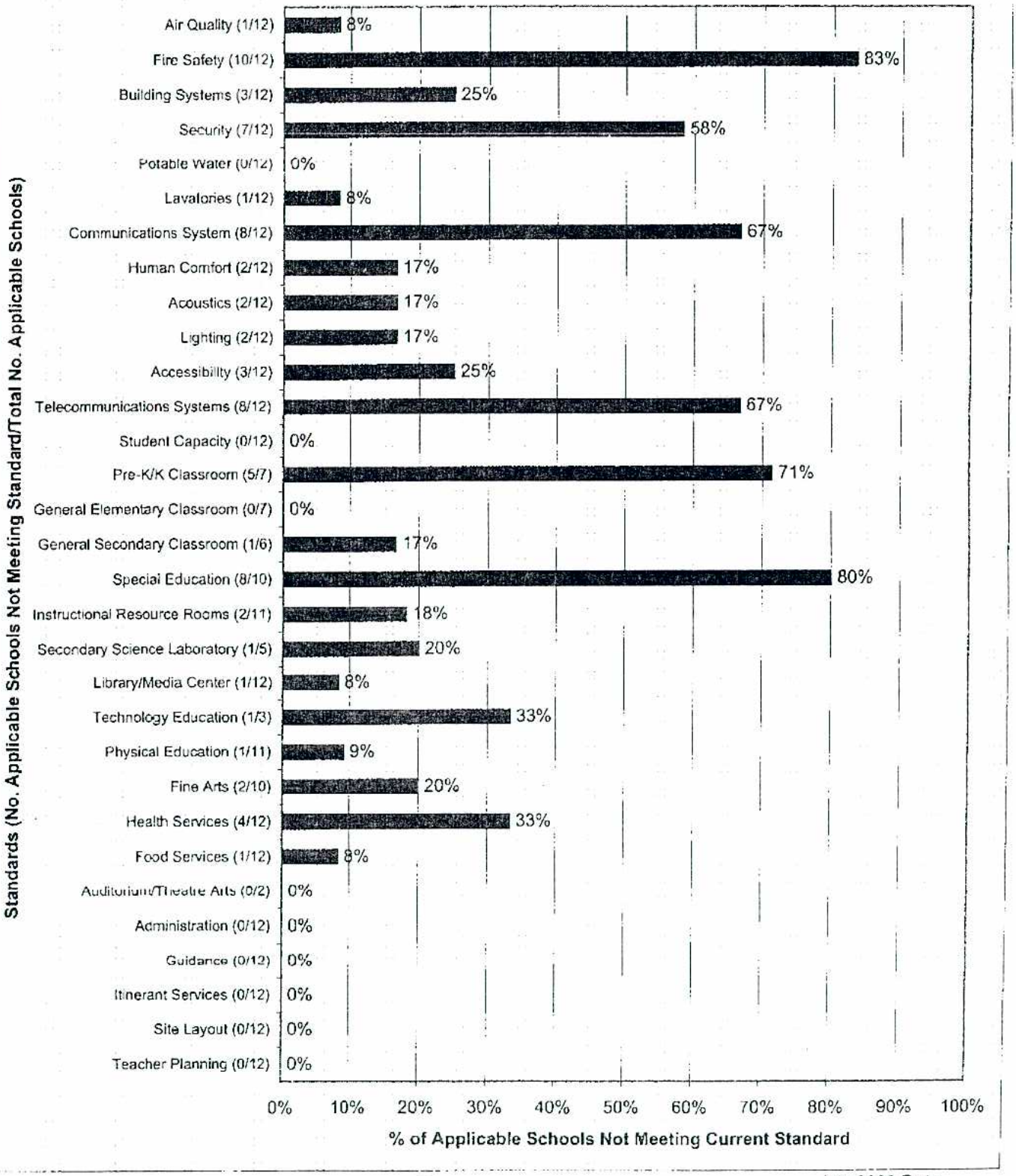
July 2003 Data

Charles County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



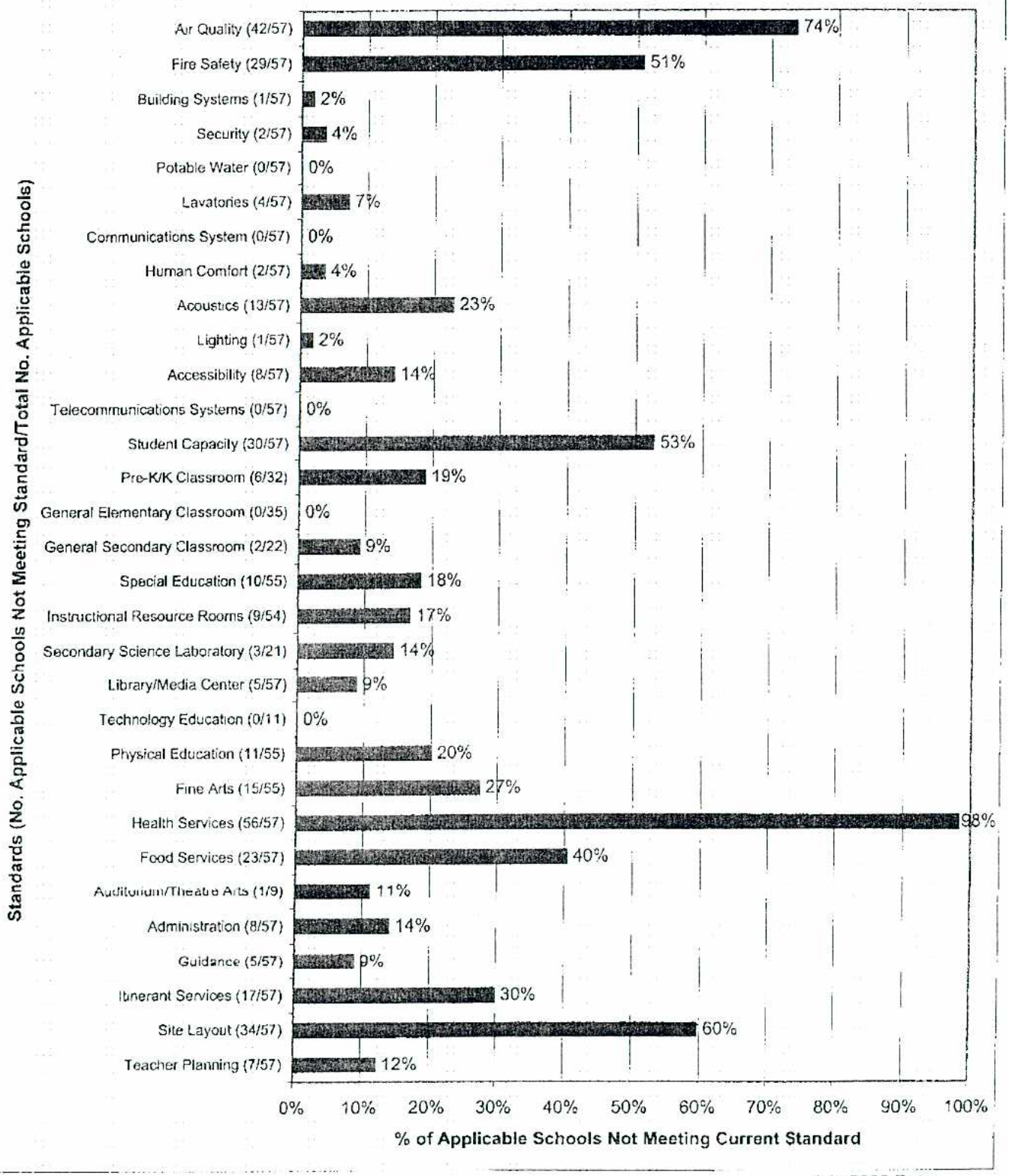
July 2003 Data

Dorchester County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



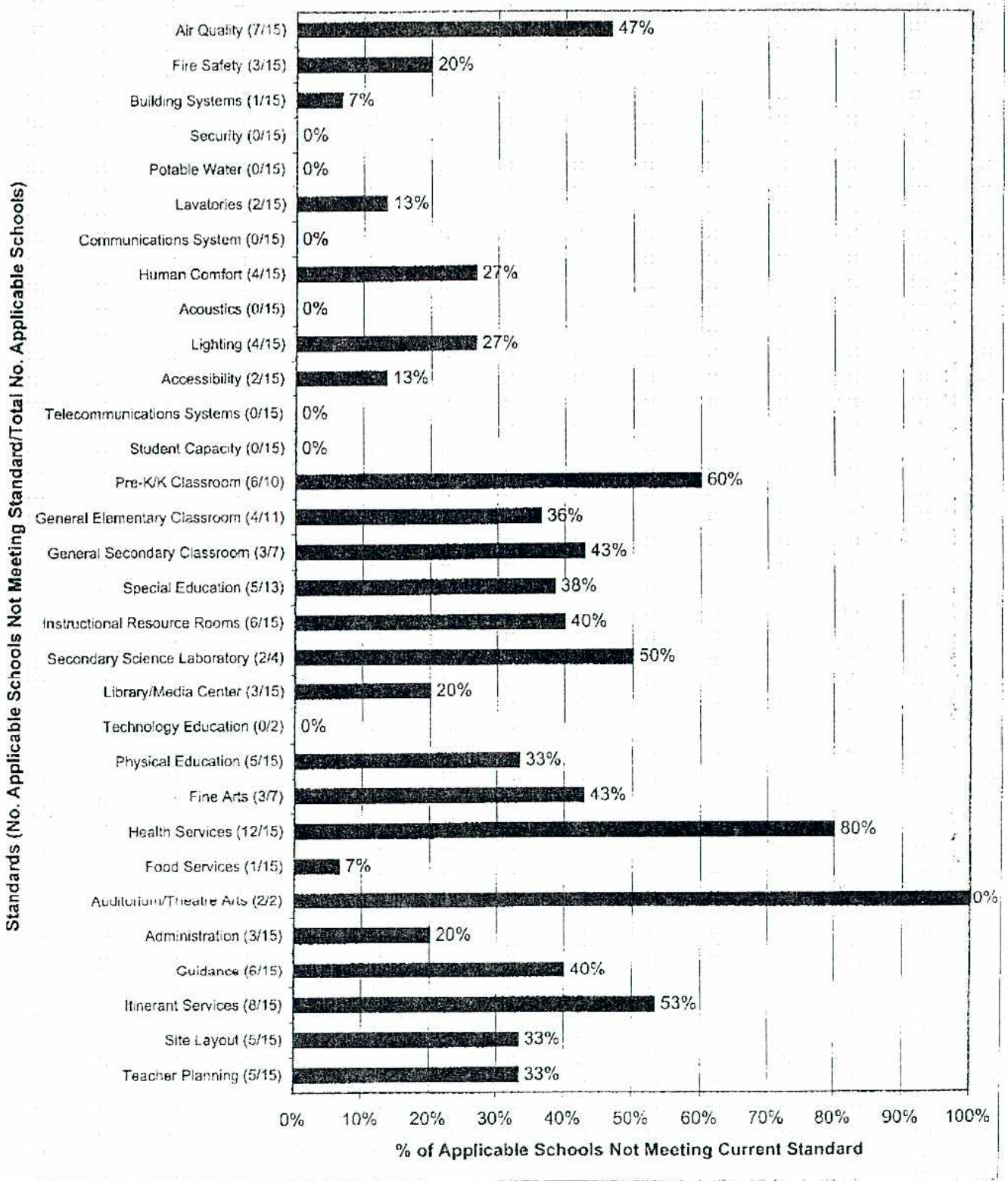
July 2003 Data

Frederick County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



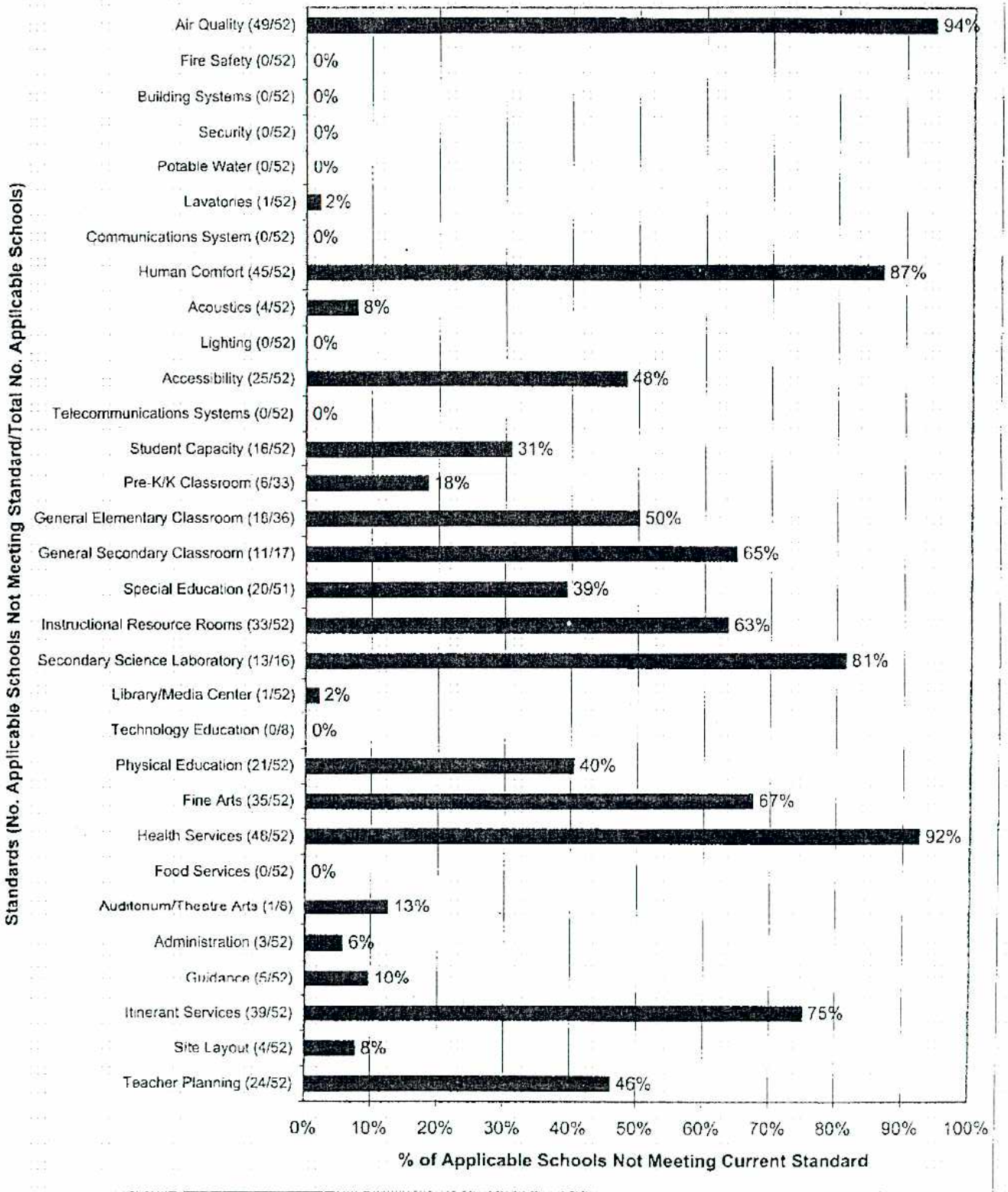
July 2003 Data

Garrett County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



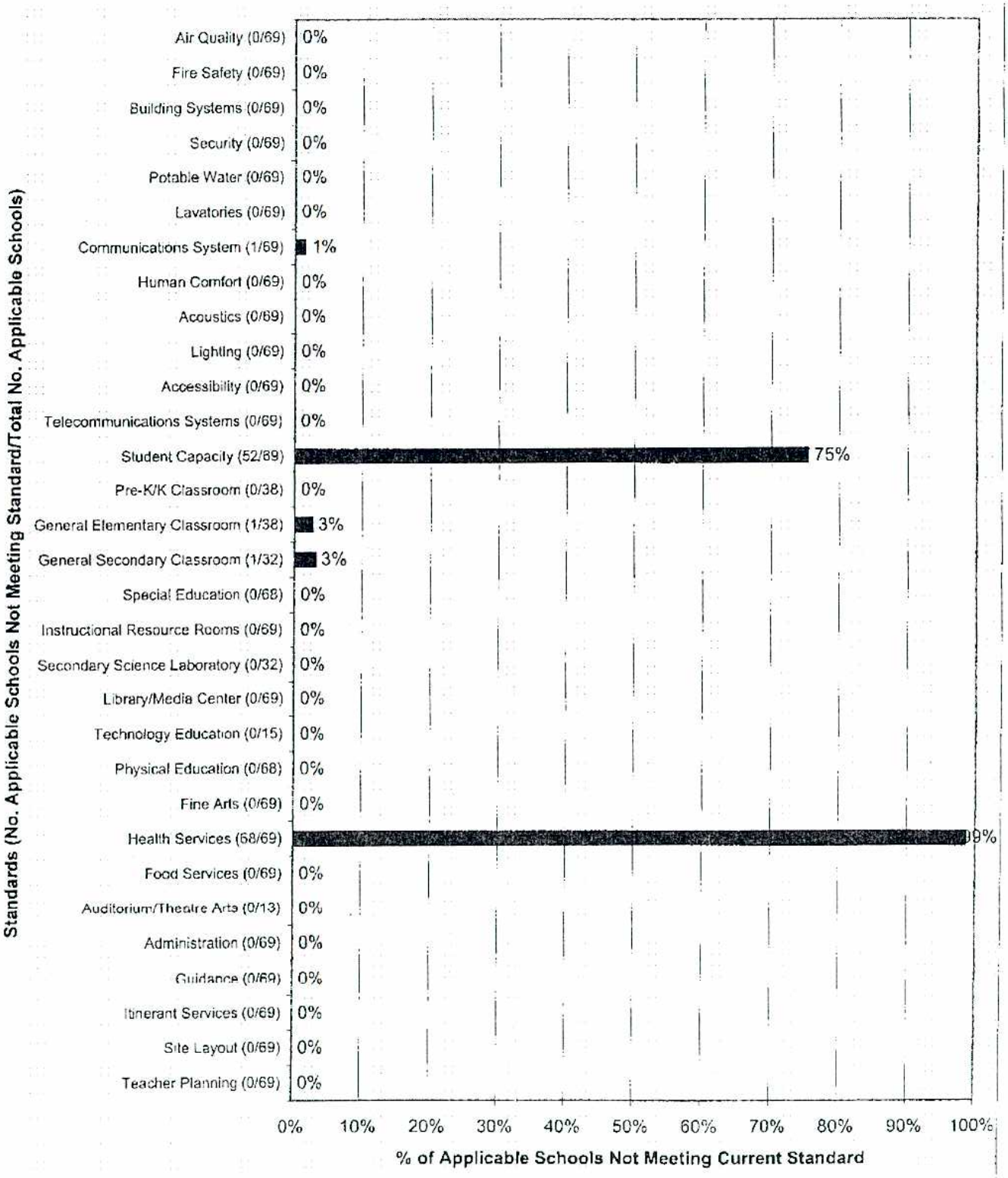
July 2003 Data

Harford County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



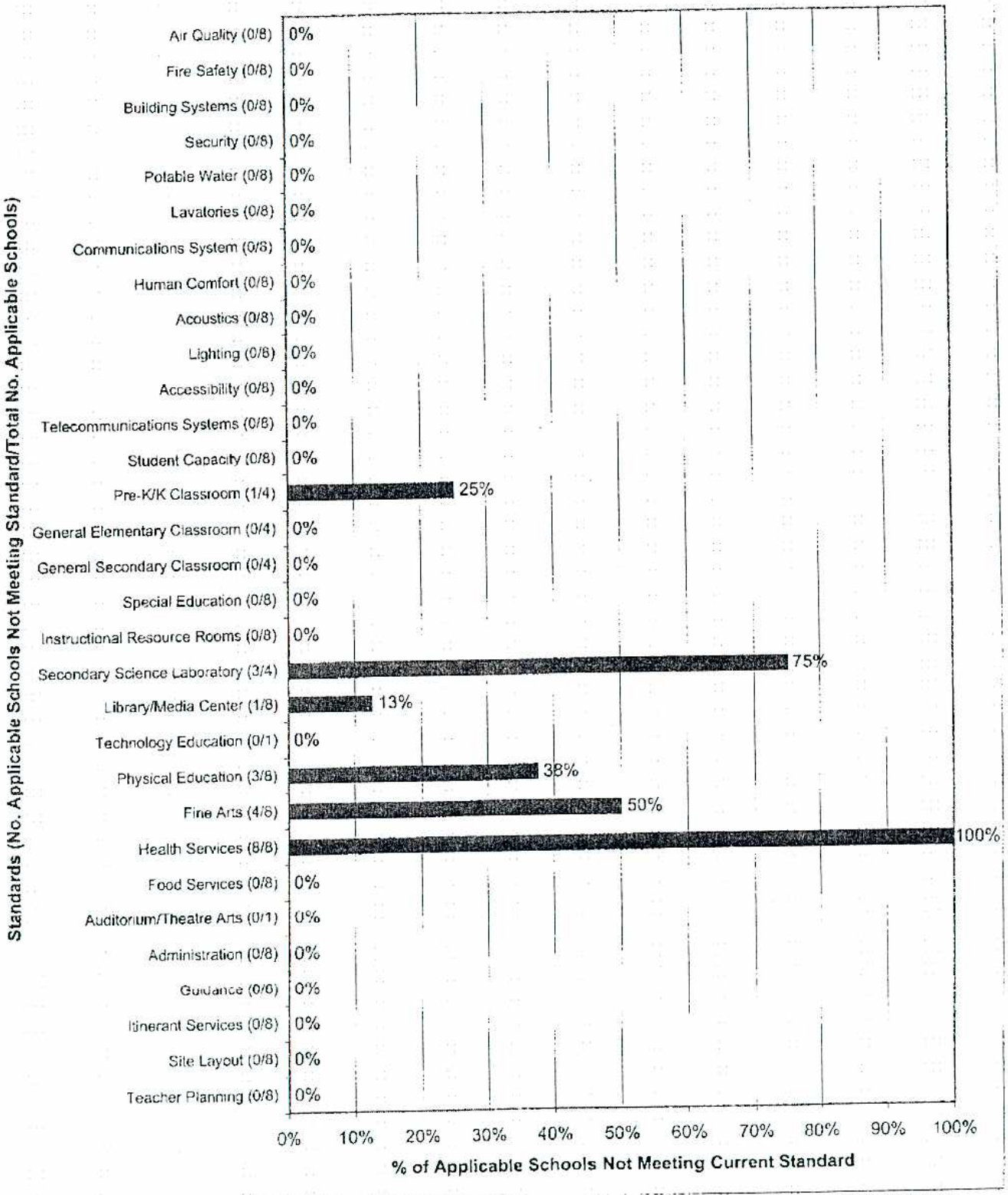
July 2003 Data

Howard County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



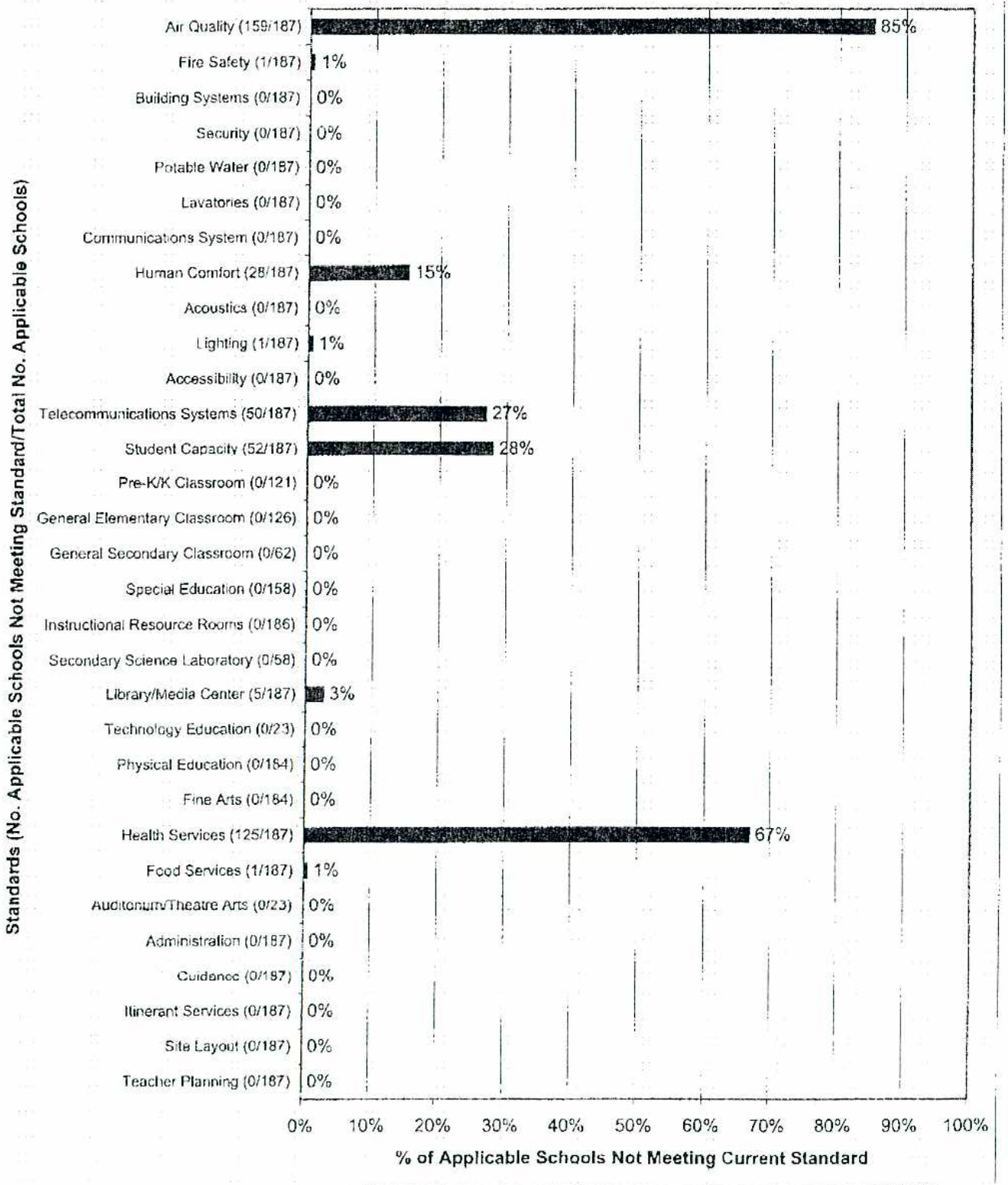
July 2003 Data

Kent County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



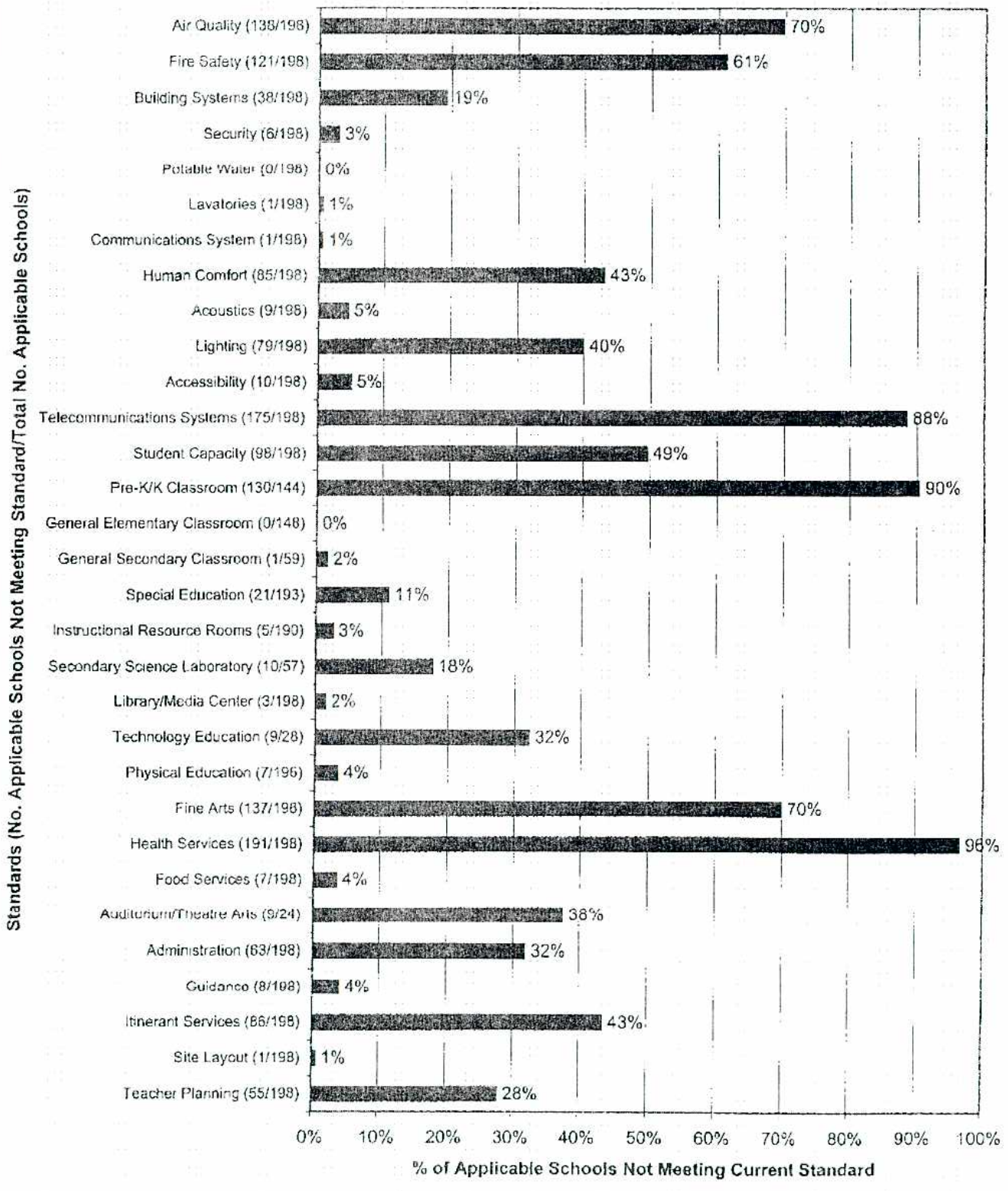
July 2003 Data

Montgomery County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



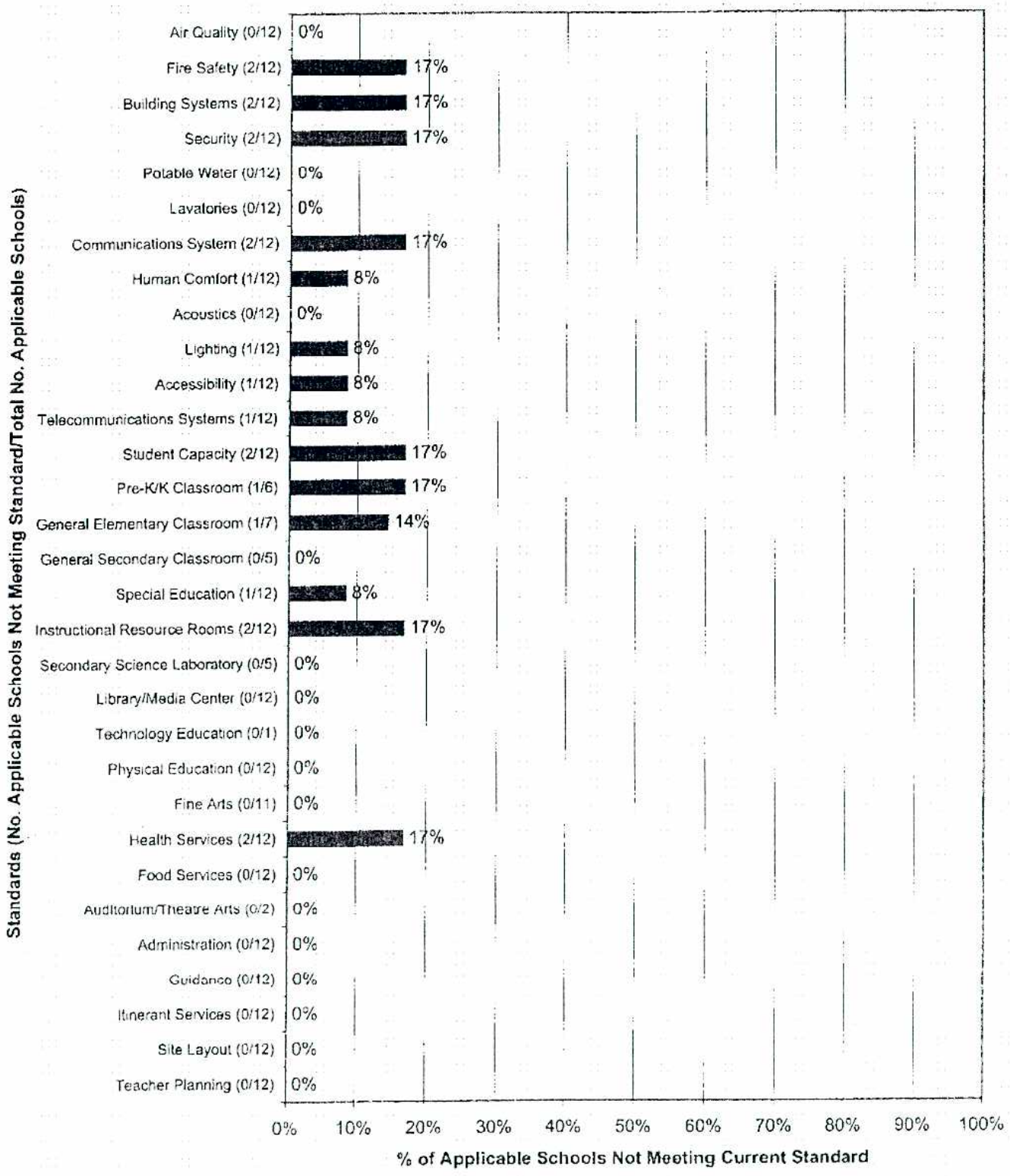
July 2003 Data

Prince George's County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



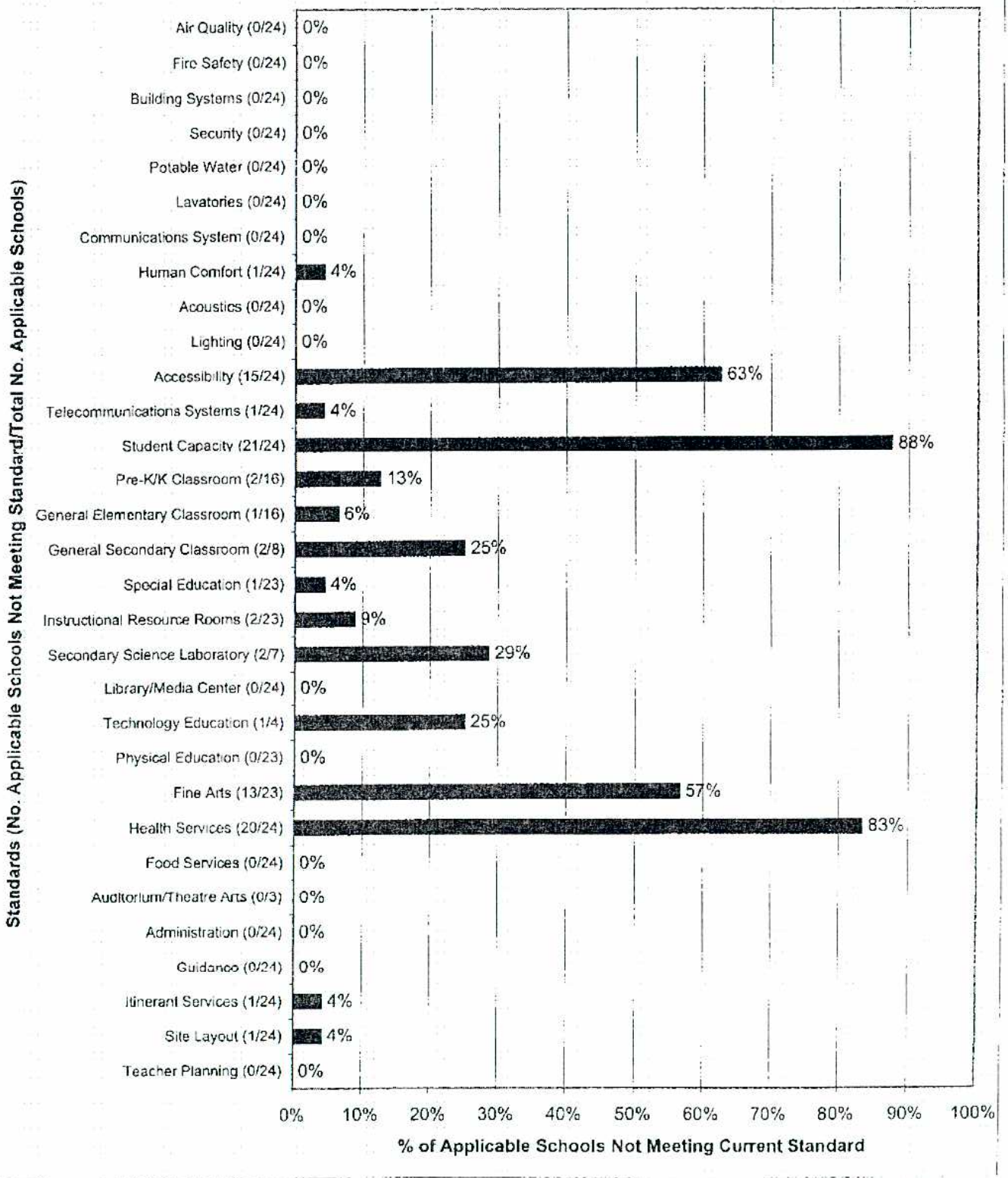
July 2003 Data

Queen Anne's County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



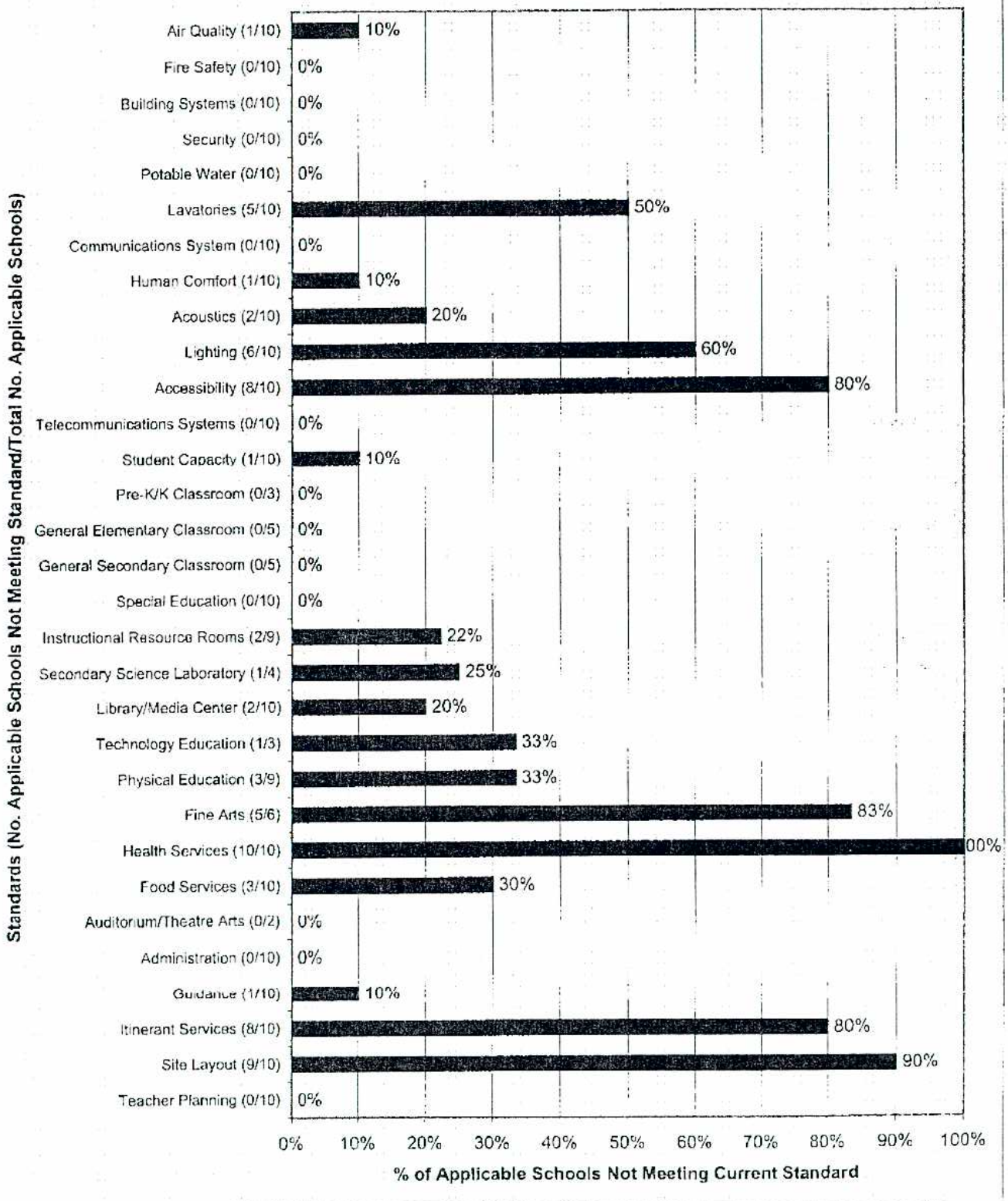
July 2003 Data

St. Mary's County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



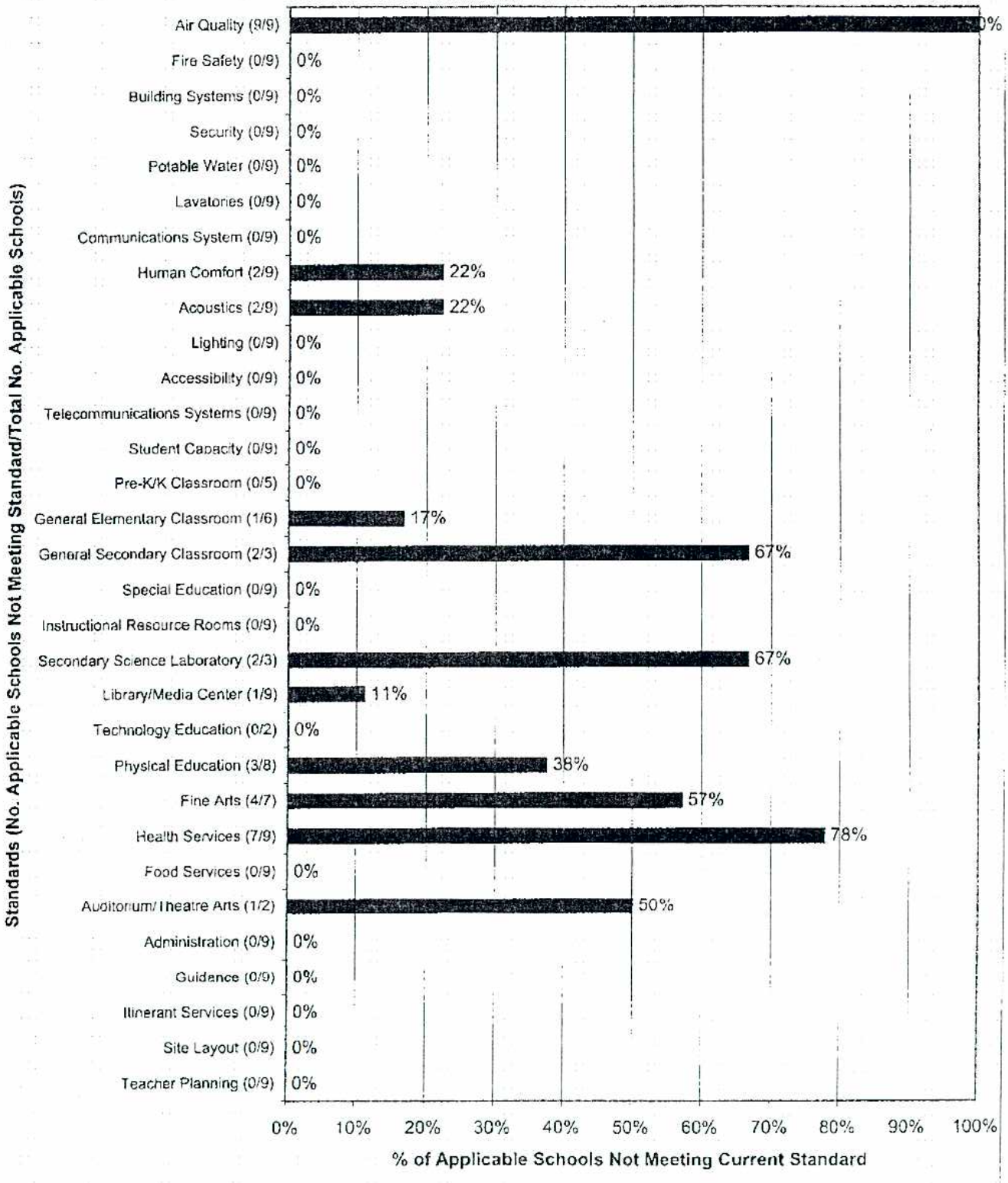
July 2003 Data

Somerset County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



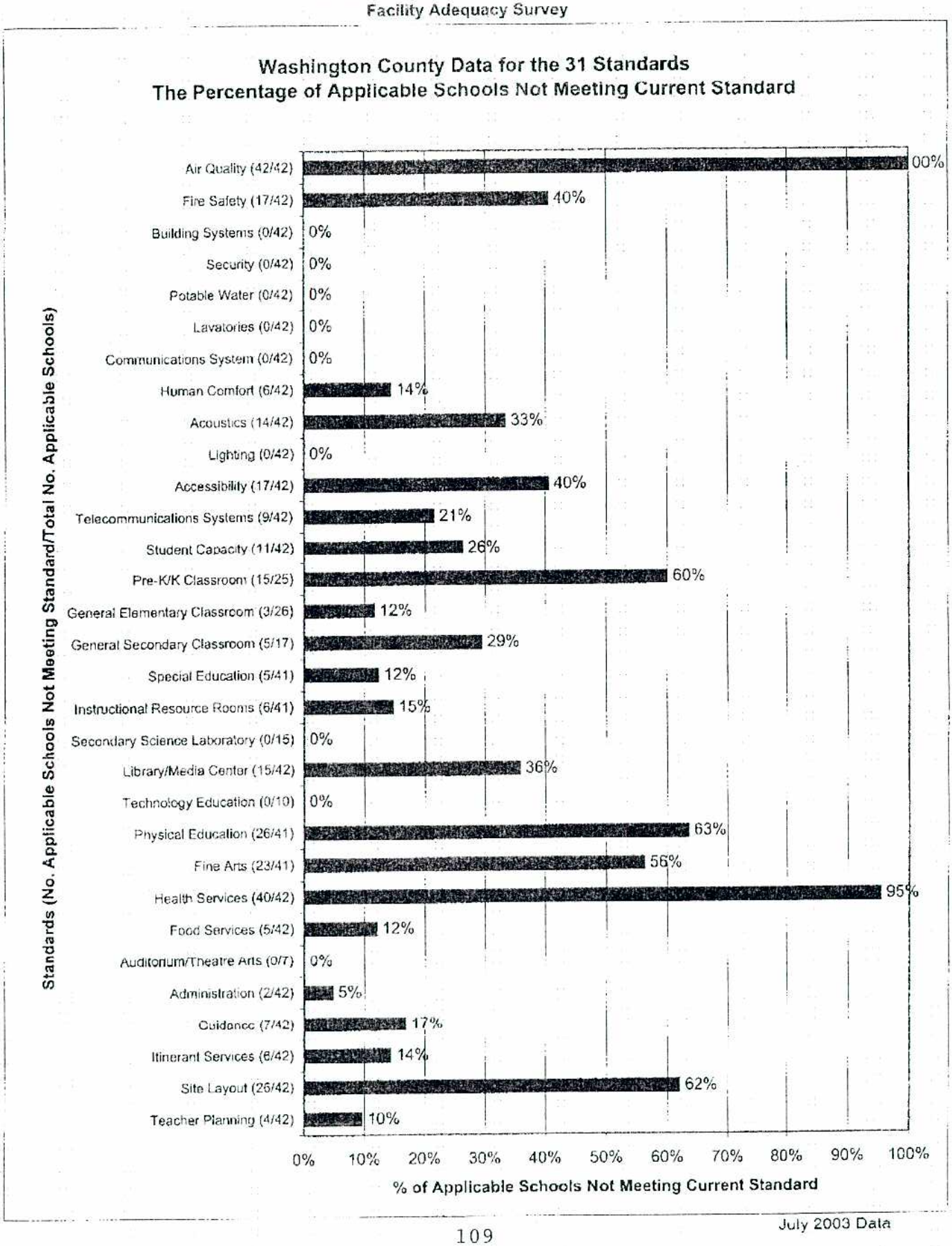
July 2003 Data

Talbot County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



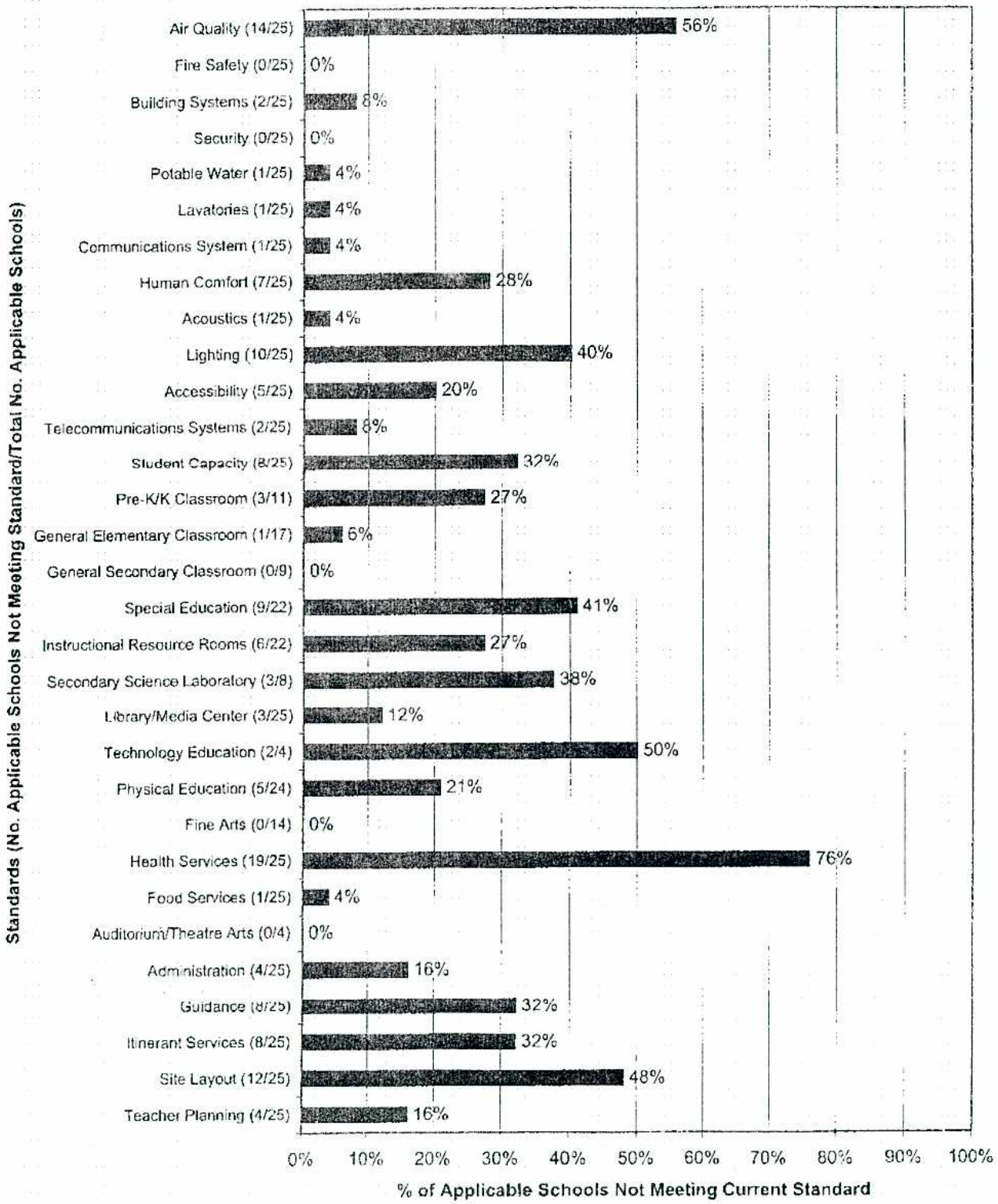
July 2003 Data

Task Force to Study Public School Facilities
Facility Adequacy Survey



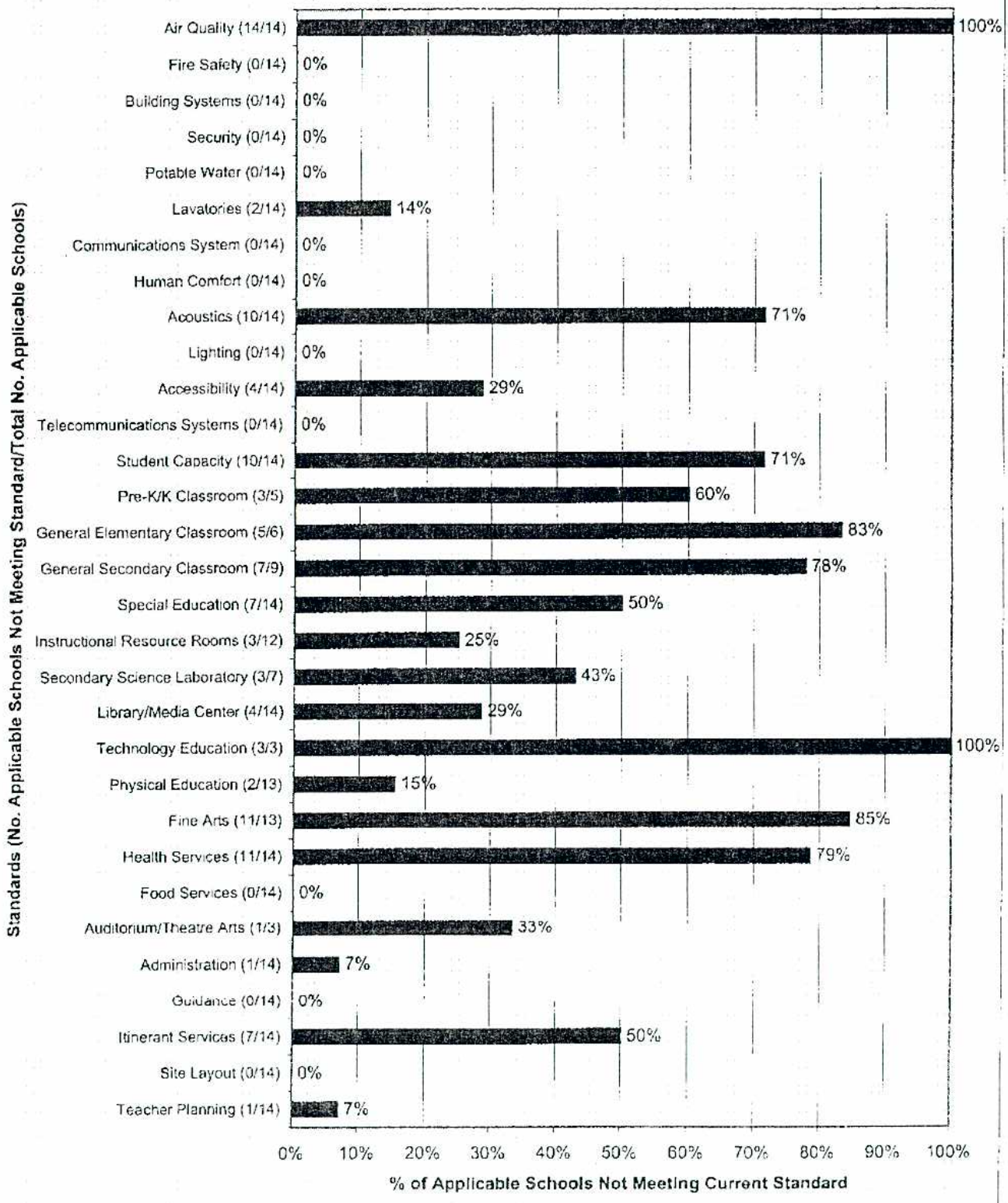
July 2003 Data

Wicomico County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



July 2003 Data

Worcester County Data for the 31 Standards
The Percentage of Applicable Schools Not Meeting Current Standard



July 2003 Data

ATTACHMENT V

ADJUSTED AGE OF CONSTRUCTION BY DECADE FOR MARYLAND PUBLIC SCHOOLS

Maryland Public Schools
Facilities Inventory
Adjusted Age of Construction by Decade

LEA	1900-1909	1910-1919	1920-1929	1930-1939	1940-1949	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2002	TOTAL
Allegany	0	0	0	0	0	186,542	284,276	572,495	253,970	559,791	12,045	1,869,119
Anne Arundel	48,448	0	36,128	4,897	45,001	545,935	2,281,158	5,763,853	1,247,719	1,650,135	370,797	11,994,071
Baltimore City	105,726	66,065	34,229	437,038	24,153	1,792,084	5,882,001	6,564,164	3,225,507	987,205	672,566	19,790,738
Baltimore Co.	0	23,415	99,315	128,485	187,714	2,820,268	5,657,762	3,030,193	882,462	1,933,884	439,251	15,202,749
Calvert	0	0	0	0	50,525	4,400	23,240	733,402	222,567	533,571	202,600	1,770,305
Caroline	0	0	0	0	0	79,483	167,692	376,512	3,012	98,143	79,228	804,070
Carroll	0	0	35,500	65,195	0	250,031	362,469	1,239,834	534,456	1,104,406	542,157	4,134,048
Cecil	0	0	10,070	23,780	0	126,685	301,038	458,687	215,091	661,314	170,356	1,967,021
Charles	0	0	0	0	0	12,351	275,303	1,110,629	471,840	818,014	283,248	2,971,385
Dorchester	0	0	0	0	0	5,444	4,000	534,992	207,855	58,449	0	810,740
Frederick	0	0	0	0	21,502	53,900	915,164	1,529,015	781,651	1,193,072	697,797	5,192,101
Garrett	0	0	0	0	2,071	77,267	59,831	267,456	172,588	188,184	25,755	793,152
Harford	0	0	0	0	141,780	205,430	853,605	1,823,993	632,492	1,164,933	255,287	5,077,520
Howard	0	0	0	14,500	0	11,524	385,623	1,899,773	950,853	2,678,208	297,167	6,237,648
Kent	0	0	0	0	0	48,412	60,881	409,271	4,120	13,424	0	536,108
Montgomery	0	0	0	5,763	0	627,837	2,918,058	4,326,410	2,922,263	7,219,480	1,564,610	19,584,421
Prince George's	0	0	11,937	62,303	37,596	1,052,995	6,087,869	4,808,752	1,221,007	1,743,969	1,604,557	16,630,985
Queen Anne's	0	0	0	0	0	45,086	213,572	155,808	112,499	431,613	57,815	1,016,393
St. Mary's	0	0	0	0	0	137,377	145,969	645,021	121,747	492,415	332,491	1,875,020
Somerset	0	0	0	0	0	0	11,765	445,245	106,789	25,006	0	588,805
Talbot	0	0	0	0	0	122,821	0	177,209	2,240	398,199	4,135	704,604
Washington	0	0	14,760	15,107	25,309	194,528	449,592	1,379,040	198,804	604,096	118,225	2,999,461
Wicomico	0	0	0	27,288	37,238	69,988	390,258	653,518	236,755	514,780	73,917	2,003,742
Worcester	0	0	0	0	0	8,702	55,756	514,984	252,424	109,122	136,000	1,076,988
TOTAL	154,174	89,480	241,939	784,356	572,889	8,479,090	27,786,882	39,420,256	14,980,711	25,181,413	7,940,004	125,631,194
% of total	0.12	0.07	0.19	0.62	0.46	6.75	22.12	31.38	11.92	20.04	6.32	

Source: PSCP Facility Inventory Database

Notes:

1. Dates shown are for original construction and additions and reflect renovations
2. All figures are gross square footage

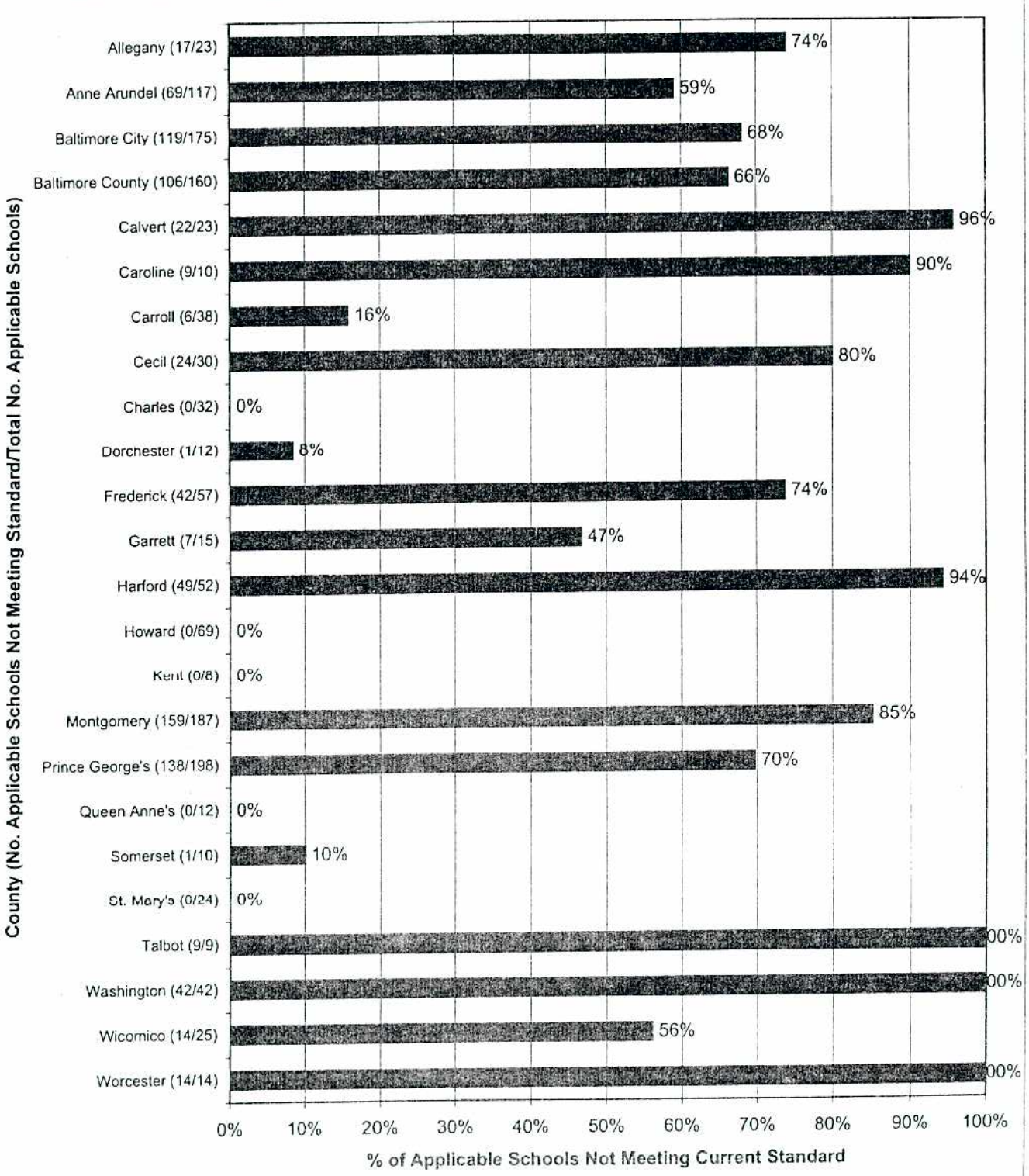
October-03

ATTACHMENT IV

INDIVIDUAL SCHOOL SYSTEM DATA
FOR 10 STANDARDS
FOR WHICH MORE THAN 25% OF APLICABLE SCHOOLS
STATEWIDE DO NOT MEET THE CURRENT STANDARD

Air Quality Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

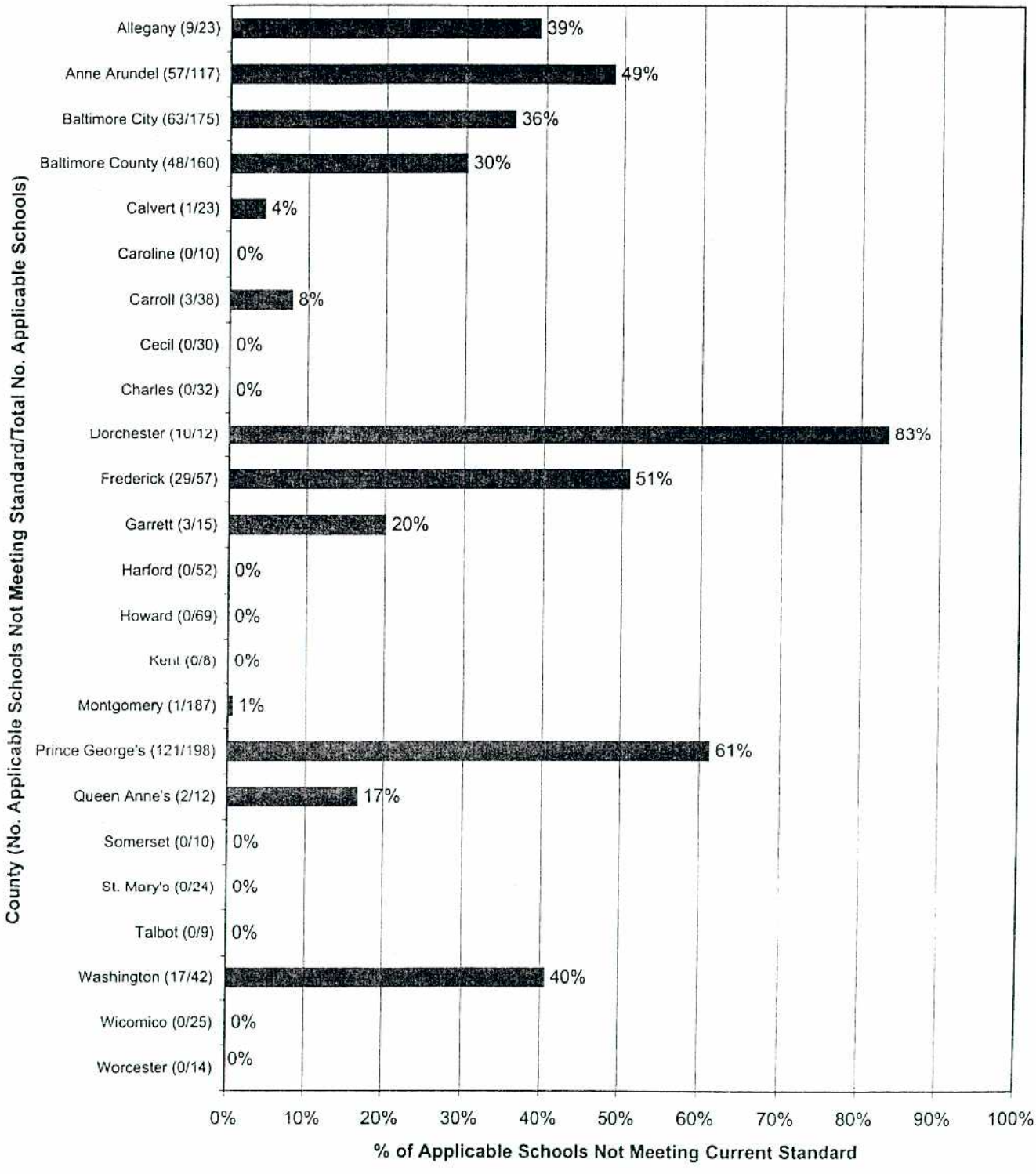
Primarily reflects a relatively new State guideline (1992) for enhanced air filtration. Not meeting the guideline does not present a health hazard. Statewide, 63% of applicable schools did not meet the current standard.



July 2003 Data

Fire Safety Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Solely, reflects a relatively new federal accessibility standard (1991) for individuals with disabilities that requires visual alarms in addition to audible alarms. Buildings without visual alarms are fully compliant with older code requirements and do not represent a safety issue. Statewide, 27% of applicable schools did not meet the current standard.

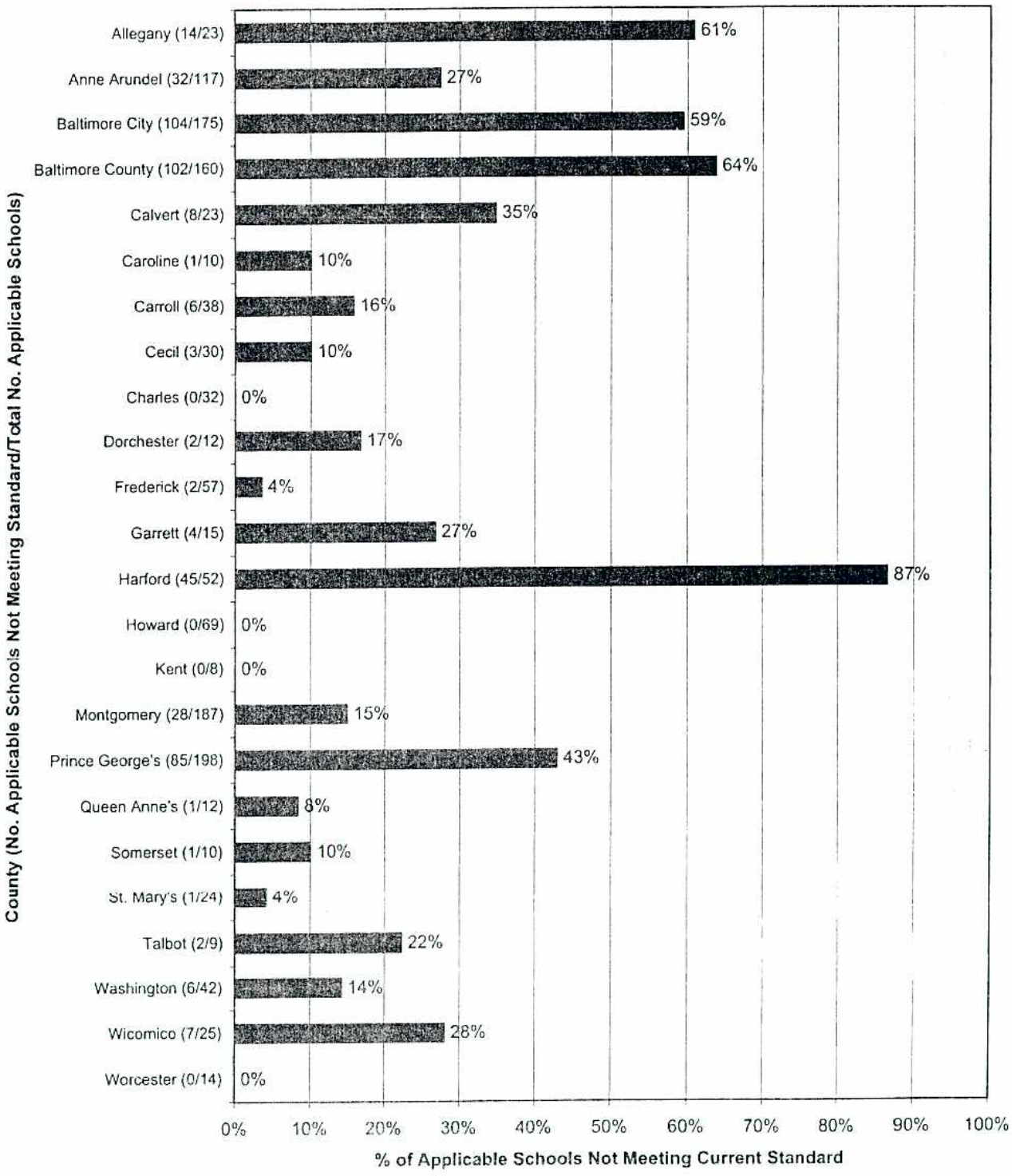


July 2003 Data

Human Comfort Standard

The Percentage of Applicable Schools Not Meeting Current Standard Per County

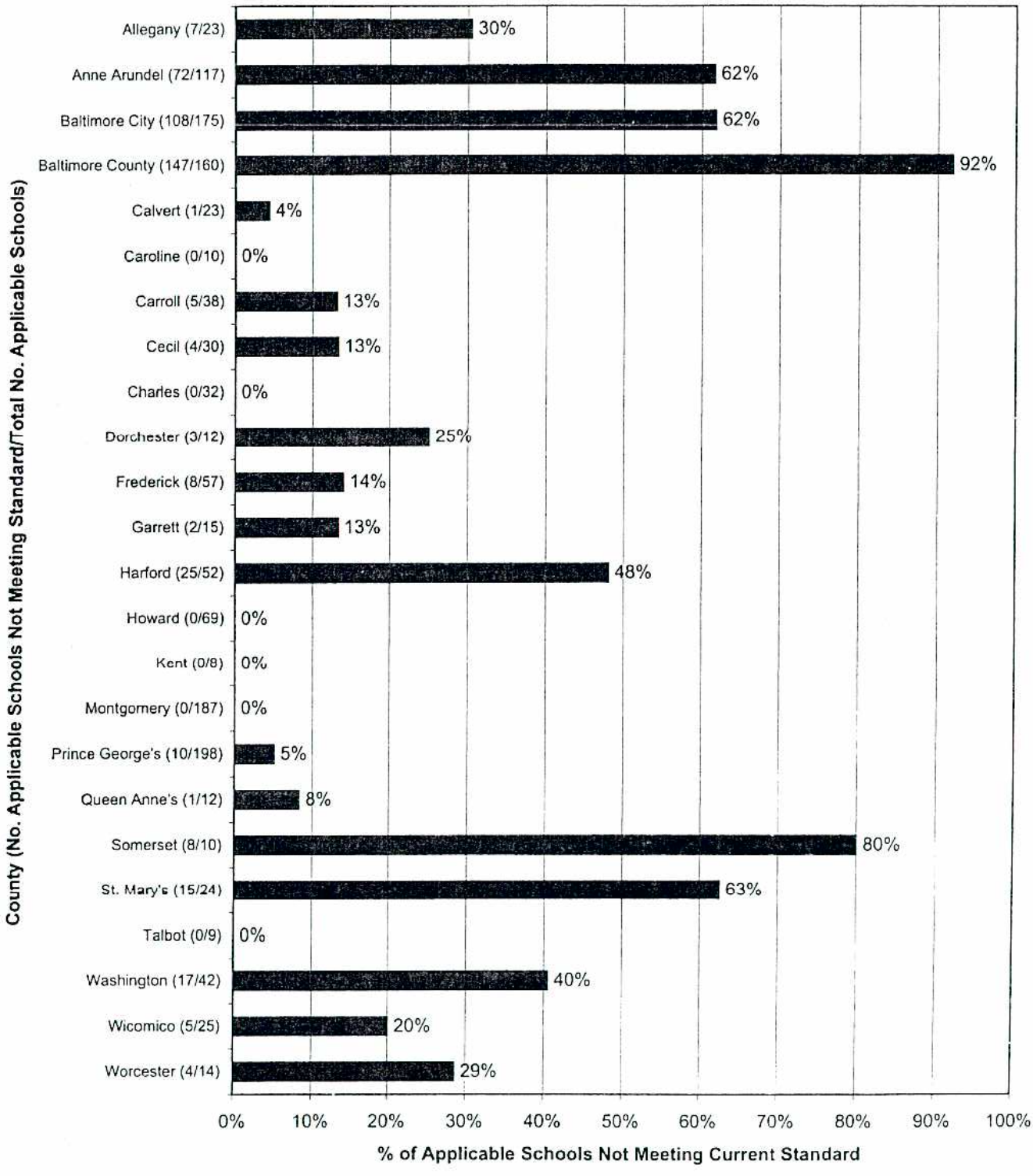
Reflects schools that cannot provide adequate temperature and/or humidity levels, at least 90% of the time during student occupancy in spaces where learning takes place (excluding physical education) and health suites. Primarily reflects schools without an air-cooling (A/C) system in all instructional areas and the health suite. Statewide, 34% of applicable schools did not meet the current standard.



July 2003 Data

Accessibility Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

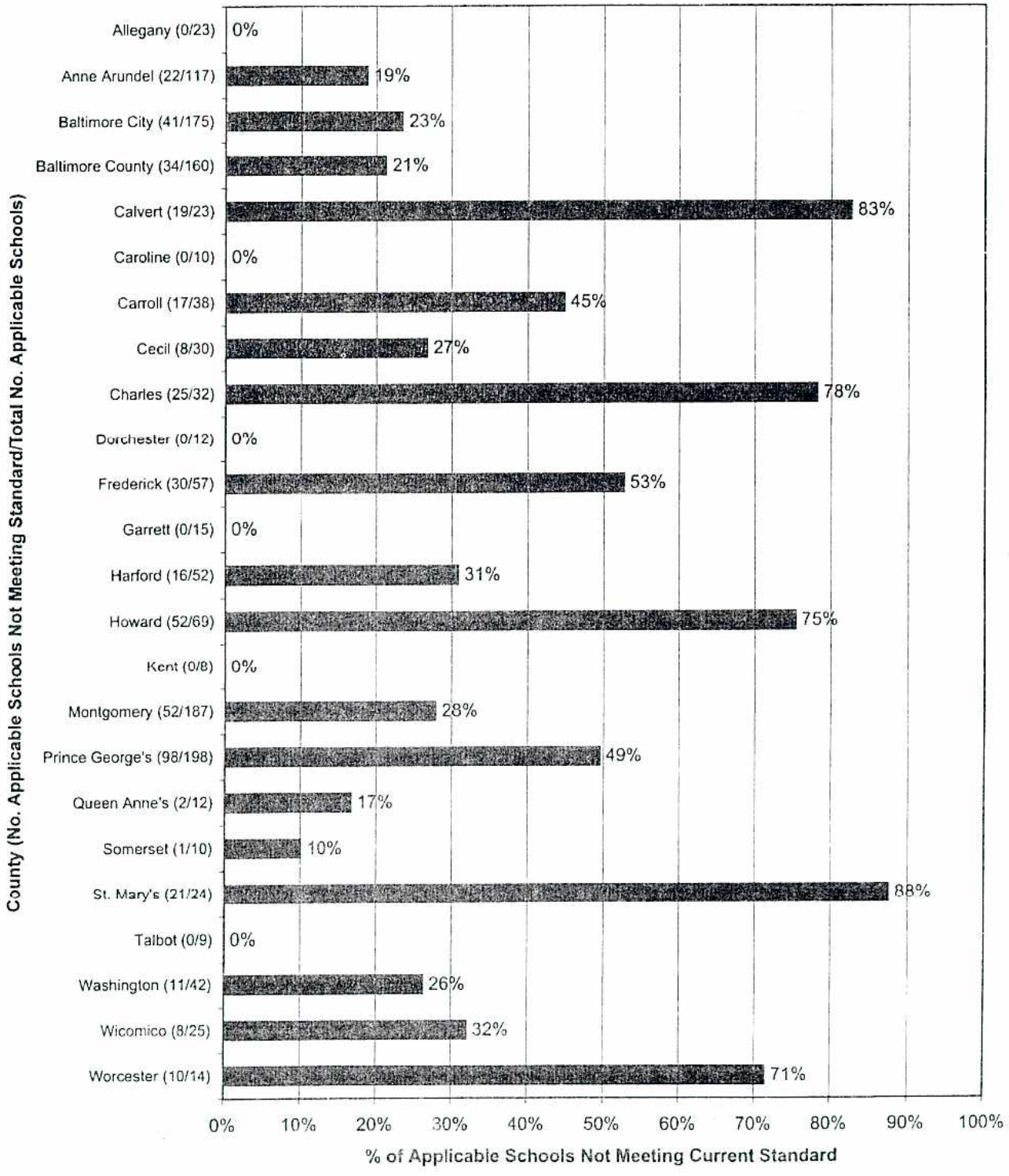
Reflects schools that present a barrier for students and staff and/or parents and guardians with disabilities to participate with non-disabled individuals in some aspect of educational programs or support services. Statewide, 33% of applicable schools did not meet the current standard.



July 2003 Data

Student Capacity Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects schools that do not have sufficient permanent classrooms to acccomodate at least 95% of the projected 2007/2008 school year student enrollment at current State or local standards of occupancy, even when considering available capacity in adjacent schools. Statewide, 35% of applicable schools did not meet the current standard.

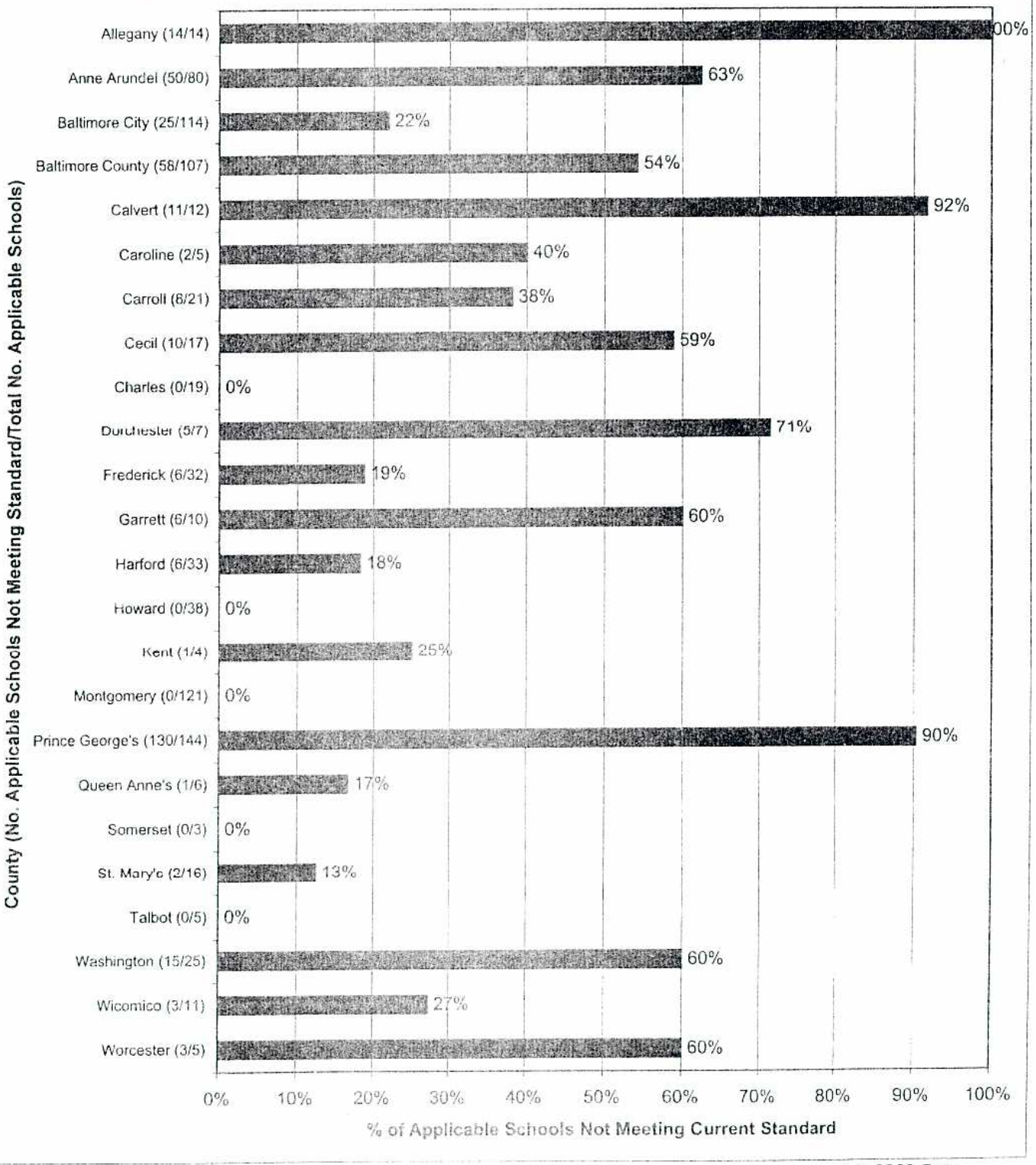


July 2003 Data

Pre-K/K Classroom Standard

The Percentage of Applicable Schools Not Meeting Current Standard Per County

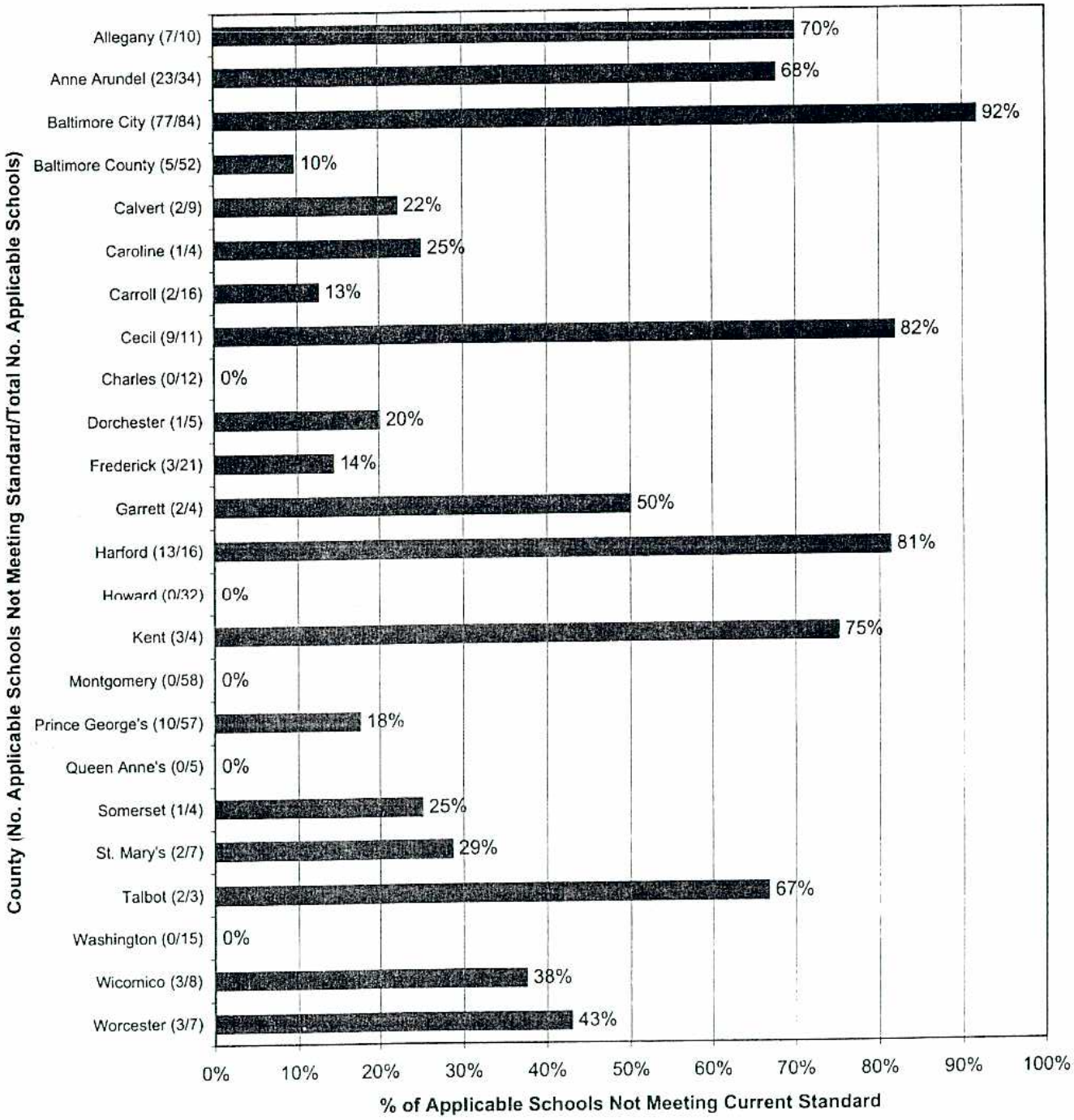
Reflects elementary schools that have an inadequacy in one or more of the following areas: square feet, storage, adjacent toilet room, child height sink, or age appropriate outdoor play area. Statewide, 42% of applicable schools did not meet the current standard.



July 2003 Data

Secondary Science Laboratory Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

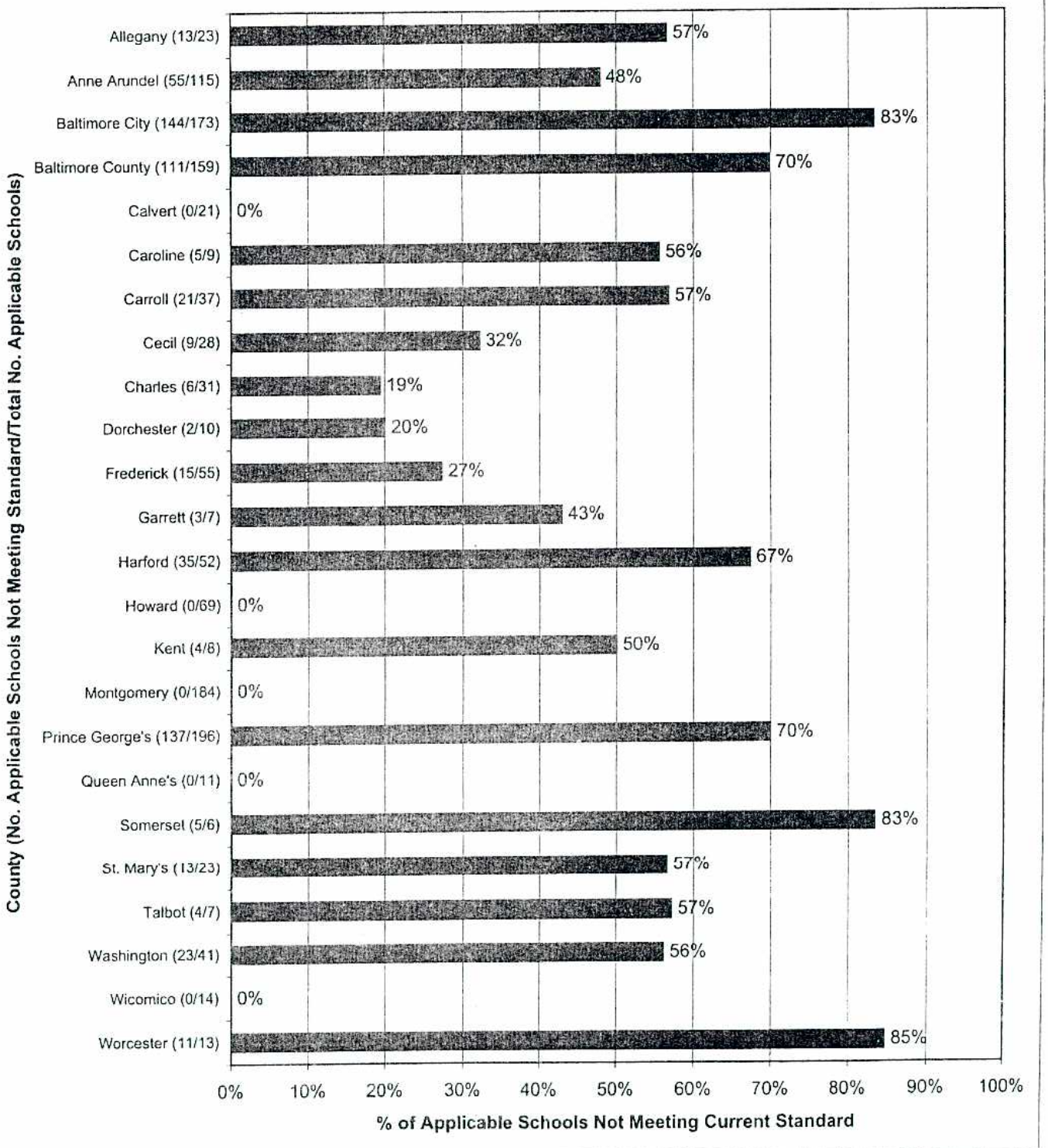
Reflects high school and middle school science facilities that have an inadequacy in one or more of the following areas: middle schools: demonstration table and sink, student sink, square footage; high schools: workstations, student sinks, emergency eye-wash, emergency shower (only for certain labs), ventilation, fume hood (only for certain labs), square footage, storage, or prep rooms (only for certain labs). Statewide, 35% of applicable schools did not meet the current standard.



July 2003 Data

Fine Arts Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

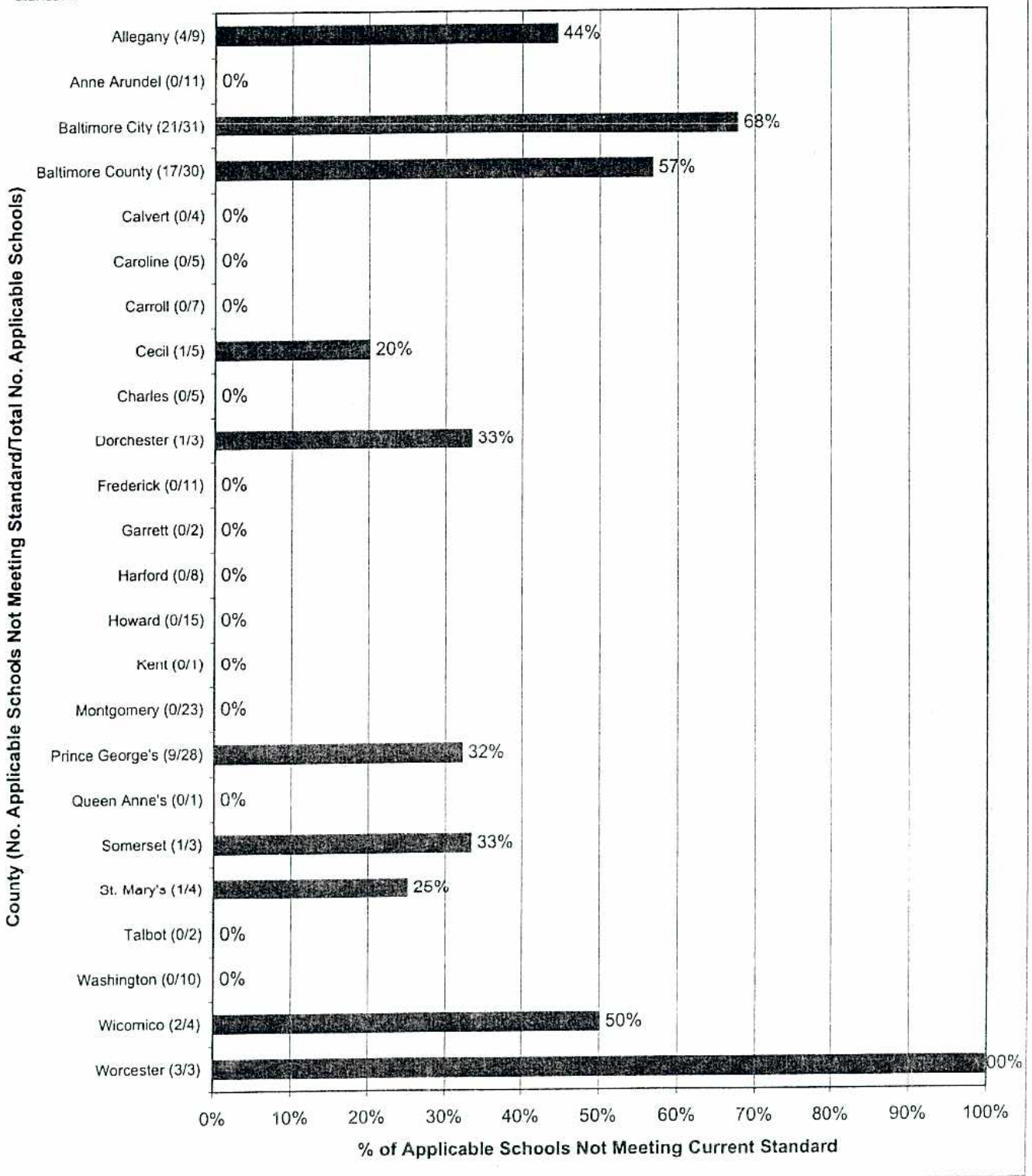
In schools that have more than a half-time teacher in visual arts, music, dance or theatre, reflects an inadequacy in one or more of the following areas: square feet, work sink, storage, or practice rooms (high school only). Statewide, 48% of applicable schools did not meet the current standard.



July 2003 Data

Technology Education Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects relatively new State guidelines (1994) for technology education facilities. Statewide, 27% of applicable schools did not meet the current standard.

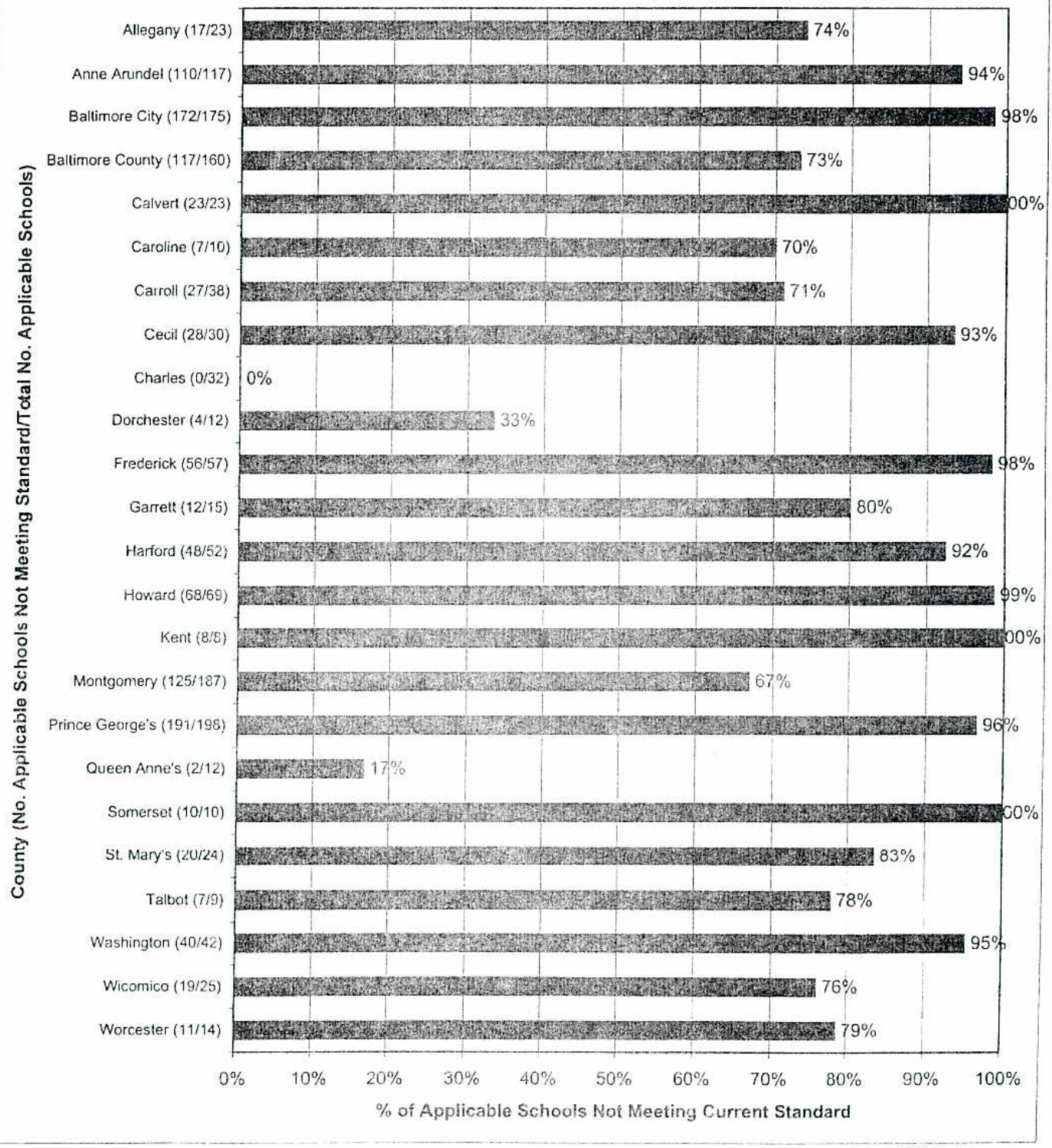


July 2003 Data

Health Services Standard

The Percentage of Applicable Schools Not Meeting Current Standard Per County

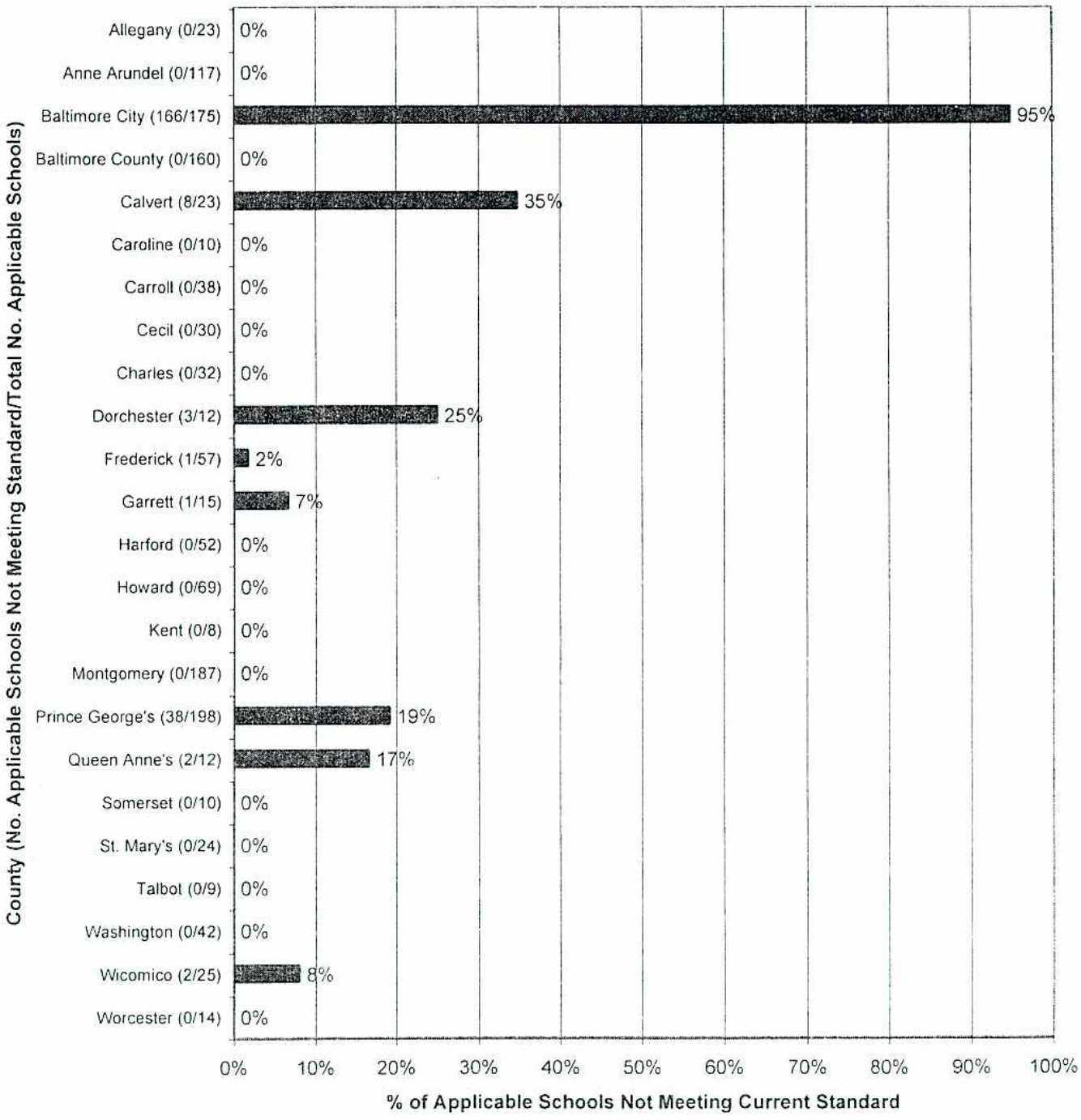
Schools not meeting the new State guideline (2002) have an inadequacy in one or more of the following areas: square feet, sink, or space for waiting, examination, treatment, resting, toilet room, office, or storage. Statewide, 84% of applicable schools did not meet the current standard.



July 2003 Data

Building Systems Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

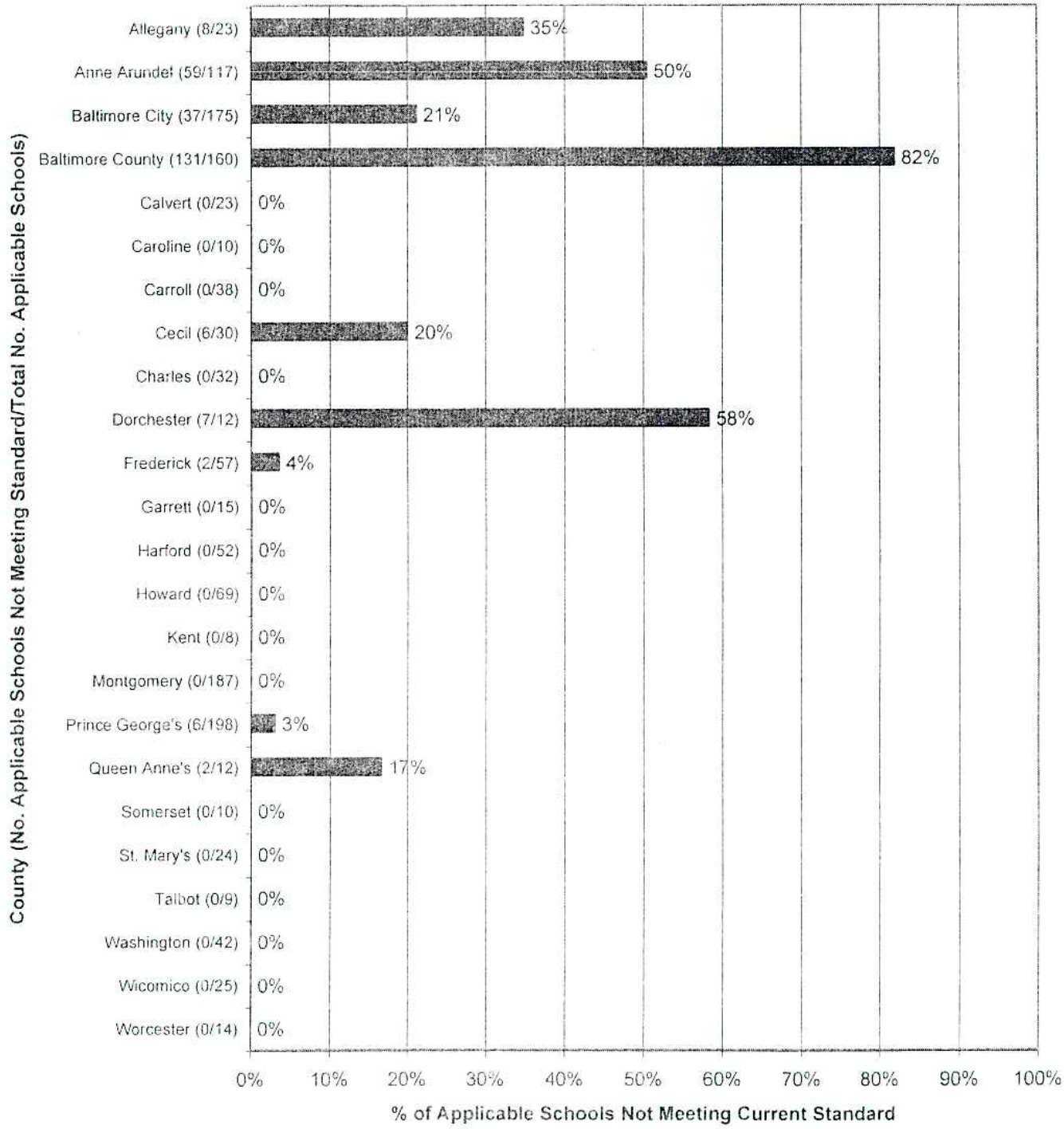
Primarily reflects building systems that currently do not present a hazard to occupants, but have the potential of presenting a hazard sometime in the future if capital improvements are not made. Statewide, 16% of applicable schools did not meet the current standard.



July 2003 Data

Security Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

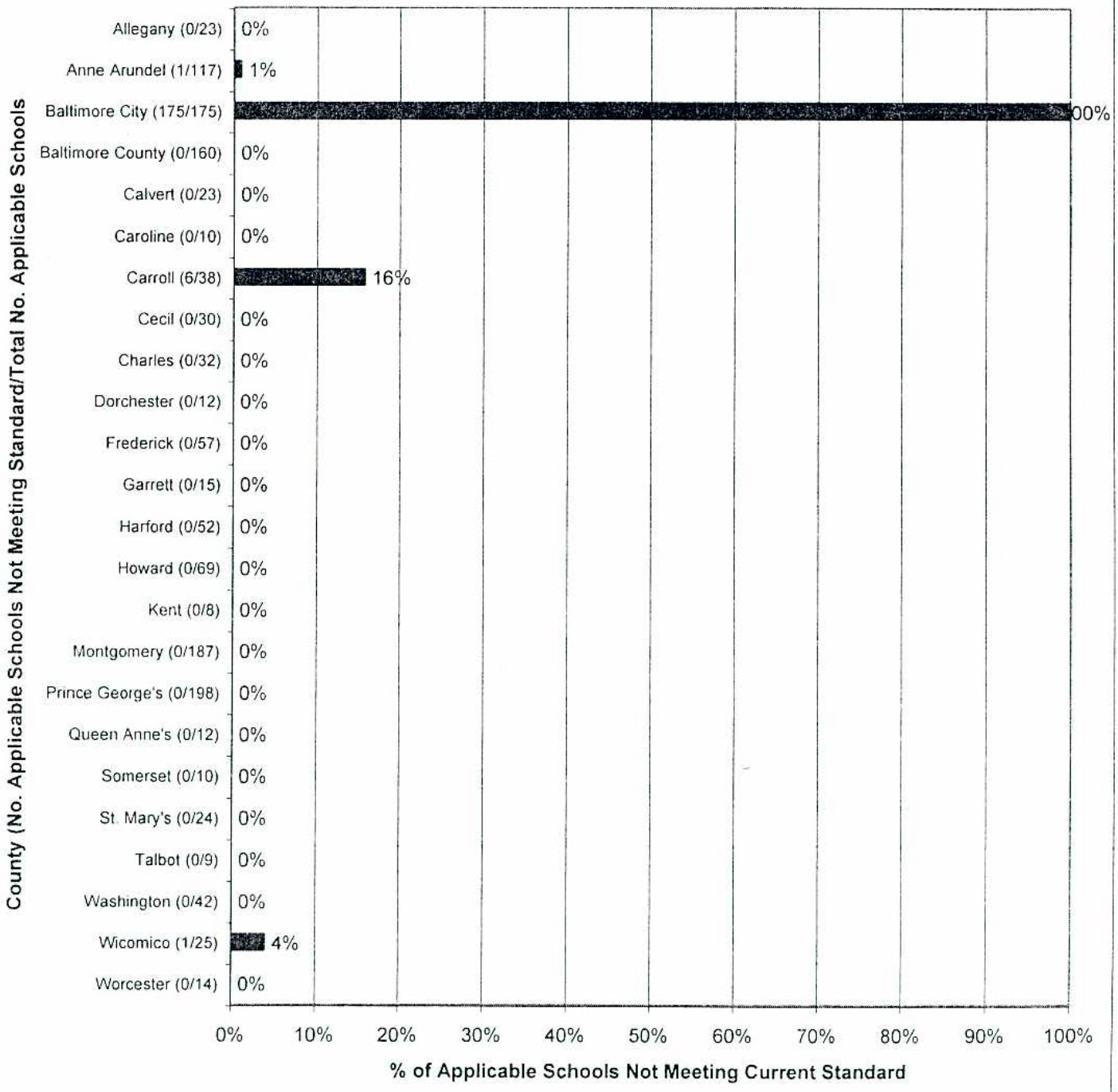
Reflects schools that do not meet local standards for building security. Statewide, 19% of applicable schools did not meet the current standard.



July 2003 Data

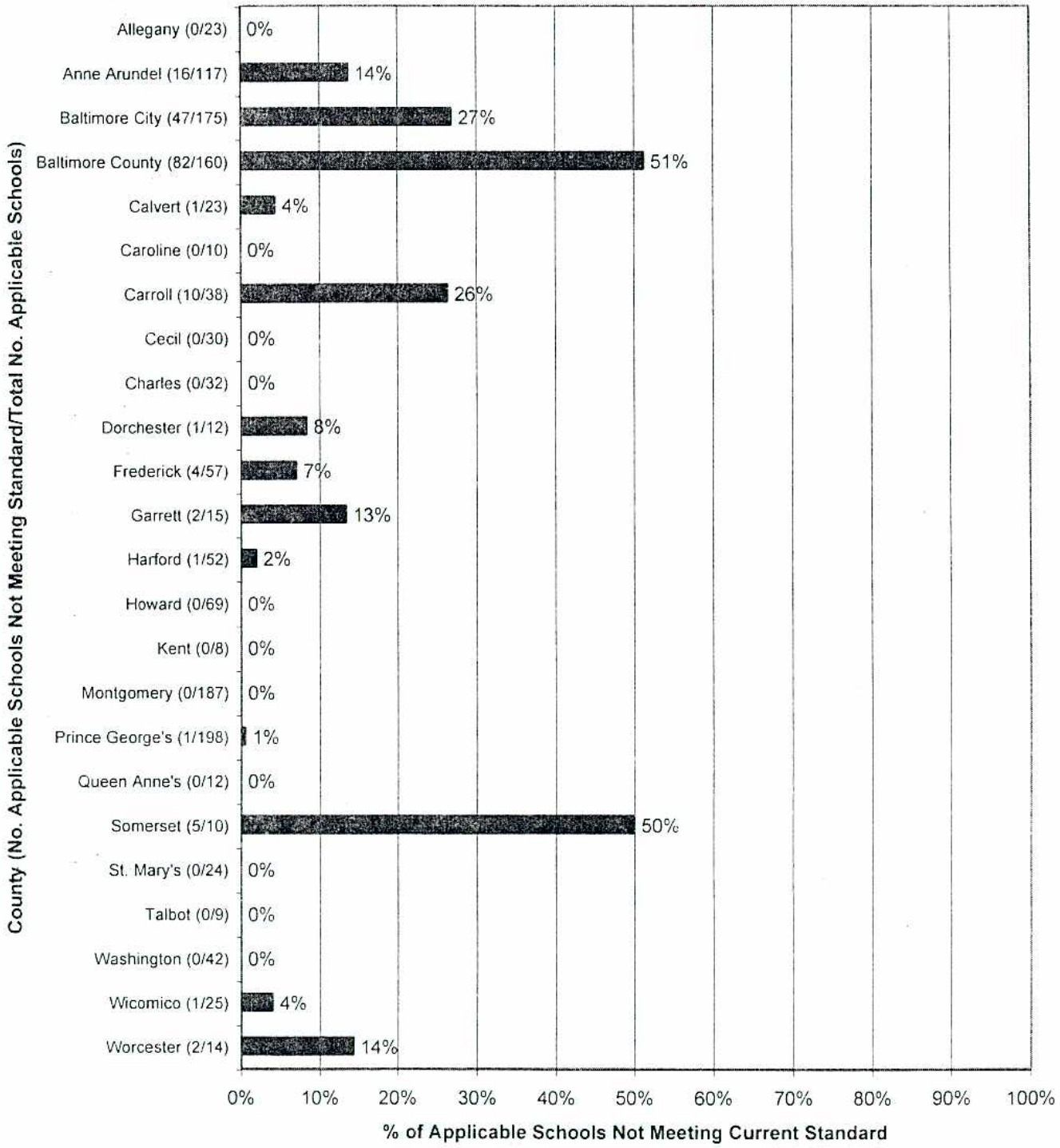
Potable Water Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Primarily reflects schools in Baltimore City, that has 175 of the 184 buildings reported statewide as not meeting the current standard. Baltimore City is in the process of testing all schools for lead levels in water, and is therefore reporting all schools as not meeting the current standard. When testing is completed, it is anticipated that a significant number of schools will meet current standards. All Baltimore City schools are currently provided with bottled water. Statewide, 14% of applicable schools did not meet the current standard.



Lavatories Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

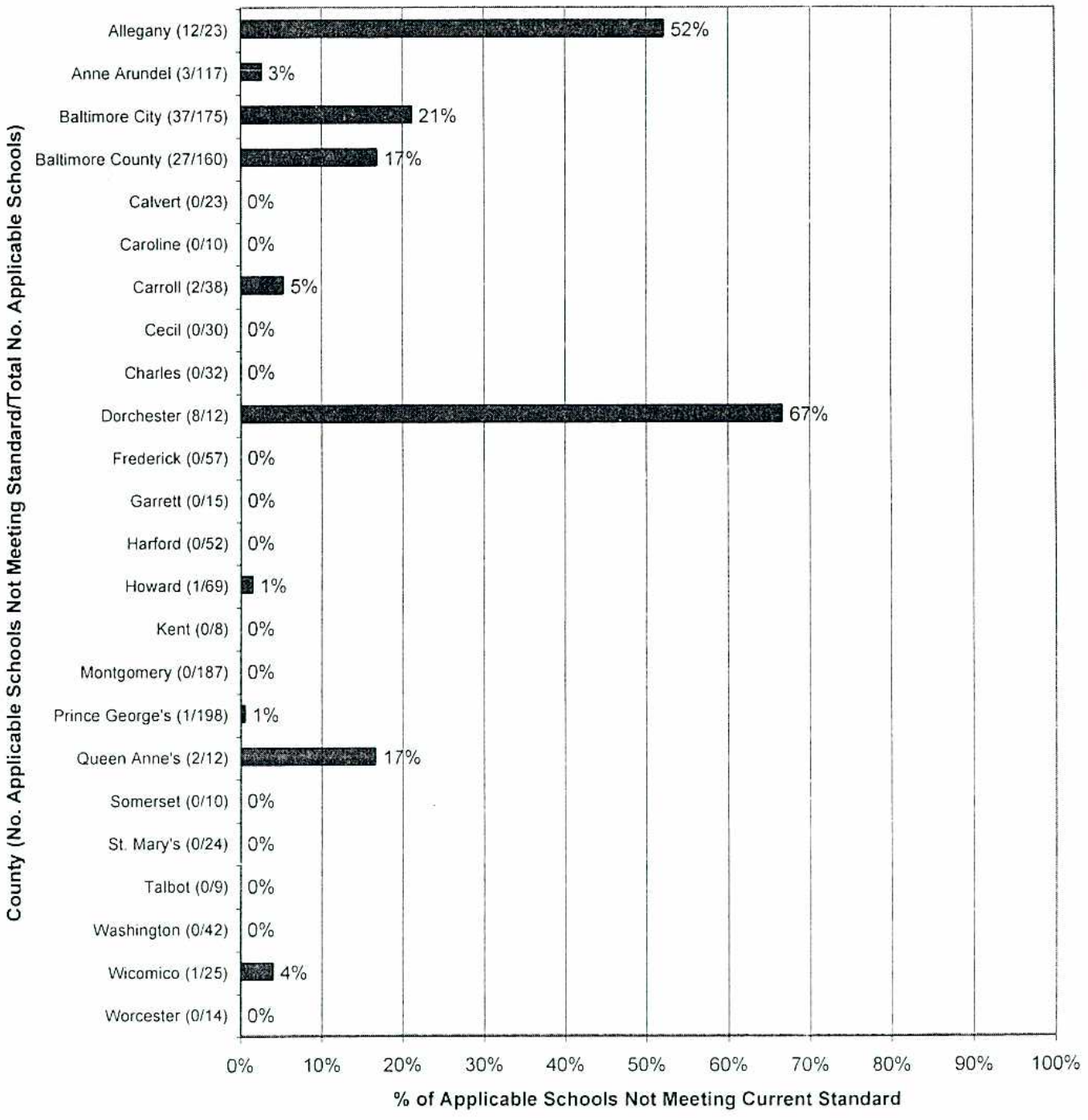
Reflects schools that do not have lavatories in sufficient locations and/or with sufficient fixtures to adequately support educational programs. Statewide, 13% of applicable schools did not meet the current standard.



July 2003 Data

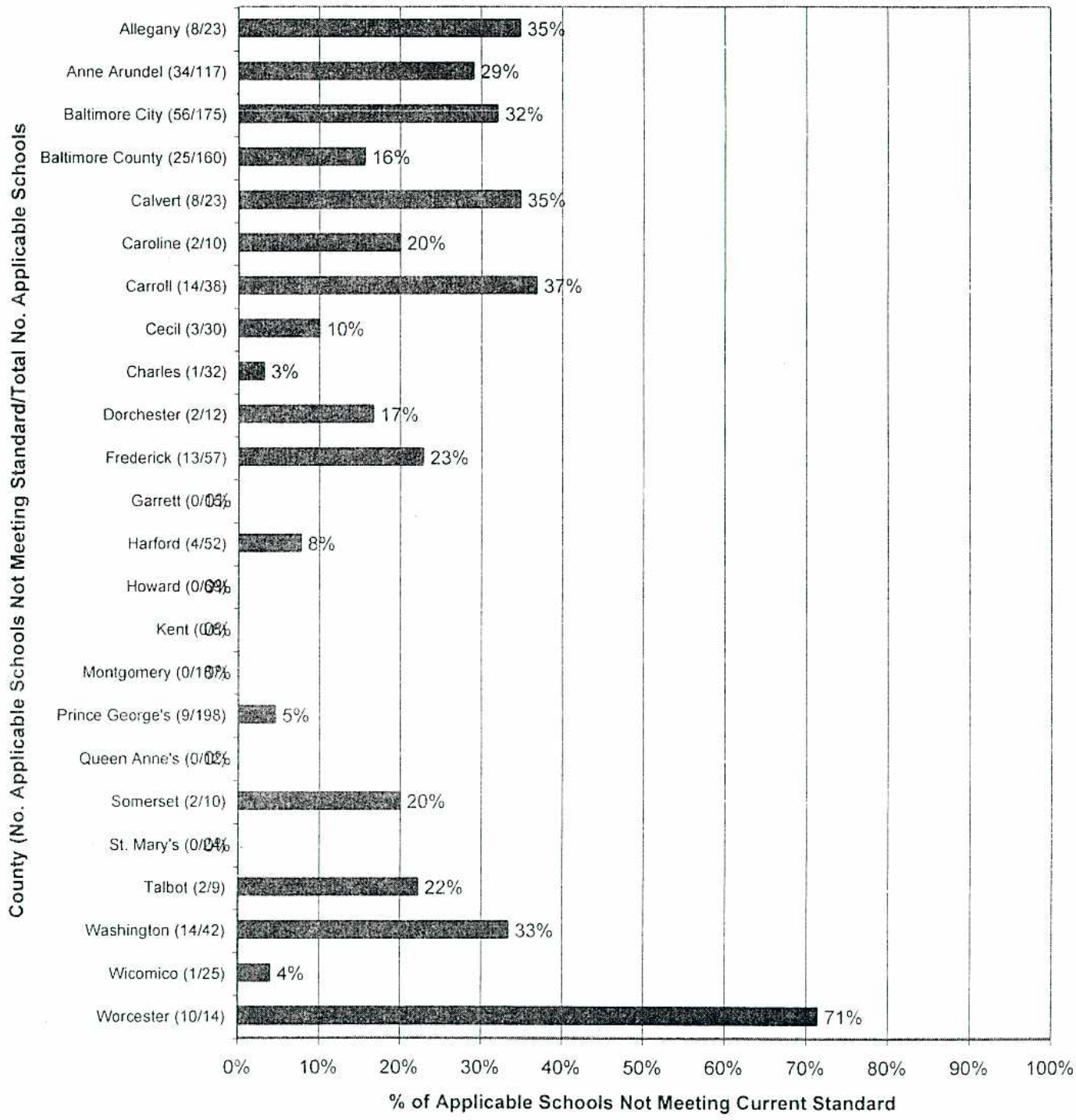
Communications System Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Based on discussion with local school systems, primarily reflects schools that have a functional communications system in sufficient locations, however, one-way communication is provided, not two-way as required in the current standard. Statewide, 7% of applicable schools did not meet the current standard.



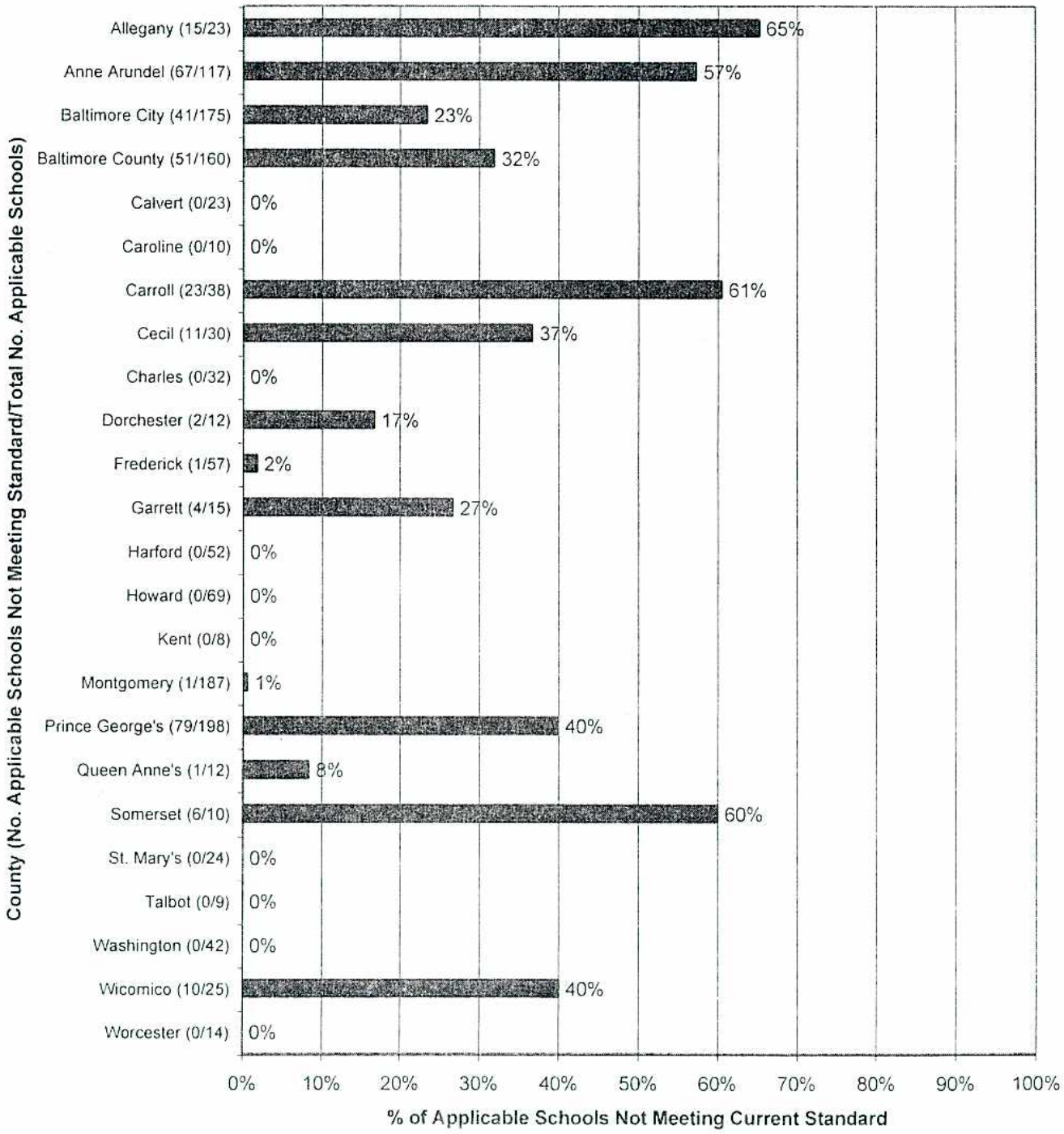
Acoustics Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Based on discussions with local school systems, primariliy reflects buildings with open-space classroom designs. Statewide, 15% of applicable schools did not meet the current standard.



Lighting Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

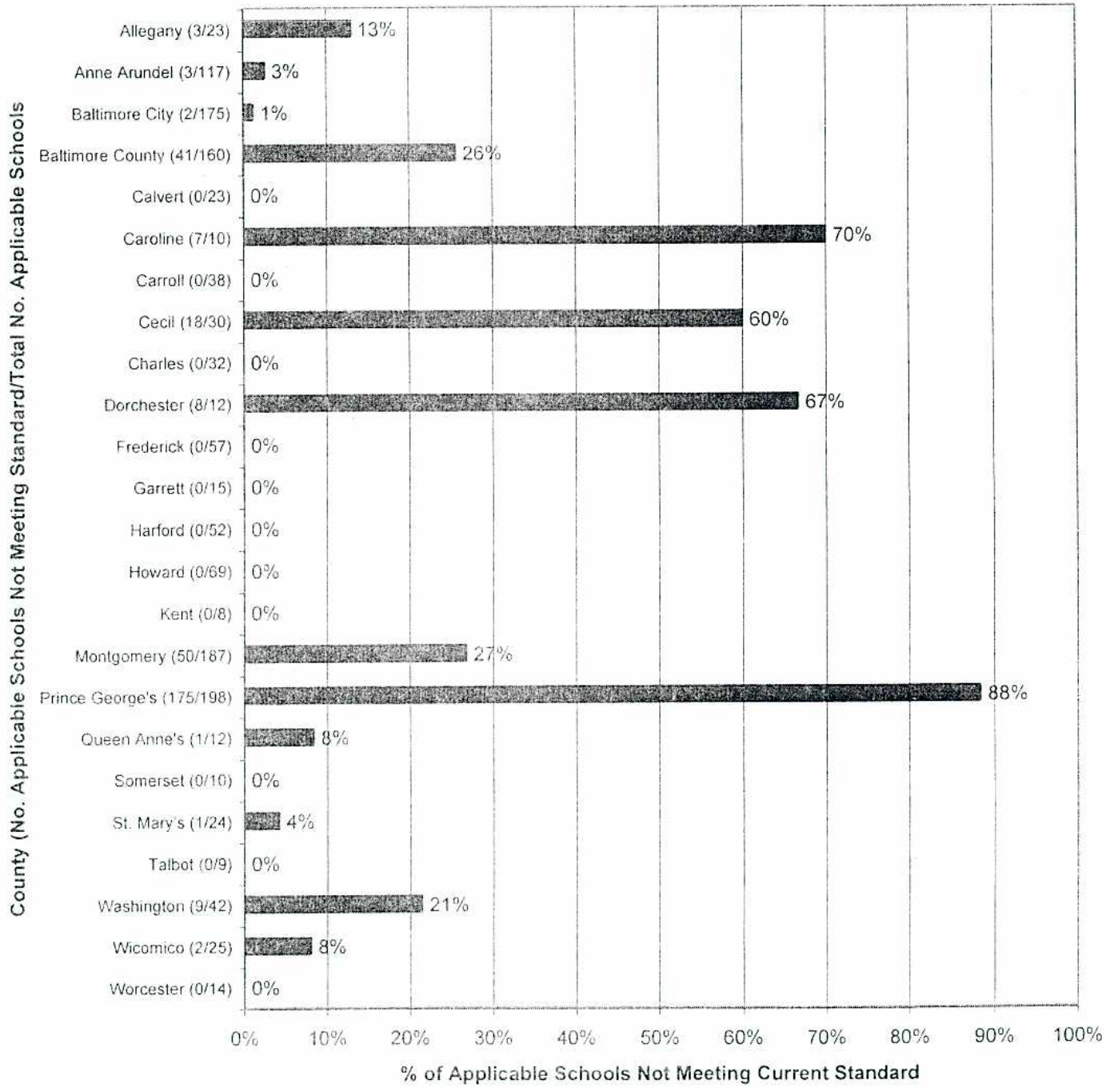
Based on discussions with local school systems, primarily reflects schools that have one or more general classrooms or specialty laboratores with lighting levels that fall below 50 foot-candles. Statewide, 23% of applicable schools did not meet the current standard.



July 2003 Data

Telecommunications Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

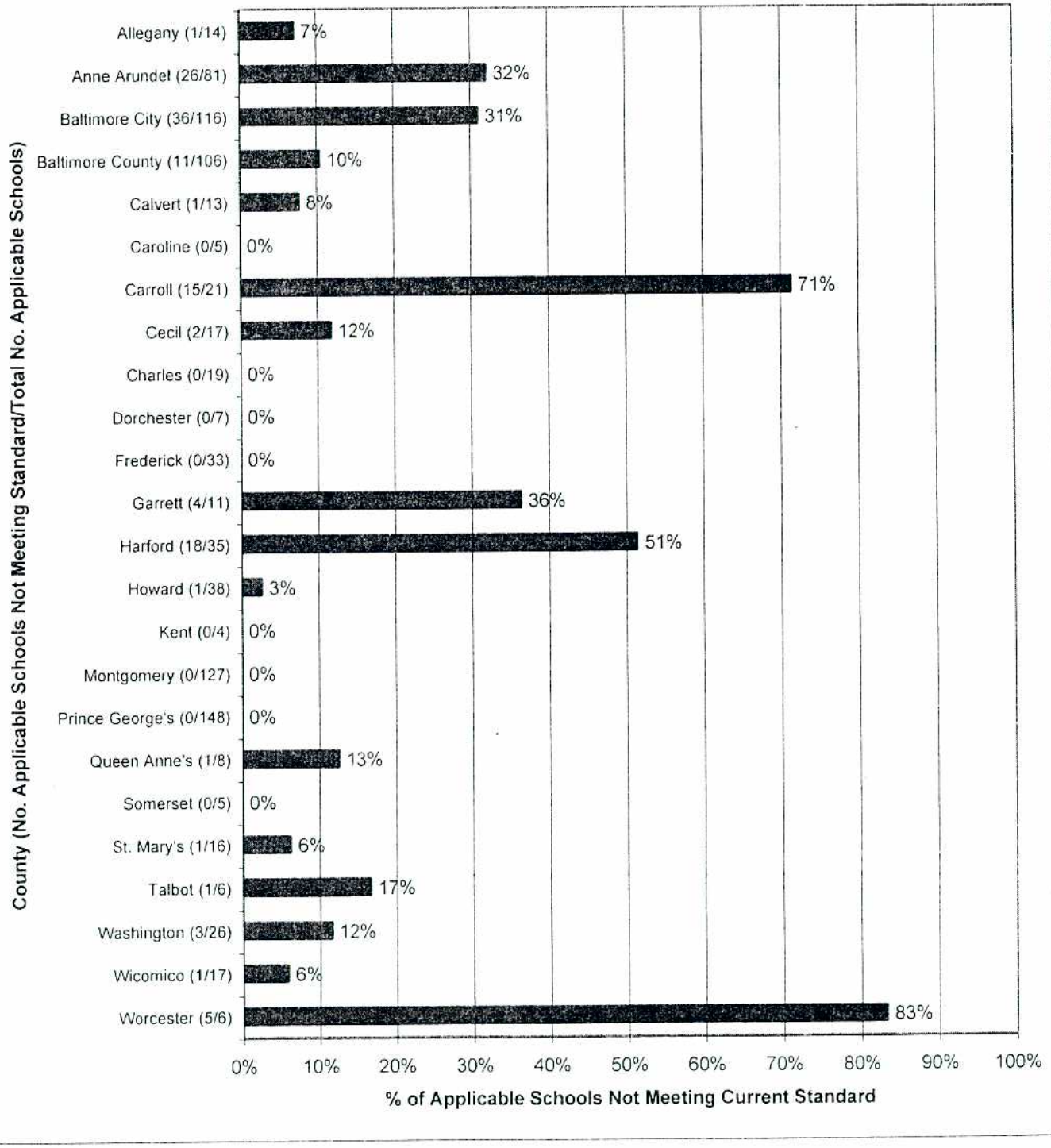
Based on discussions with local school systems, primarily reflects schools that have an insufficient number of electrical power outlets in instructional areas or schools that are wired for data in instructional areas with internet access but with fewer data outlets than required in the current standard. Statewide, 24% of applicable schools did not meet the current standard.



July 2003 Data

General Elementary Classroom Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

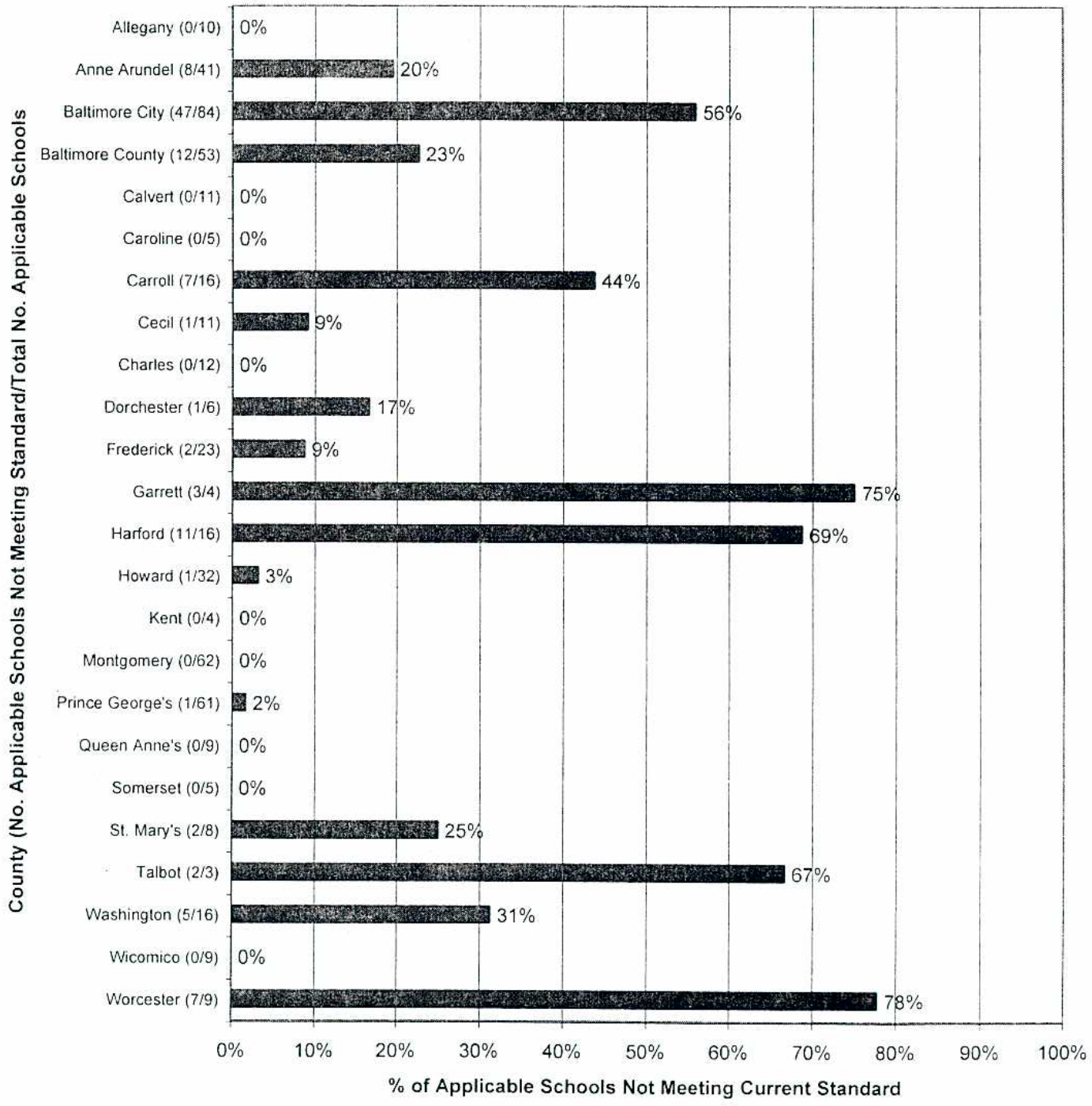
Reflects elementary schools that have more than 10% of general classrooms below the square foot standard. Statewide, 14% of applicable schools did not meet the current standard.



July 2003 Data

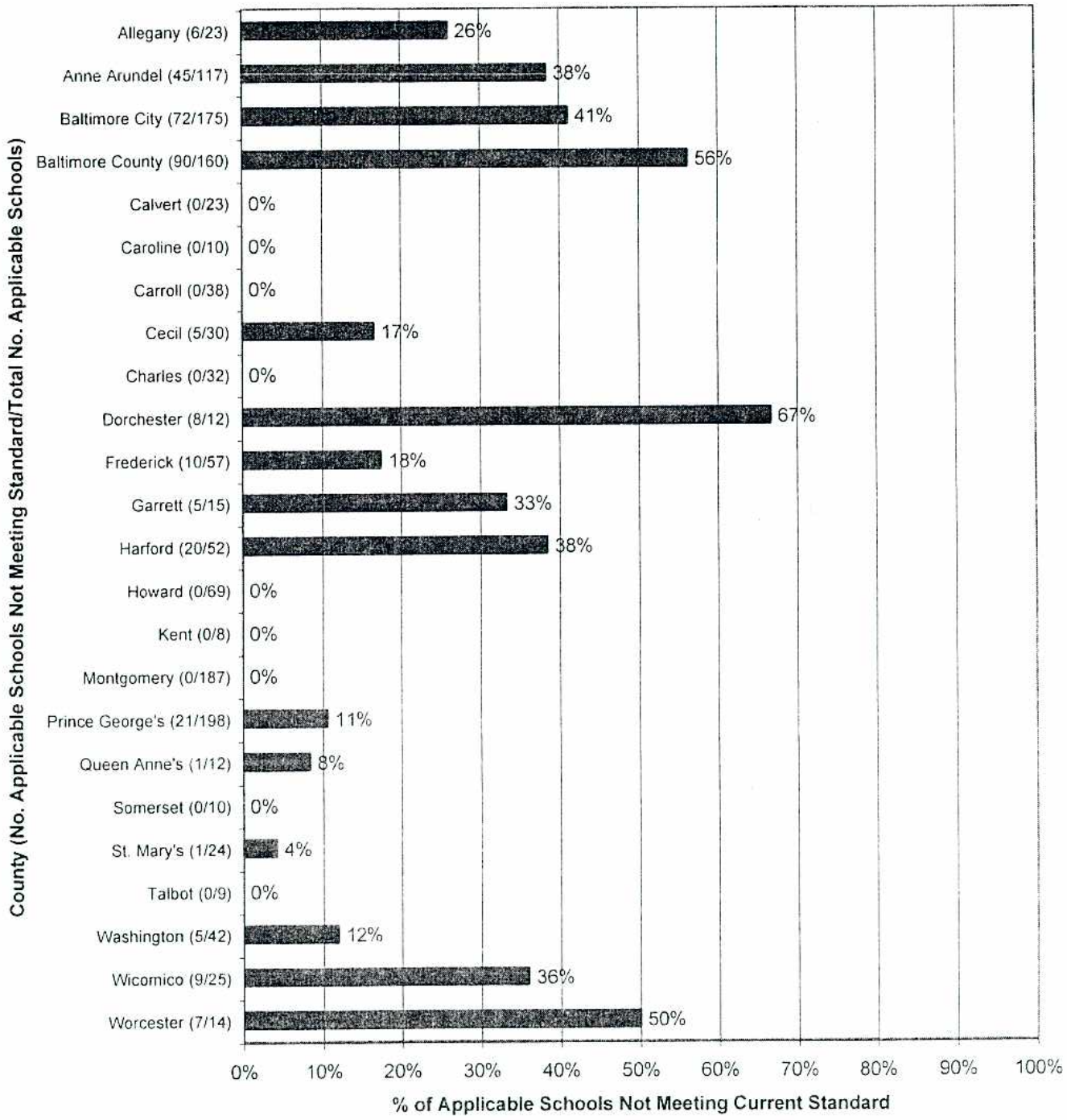
General Secondary Classroom Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects middle and high schools that have more than 10% of general classrooms below the square foot standard. Statewide, 21% of applicable schools did not meet the current standard.



Special Education Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

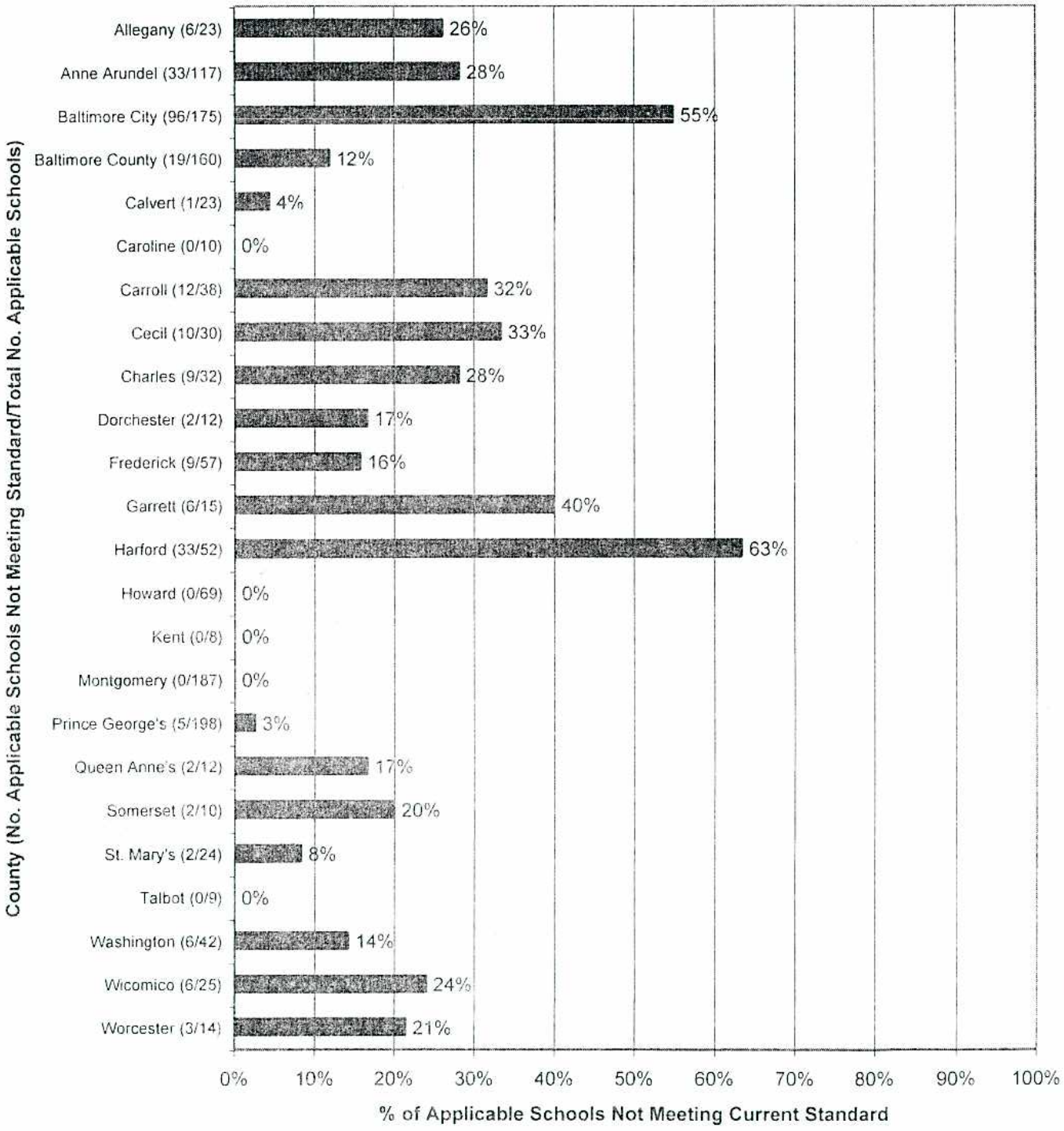
Reflects schools that have an inadequacy in one or more of the following areas: resource rooms or support spaces such as occupational therapy, physical therapy or home living skills. Statewide, 24% of applicable schools did not meet the current standard.



July 2003 Data

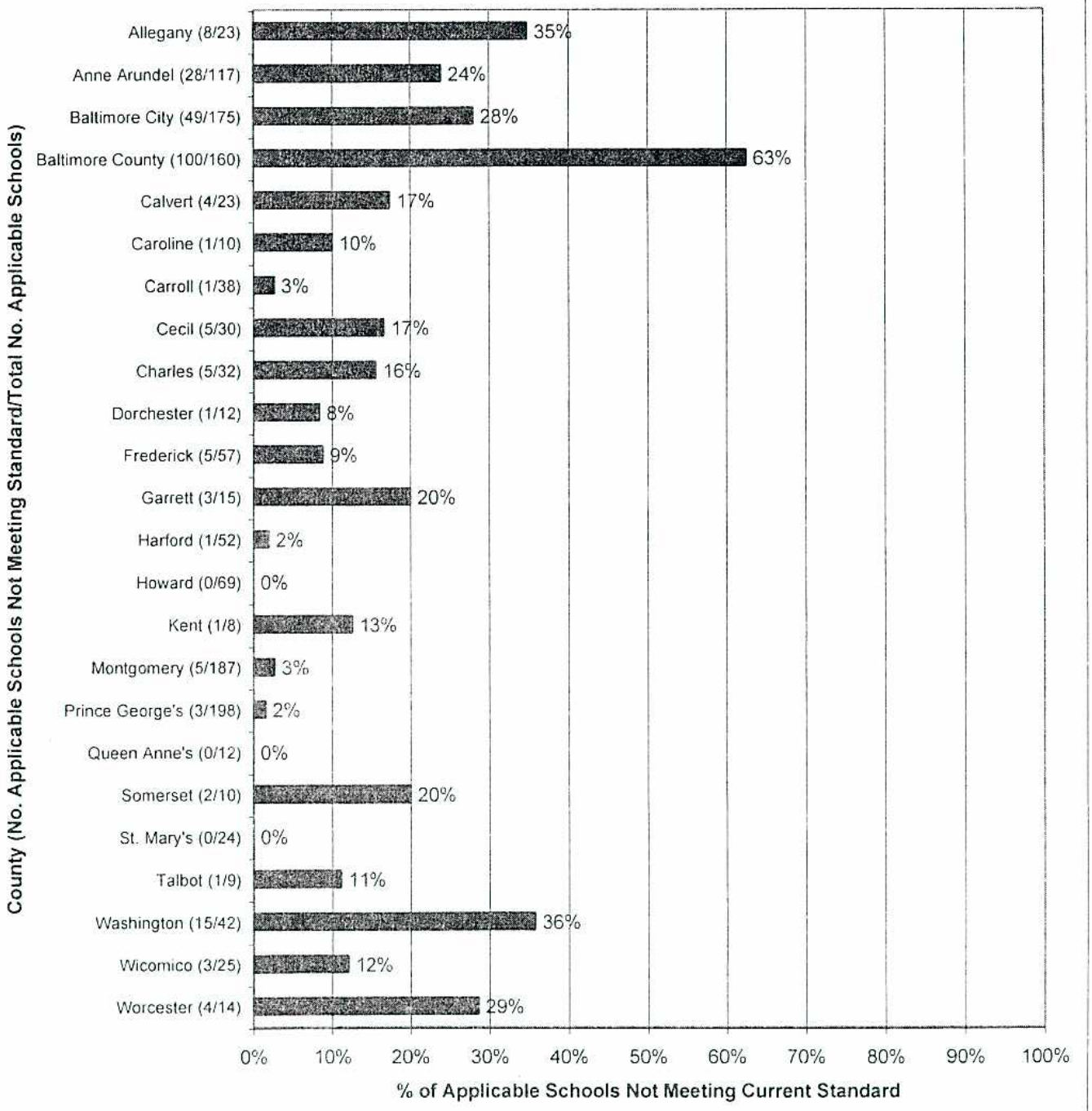
Instructional Classroom Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects schools that have an inadequacy in the resource rooms provided for such activities as reading or math. Statewide, 21% of applicable schools did not meet the current standard.



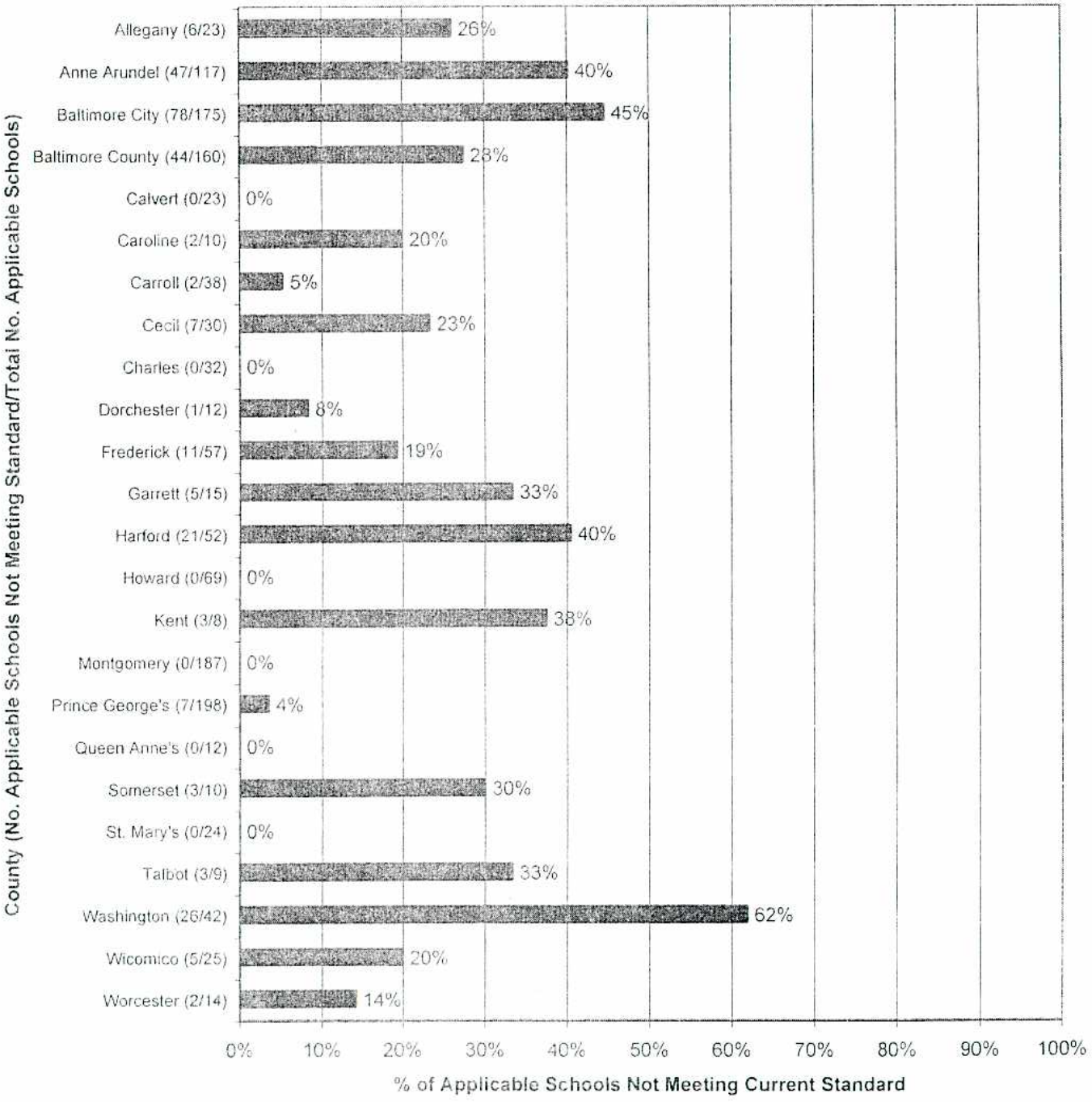
Library/Media Center Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects schools that have an inadequacy in one or more of the following areas: square feet, and space for collections, reference, circulation desk, workroom, seating, or storage. Statewide, 18% of applicable schools did not meet the current standard.



Physical Education Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

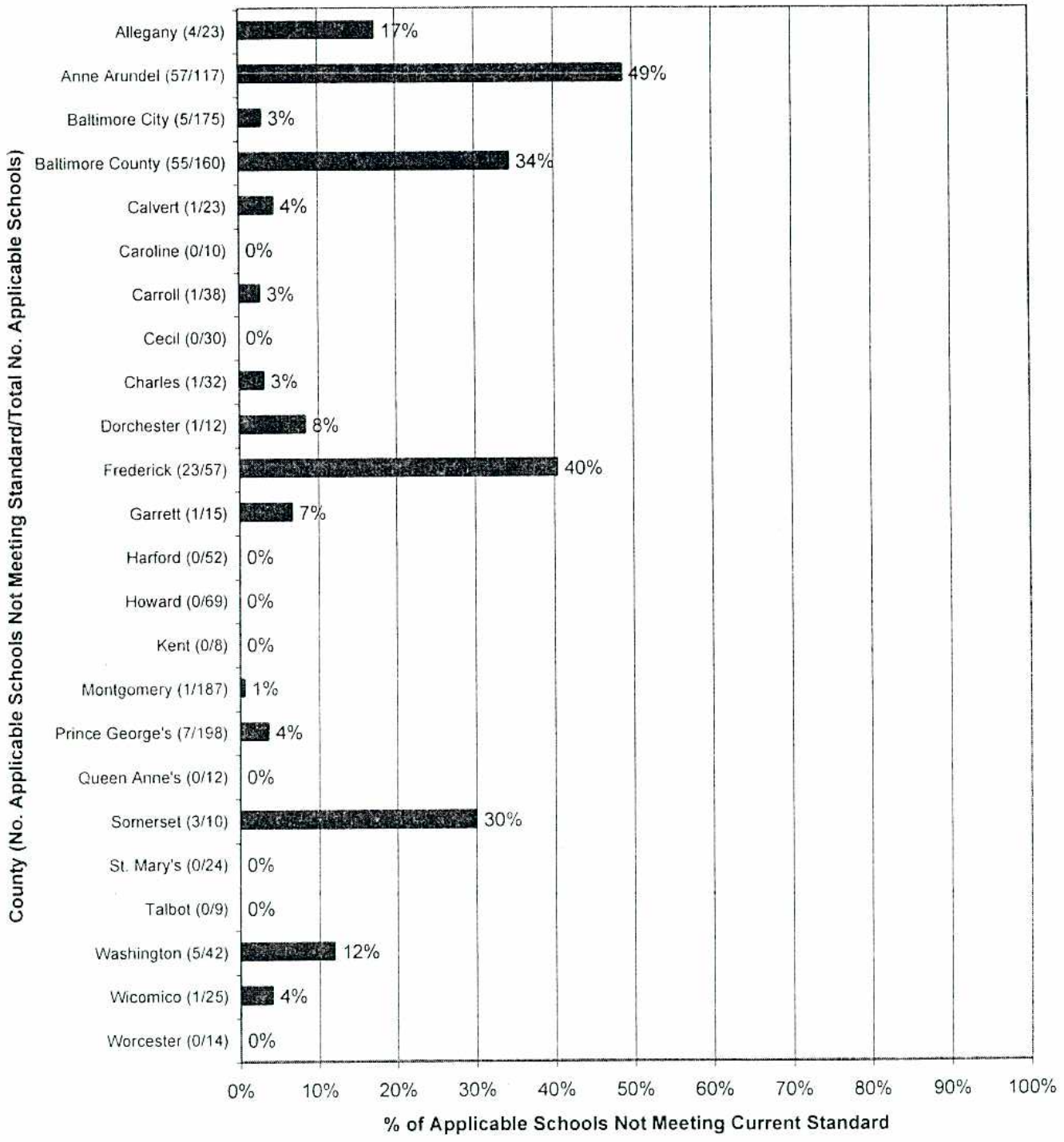
Reflects schools that have an inadequacy in one or more of the following areas: square feet for multipurpose room or gymnasium, storage, playgrounds, play fields, or lockers and shower facilities (high school only). Statewide, 21% of applicable schools did not meet the current standard.



July 2003 Data

Food Services Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

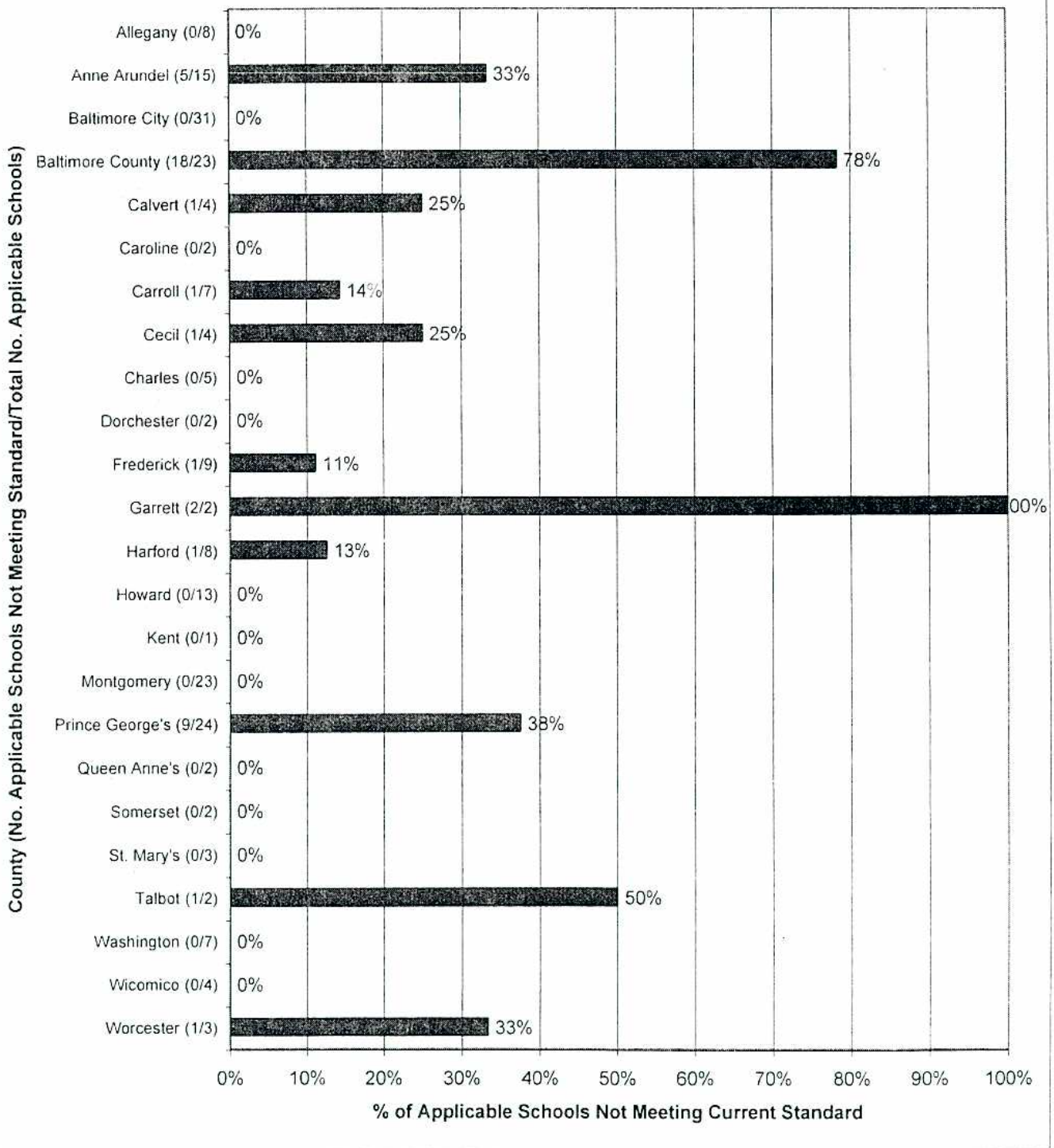
Reflects schools that have an inadequacy in one or more of the following areas: dining, kitchen, or serving. Statewide, 12% of applicable schools did not meet the current standard.



July 2003 Data

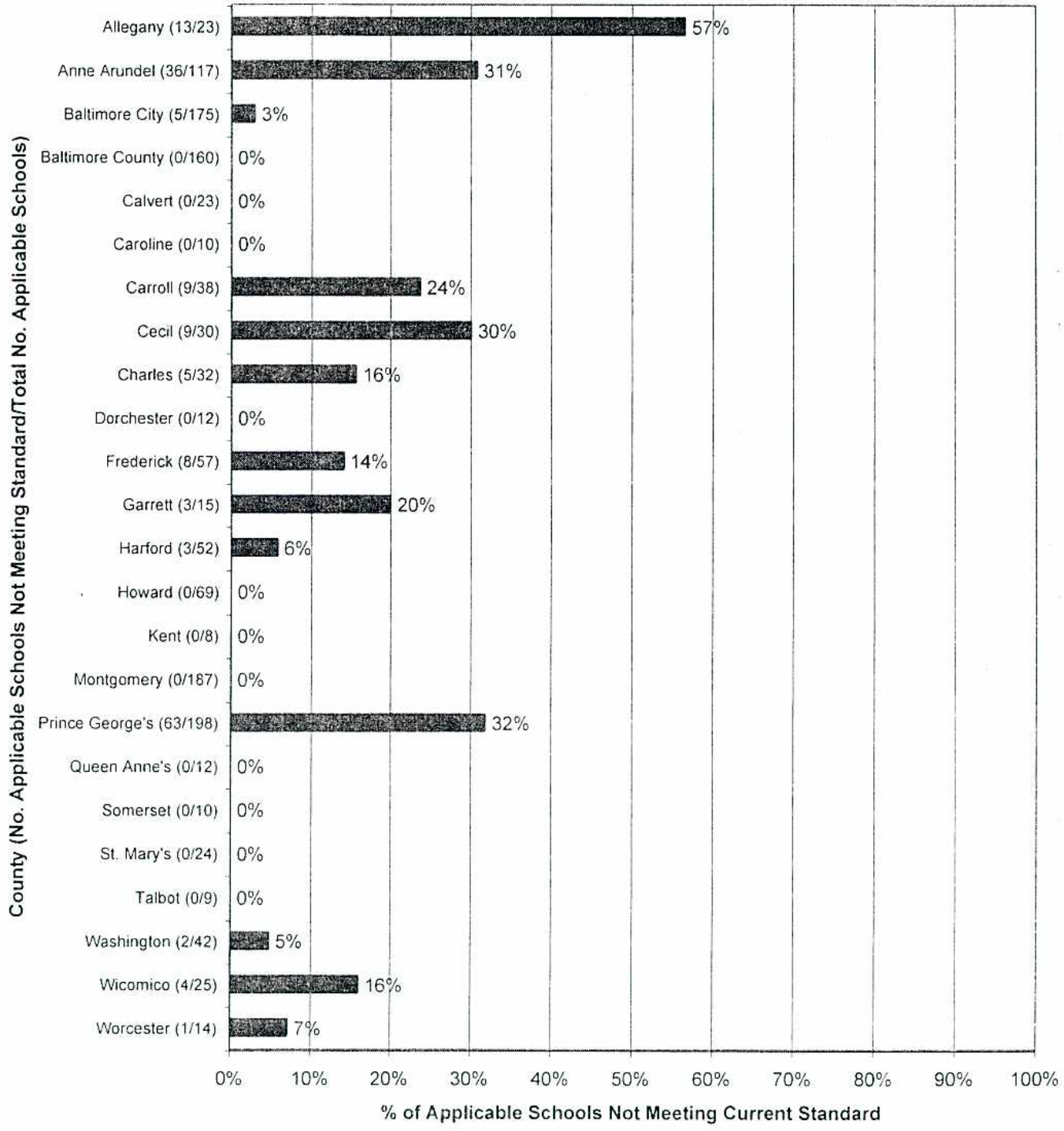
Auditorium Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects high schools that have an inadequacy in one or more of the following areas: seating, lighting, sound system, set construction, dressing, toilet rooms, or storage. Statewide, 20% of applicable schools did not meet the current local standard.



Administration Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

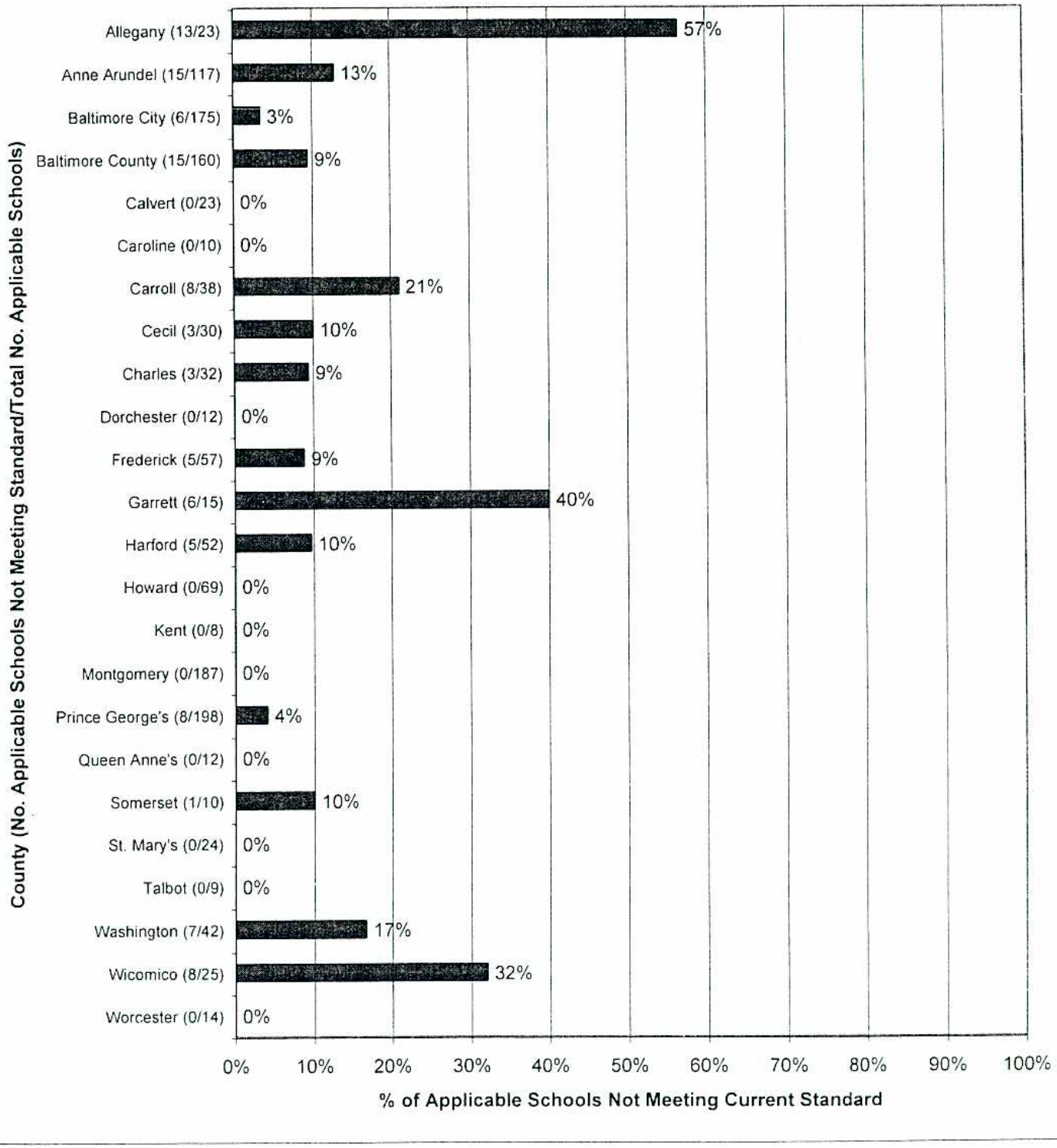
Reflects schools that do not meet current local standards for work and meeting space. Statewide, 12% of applicable schools did not meet the current standard.



July 2003 Data

Guidance Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

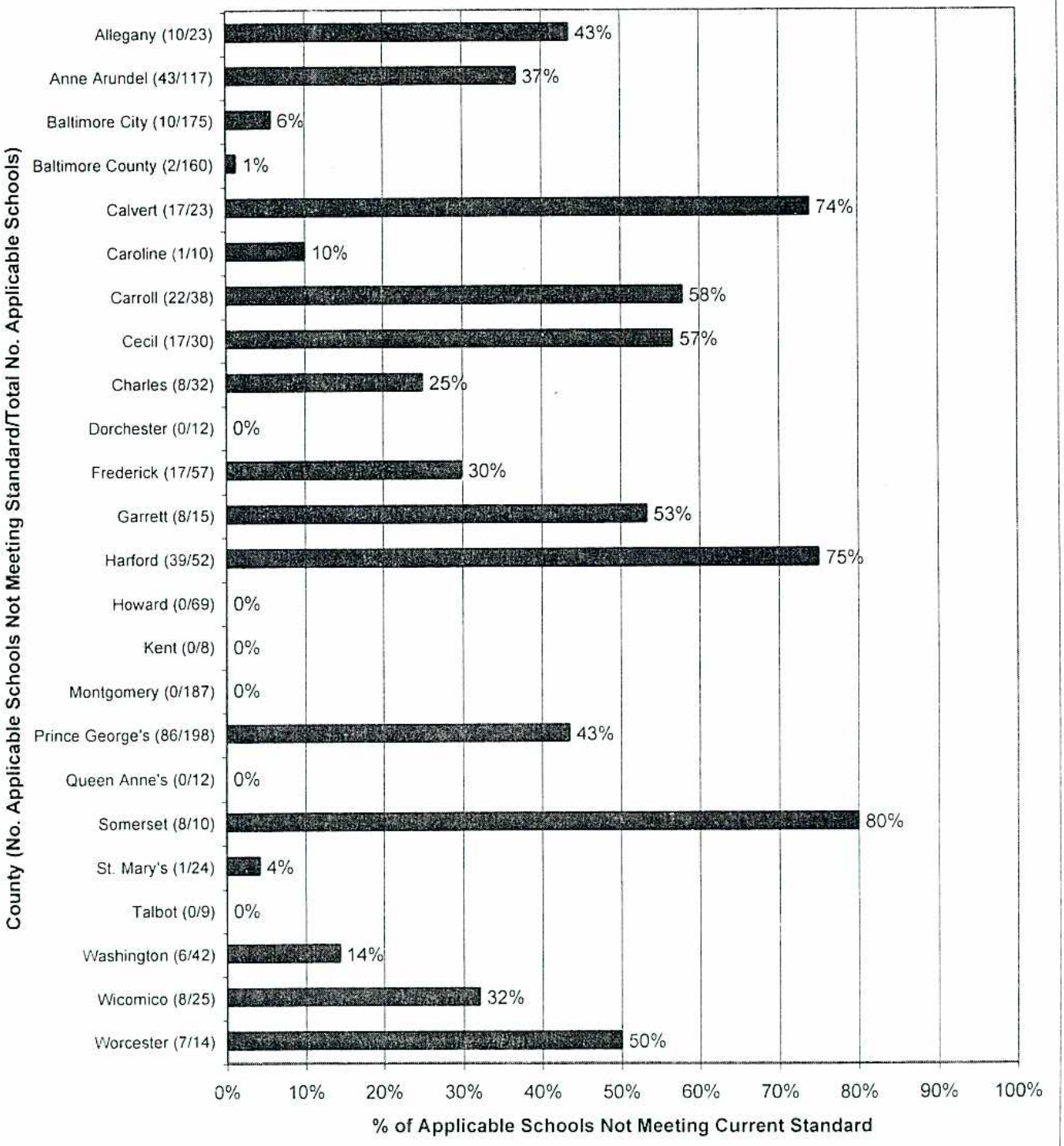
Reflects schools that do not meet current local standards for work and meeting space. Statewide, 8% of applicable schools did not meet the current standard.



July 2003 Data

Itinerant Services Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

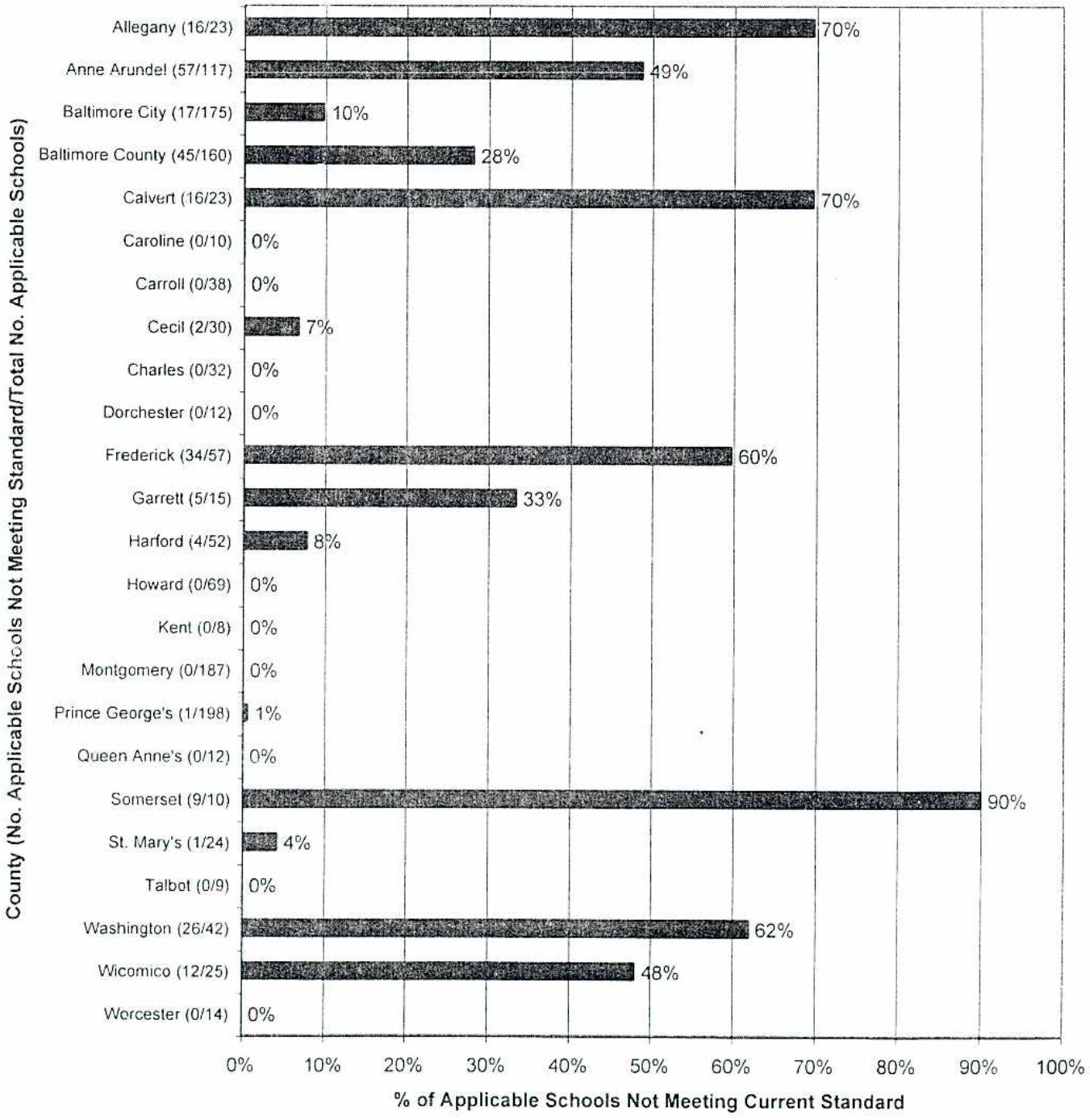
Reflects schools that do not meet current local standards for work space. Statewide, 23% of applicable schools did not meet the current standard.



July 2003 Data

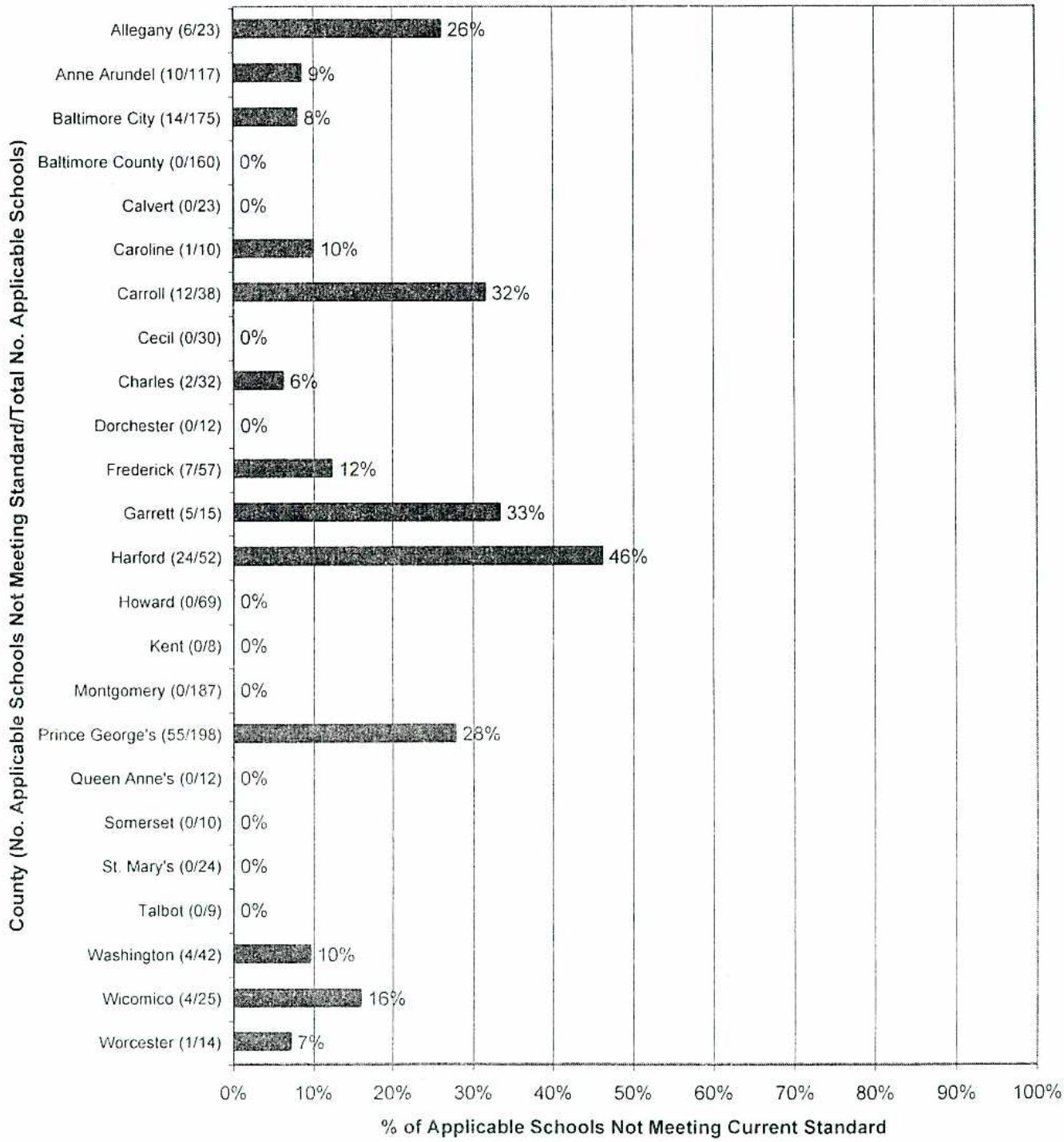
Site Layout Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects schools that do not meet current local standards for the layout of student drop-off, bus loading/unloading, parking, or pedestrian routes. Statewide, 18% of applicable schools did not meet the current standard.



Teacher Planning Standard
The Percentage of Applicable Schools Not Meeting Current Standard Per County

Reflects schools that do not meet current local standards for providing space for teachers to plan. Statewide, 11% of applicable schools did not meet the current standard.



APPENDIX 4

FACILITY ASSESSMENT SURVEY
MARYLAND PUBLIC SCHOOLS

TASK FORCE TO STUDY PUBLIC SCHOOL FACILITIES

PRESENTATION OF
COST ESTIMATE DATA

Presented by Allen Abend
Deputy Director, Public School Construction Program
410-767-0096 aabend@msde.state.md.us

December 1, 2003

Background

The Task Force to Study Public School Facilities was established by the Bridge to Excellence in Public Schools Act of 2002. One of the primary charges to the Task Force was to review, evaluate, and make findings and recommendations regarding whether public school facilities in Maryland are adequate to support educational programs funded through an adequate operating budget as proposed by the Thornton Commission. The December 2002 Interim Report of the Task Force recommended identifying fundamental elements (standards) necessary for an adequate school facility, the design of a survey instrument, and completion of a statewide facilities survey in order to collect baseline data on the present condition of Maryland's public schools and their ability to adequately support educational programs. A total of 1342 schools were included in the survey.

Phase One of the Facility Assessment Survey evaluated existing public school facilities against 31 standards[1] currently used for new school construction. The standards were based on federal, state, or local guidelines or standards. The results of Phase One were presented to the Task Force on November 6, 2003, and made available to the public at that time. The report to the Task Force on phase one of the survey can be accessed at the following website: mlis.state.md.us/#othe. This report to the Task Force is on Phase Two of the Facility Assessment Survey and presents data, self-reported by school systems, on the costs required to bring public schools up to the standards used in Phase One of the survey.

Calculating Cost Estimates

All costs in this report are expressed in July 2004 dollars. New construction required to increase the student capacity of a school, for example a classroom addition, is calculated using $156.80 per square foot, which includes building and site development.[2] A contingency, not to exceed 5%, is added to the building and site development costs. Architectural/engineering fees, not to exceed 7% of construction costs (including contingency) are included. Finally, movable furniture and equipment costs are added, not to exceed 7% of construction costs (including contingency) for elementary and middle schools or 12% for high schools.

New construction required for educational programs or support services, for example an expanded library/media center, is calculated using a building cost of $140.00 per square foot, to which is added 2.5 % for site development, 2.5% for contingency, architectural/engineering fees not to exceed 7% of construction costs (including site development and contingency), and movable furniture and equipment costs not to exceed 7% of construction costs (including site development and contingency) for elementary

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[1] Definitions for the 31 standards can be found at the website: mlis.state.md.us/#othe
Click on School Facility Survey.

[2] This cost, used by the Public School Construction Program to determine total State participation in projects submitted for funding in the FY 2005 Capital Improvement Program, is based on school construction projects bid during the first half of calendar year 2003.

and middle schools and 12% for high schools. Renovation of existing square footage required for educational programs or support services is calculated using a building cost of $140.00 per square foot reduced by a percentage based upon the age of the building. The percentage of reduction varies from 0% for portions of a building 40 years or older to 100% for portions that are 15 years old or less[3]. To the building renovation cost is added a contingency, not to exceed 5%, and architectural/engineering fees, not to exceed 7% of building renovation cost plus contingency.

Other costs to meet the standards, for example improvements to an individual or group of building systems, are calculated using estimates from recent project bid data escalated to July 2004 dollars or unit pricing from the 2003 RS Means publication, *Building Construction Cost Data.*

In some circumstances when a school did not meet one of the current standards for new school construction, no corresponding cost estimate has been reported. There are several reasons for this to occur: (a) cost estimates were rounded to the nearest 1000, therefore estimates below $500 were eliminated; (b) for some deficiencies, there is no solution for bringing the school up to current construction standards (e.g. improving site layout and play fields on a site with extremely limited acreage); (c) the costs are unknown at this time (for example, until testing is completed for potable water systems in Baltimore City required remediation cost cannot be calculated); (d) the correction to a deficiency does not involve a capital expenditure (for example, in some circumstances air filtration can be upgraded through a filter replacement program); and (e) the cost estimate included under another standard completely remedies the deficiency (for example, the estimated cost to correct deficiencies in existing kindergarten classrooms might be reported under Student Capacity rather than under Pre-K/K Classrooms, since these classrooms will be newly constructed when capacity is added to the school to accommodate projected enrollments).

Cost Estimates

The table on page 1 of Attachment I, presents the total estimated cost by school system and statewide. The total estimated cost for the State and the local jurisdictions to bring existing schools up to the 31 standards currently used for new school construction is almost $3.9 billion. The table on page 2 of Attachment I presents statewide total costs for each of the 31 standards in the survey. Pages 3 through 26 in Attachment I, present total costs by school system for each of the 31 standards in the survey.

In Attachment II, estimated costs are presented statewide and by school system with the 31 standards in the survey grouped into four categories: Building and Site Factors, Student Capacity, Education Programs, and Support Services. Page 1 of Attachment II presents statewide cost estimates. Of the almost $3.9 billion total cost,

[3] This reduction in cost/square foot, used by the Public School Construction Program in calculating the maximum State construction allocation for renovation projects, recognizes the relationship between the age of a building and the required scope of work.

- $1.33 billion or 34% of the total is needed to repair or replace Building Systems and Site Factors.
- $1.54 billion or 40% of the total is needed to provide additional Student Capacity to accommodate increasing student enrollments.
- $765.55 million or 20% of the total is required for needs related to Education Programs.
- $214.91 million or 6% of the total is needed for Support Services.

Pages 2 through 25 of Attachment II present estimated costs for each school system.

In Attachment II, those standards within the four categories that have, in the judgment of state school facility experts, the most potential for impact on education programs and learning are shown in bold. These critical standards are listed below, showing the number of schools with deficiencies, the estimated cost to bring these schools up to current standards for new construction, and the percentage of the total statewide estimated cost ($3.85 billion):

Standards With Greatest Impact on Education Programs

	No. Schools	Cost (000)	% of Total Cost
1. Building and Site Factors	746	$1,030,872	26.7%
• Building Systems		85,273	2.2
• Human Comfort		642,002	16.7
• Acoustics		247,515	6.4
• Lighting		56,082	1.4
2. Student Capacity	467	$1,543,349	40.0%
• Pre-K/Full-Day K Mandate		163,365	4.2
• Other Elementary		470,249	12.2
• Secondary		909,735	23.6
3. Education Programs	840	$ 373,711	9.7%
• Pre-K/K Classrooms (existing)		43,800	1.1
• Elem. Classrooms		72,224	1.9
• Secondary Classrooms		76,836	2.0
• Special Education		35,236	1.0
• Instructional Resource		17,942	0.5
• Secondary Science		57,262	1.4
• Accessibility		70,411	1.8
	Total	$2,947,932	76.4%

Student Capacity and Bridge to Excellence Mandate

Attachment III includes two charts. The first chart presents, by school system, the average percentage of elementary school student capacity inadequacy, for the 2007/2008 school year, that is due to the Bridge to Excellence mandate for pre-kindergarten programs for economically disadvantaged four-year olds and full-day kindergarten programs. The second chart presents, by school system, the cost to provide additional student capacity due to the Bridge to Excellence pre-kindergarten/full-day kindergarten mandate.

Of the total cost of $1.54 billion required for additional Student Capacity, $909.74 million is needed to build capacity at secondary schools, and $633.61 million for capacity at elementary schools. Of this latter sum, $163.37 million or less than 26% of needed elementary school capacity is required due to the Bridge to Excellence mandate for pre-kindergarten programs for economically disadvantaged four-year olds and full-day kindergarten programs[4].

Utilizing the Facility Assessment Survey

Despite the many caveats needed to properly interpret the survey results, the survey data will be valuable to the Task Force by identifying those standards in which public schools have deficiencies and quantifying the cost of bringing school facilities up to current standards for new construction. The Task Force will consider the survey results in its deliberations concerning the focus, policies and procedures of the Public School Construction Program.

In addition to providing the Task Force to Study Public School Facilities with important baseline data, the Facility Assessment Survey presents valuable information in setting local and State priorities. Local school systems will find the school-by-school analysis in the Assessment Survey useful, when coupled with existing local information, for prioritizing major renovation projects. For renovation projects that are more limited in scope, the Assessment Survey data will be useful in prioritizing the educational program enhancements that might need to be addressed. Also, the Assessment Survey data may be helpful in determining the relative priority of systemic renovation projects.

Based on the Facilities Assessment Survey and its findings, the Task Force may choose to consider the following policy options (not an exhaustive list):

1. Adding to or creating new State initiatives under the Public School Construction Program, for example:

    - Expand to include middle school science facilities in the current Look of the Future Program that provides funding for upgrades of high school science facilities to meet current standards.

[4] The use of non-public school space may reduce the total cost to provide additional elementary school student capacity due to the Bridge to Excellence pre-k/full-day k mandate.

- Establish funding initiatives for one or more of the following:
  - Projects that solely address the Bridge to Excellence mandate for pre-kindergarten programs for economically disadvantaged four-year olds and full-day kindergarten programs.
  - Projects that solely address upgrading existing pre-kindergarten or kindergarten classrooms.
  - Projects that solely address renovating existing buildings with open-space classroom design.

2. Adding to the list of eligible Systemic Renovation projects, or giving greater consideration to specific Systemic Renovation projects. Systemic Renovation projects address the repair or replacement of specific building systems.

   - Add to the list of eligible Systemic Renovation projects building modifications that achieve accessibility for students and staff with disabilities, in accordance with the Americans with Disabilities Act. Currently, many of the building features required to be installed, replaced or renovated to render a school accessible are not eligible as a Systemic Renovation.
   - Heating, ventilating, and air-conditioning (HVAC) projects that upgrade or replace existing HVAC systems could receive additional consideration.

3. Add those factors in the Facility Assessment Survey judged to have the greatest impact on education programs and learning to the criteria currently used by the Public School Construction Program to evaluate and prioritize requests for State planning approval. Projects that address one or more of the higher impact factors could receive additional consideration.

ATTACHMENT I

ESTIMATED COSTS TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION

TOTAL COSTS STATEWIDE AND BY SCHOOL SYSTEM

COSTS FOR 31 STANDARDS STATEWIDE AND BY SCHOOL SYSTEM

COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

School Systems	Estimated Cost
	$ Amount
Allegany	$ 71,426
Anne Arundel	$ 336,458
Baltimore City	$ 570,599
Baltimore County	$ 408,845
Calvert	$ 102,911
Caroline	$ 5,435
Carroll	$ 135,297
Cecil	$ 46,873
Charles	$ 178,419
Dorchester	$ 33,816
Frederick	$ 203,625
Garrett	$ 20,142
Harford	$ 204,666
Howard	$ 168,727
Kent	$ 1,180
Montgomery	$ 279,307
Prince George's	$ 778,225
Queen Anne's	$ 9,666
St. Mary's	$ 52,530
Somerset	$ 9,030
Talbot	$ 18,989
Washington	$ 93,827
Wicomico	$ 69,993
Worcester	$ 54,122
TOTAL COST	$ 3,854,108

*Costs reported by local school systems in July 2004 dollars

STATEWIDE COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 150,217	3.90%
Fire Safety	$ 54,728	1.42%
Building Systems, Materials or Conditions	$ 85,273	2.21%
Security	$ 9,351	0.24%
Potable Water	$ 115	0.00%
Lavatories	$ 9,150	0.24%
Communications System	$ 12,145	0.32%
Human Comfort	$ 642,002	16.66%
Acoustics	$ 247,515	6.42%
Lighting	$ 56,082	1.46%
Accessibility	$ 70,411	1.83%
Telecommunications	$ 25,749	0.67%
Student Capacity	$ 1,543,349	40.04%
Pre-kindergarten/Kindergarten Classroom	$ 43,800	1.14%
General Elementary Classroom	$ 72,224	1.87%
General Secondary Classroom	$ 76,836	1.99%
Special Education	$ 35,236	0.91%
Instructional Resource Rooms	$ 17,942	0.47%
Secondary Science Laboratory	$ 57,262	1.49%
Library/Media Center	$ 69,283	1.80%
Technology Education	$ 22,709	0.59%
Physical Education	$ 60,207	1.56%
Fine Arts	$ 142,998	3.71%
Health Services	$ 102,386	2.66%
Food Services	$ 70,914	1.84%
Auditorium/Theatre Arts	$ 96,637	2.51%
Administration	$ 13,979	0.36%
Guidance	$ 5,107	0.13%
Itinerant Services	$ 11,199	0.29%
Site Layout	$ 37,976	0.99%
Teacher Planning	$ 11,326	0.29%
TOTAL COST	$ 3,854,108	100%

*Costs reported by local school systems in July 2004 dollars.

ALLEGANY COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 5,329	7.46%
Fire Safety	$ 645	0.90%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ 93	0.13%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ 522	0.73%
Human Comfort	$ 12,692	17.77%
Acoustics	$ 11,151	15.61%
Lighting	$ 5,063	7.09%
Accessibility	$ 4,557	6.38%
Telecommunications	$ 587	0.82%
Student Capacity	$ -	0.00%
Pre-kindergarten/Kindergarten Classroom	$ 2,846	3.98%
General Elementary Classroom	$ 2,455	3.44%
General Secondary Classroom	$ -	0.00%
Special Education	$ 677	0.95%
Instructional Resource Rooms	$ 311	0.44%
Secondary Science Laboratory	$ 3,914	5.48%
Library/Media Center	$ 1,898	2.66%
Technology Education	$ 2,882	4.03%
Physical Education	$ 4,696	6.57%
Fine Arts	$ 2,189	3.06%
Health Services	$ 1,205	1.69%
Food Services	$ 818	1.15%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ 1,600	2.24%
Guidance	$ 605	0.85%
Itinerant Services	$ 386	0.54%
Site Layout	$ 4,019	5.63%
Teacher Planning	$ 286	0.40%
TOTAL COST	$ 71,426	100%

*Costs reported by local school systems in July 2004 dollars.

ANNE ARUNDEL COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 8,451	2.51%
Fire Safety	$ 7,985	2.37%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ 832	0.25%
Potable Water	$ 8	0.00%
Lavatories	$ 222	0.07%
Communications System	$ -	0.00%
Human Comfort	$ 52,909	15.73%
Acoustics	$ 97,052	28.85%
Lighting	$ 8,361	2.49%
Accessibility	$ 2,492	0.74%
Telecommunications	$ -	0.00%
Student Capacity	$ 27,602	8.20%
Pre-kindergarten/Kindergarten Classroom	$ 10,944	3.25%
General Elementary Classroom	$ 24,814	7.38%
General Secondary Classroom	$ 13,074	3.89%
Special Education	$ 4,199	1.25%
Instructional Resource Rooms	$ 2,172	0.65%
Secondary Science Laboratory	$ 19,766	5.87%
Library/Media Center	$ 3,034	0.90%
Technology Education	$ -	0.00%
Physical Education	$ 9,165	2.72%
Fine Arts	$ 5,065	1.51%
Health Services	$ 9,136	2.72%
Food Services	$ 21,428	6.37%
Auditorium/Theatre Arts	$ 278	0.08%
Administration	$ 1,475	0.44%
Guidance	$ 207	0.06%
Itinerant Services	$ 518	0.15%
Site Layout	$ 4,265	1.27%
Teacher Planning	$ 1,004	0.30%
TOTAL COST	$ 336,458	100%

*Costs reported by local school systems in July 2004 dollars

BALTIMORE CITY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 20,043	3.51%
Fire Safety	$ 13,324	2.34%
Building Systems, Materials or Conditions	$ 47,476	8.32%
Security	$ 1,947	0.34%
Potable Water	$ -	0.00%
Lavatories	$ 7,033	1.23%
Communications System	$ 10,712	1.88%
Human Comfort	$ 154,592	27.09%
Acoustics	$ 18,683	3.27%
Lighting	$ 12,911	2.26%
Accessibility	$ 22,807	4.00%
Telecommunications	$ -	0.00%
Student Capacity	$ 101,214	17.74%
Pre-kindergarten/Kindergarten Classroom	$ 3,726	0.65%
General Elementary Classroom	$ 2,271	0.40%
General Secondary Classroom	$ 7,791	1.37%
Special Education	$ 9,258	1.62%
Instructional Resource Rooms	$ 5,985	1.05%
Secondary Science Laboratory	$ 14,091	2.47%
Library/Media Center	$ 9,175	1.61%
Technology Education	$ 7,244	1.27%
Physical Education	$ 12,513	2.19%
Fine Arts	$ 71,970	12.61%
Health Services	$ 9,095	1.59%
Food Services	$ 1,350	0.24%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ 333	0.06%
Guidance	$ 329	0.06%
Itinerant Services	$ 586	0.10%
Site Layout	$ 3,310	0.58%
Teacher Planning	$ 830	0.15%
TOTAL COST	$ 570,599	**100%**

*Costs reported by local school systems in July 2004 dollars

BALTIMORE COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 28	0.01%
Fire Safety	$ 3,021	0.74%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ 5,987	1.46%
Potable Water	$ -	0.00%
Lavatories	$ 485	0.12%
Communications System	$ 574	0.14%
Human Comfort	$ 81,600	19.96%
Acoustics	$ 2,500	0.61%
Lighting	$ 17,790	4.35%
Accessibility	$ 28,442	6.96%
Telecommunications	$ 1,294	0.32%
Student Capacity	$ 71,965	17.60%
Pre-kindergarten/Kindergarten Classroom	$ 3,388	0.83%
General Elementary Classroom	$ 3,908	0.96%
General Secondary Classroom	$ 5,109	1.25%
Special Education	$ 6,294	1.54%
Instructional Resource Rooms	$ 934	0.23%
Secondary Science Laboratory	$ 1,024	0.25%
Library/Media Center	$ 38,852	9.50%
Technology Education	$ 9,946	2.43%
Physical Education	$ 14,454	3.54%
Fine Arts	$ 14,018	3.43%
Health Services	$ 8,406	2.06%
Food Services	$ 39,014	9.54%
Auditorium/Theatre Arts	$ 40,064	9.80%
Administration	$ -	0.00%
Guidance	$ 534	0.13%
Itinerant Services	$ 84	0.02%
Site Layout	$ 9,130	2.23%
Teacher Planning	$ -	0.00%
TOTAL COST	**$ 408,845**	**100%**

*Costs reported by local school systems in July 2004 dollars

CALVERT COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 300	0.29%
Fire Safety	$ 147	0.14%
Building Systems, Materials or Conditions	$ 2,177	2.12%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ 35	0.03%
Communications System	$ -	0.00%
Human Comfort	$ 17,864	17.36%
Acoustics	$ 9,432	9.17%
Lighting	$ -	0.00%
Accessibility	$ 148	0.14%
Telecommunications	$ -	0.00%
Student Capacity	$ 56,371	54.78%
Pre-kindergarten/Kindergarten Classroom	$ 11,218	10.90%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ 59	0.06%
Secondary Science Laboratory	$ 2,283	2.22%
Library/Media Center	$ 320	0.31%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ 4	0.00%
Health Services	$ 1,121	1.09%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ 435	0.42%
Site Layout	$ 997	0.97%
Teacher Planning	$ -	0.00%
TOTAL COST	$ 102,911	100%

*Costs reported by local school systems in July 2004 dollars

CAROLINE COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ 2,500	46.00%
Acoustics	$ -	0.00%
Lighting	$ -	0.00%
Accessibility	$ -	0.00%
Telecommunications	$ 105	1.93%
Student Capacity	$ -	0.00%
Pre-kindergarten/Kindergarten Classroom	$ 803	14.77%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ -	0.00%
Secondary Science Laboratory	$ 13	0.24%
Library/Media Center	$ 180	3.31%
Technology Education	$ -	0.00%
Physical Education	$ 858	15.79%
Fine Arts	$ 423	7.78%
Health Services	$ 460	8.46%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ 42	0.77%
Site Layout	$ -	0.00%
Teacher Planning	$ 51	0.94%
TOTAL COST	$ 5,435	100%

*Costs reported by local school systems in July 2004 dollars

CARROLL COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ 216	0.16%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ 64	0.05%
Lavatories	$ 540	0.40%
Communications System	$ 70	0.05%
Human Comfort	$ 22,002	16.26%
Acoustics	$ 7,401	5.47%
Lighting	$ 395	0.29%
Accessibility	$ 490	0.36%
Telecommunications	$ -	0.00%
Student Capacity	$ 56,642	41.86%
Pre-kindergarten/Kindergarten Classroom	$ 1,818	1.34%
General Elementary Classroom	$ 16,371	12.10%
General Secondary Classroom	$ 8,927	6.60%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ 765	0.57%
Secondary Science Laboratory	$ 76	0.06%
Library/Media Center	$ 900	0.67%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ 379	0.28%
Health Services	$ 2,113	1.56%
Food Services	$ 1,800	1.33%
Auditorium/Theatre Arts	$ 11,000	8.13%
Administration	$ 586	0.43%
Guidance	$ 431	0.32%
Itinerant Services	$ 791	0.58%
Site Layout	$ -	0.00%
Teacher Planning	$ 1,520	1.12%
TOTAL COST	$ 135,297	100%

*Costs reported by local school systems in July 2004 dollars

CECIL COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 867	1.85%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ 29	0.06%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ 645	1.38%
Acoustics	$ 5,523	11.78%
Lighting	$ 1,110	2.37%
Accessibility	$ 493	1.05%
Telecommunications	$ 1,712	3.65%
Student Capacity	$ 17,278	36.86%
Pre-kindergarten/Kindergarten Classroom	$ 580	1.24%
General Elementary Classroom	$ 1,525	3.25%
General Secondary Classroom	$ 2	0.00%
Special Education	$ 611	1.30%
Instructional Resource Rooms	$ 424	0.90%
Secondary Science Laboratory	$ 3,815	8.14%
Library/Media Center	$ 1,616	3.45%
Technology Education	$ 260	0.55%
Physical Education	$ 1,455	3.10%
Fine Arts	$ 1,324	2.82%
Health Services	$ 2,699	5.76%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ 1,194	2.55%
Administration	$ 2,464	5.26%
Guidance	$ 335	0.71%
Itinerant Services	$ 732	1.56%
Site Layout	$ 180	0.38%
Teacher Planning	$ -	0.00%
TOTAL COST	$ 46,873	100%

*Costs reported by local school systems in July 2004 dollars

CHARLES COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ -	0.00%
Acoustics	$ 20,499	11.49%
Lighting	$ -	0.00%
Accessibility	$ -	0.00%
Telecommunications	$ -	0.00%
Student Capacity	$ 154,134	86.39%
Pre-kindergarten/Kindergarten Classroom	$ -	0.00%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ 1,014	0.57%
Secondary Science Laboratory	$ -	0.00%
Library/Media Center	$ 470	0.26%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ 863	0.48%
Health Services	$ -	0.00%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ 323	0.18%
Guidance	$ 123	0.07%
Itinerant Services	$ 380	0.21%
Site Layout	$ -	0.00%
Teacher Planning	$ 613	0.34%
TOTAL COST	**$ 178,419**	**100%**

*Costs reported by local school systems in July 2004 dollars

DORCHESTER COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 20	0.06%
Fire Safety	$ 854	2.53%
Building Systems, Materials or Conditions	$ 20,639	61.03%
Security	$ 197	0.58%
Potable Water	$ -	0.00%
Lavatories	$ 30	0.09%
Communications System	$ 128	0.38%
Human Comfort	$ 167	0.49%
Acoustics	$ 1,150	3.40%
Lighting	$ 100	0.30%
Accessibility	$ 300	0.89%
Telecommunications	$ 168	0.50%
Student Capacity	$ -	0.00%
Pre-kindergarten/Kindergarten Classroom	$ 727	2.15%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ 624	1.85%
Instructional Resource Rooms	$ -	0.00%
Secondary Science Laboratory	$ -	0.00%
Library/Media Center	$ 50	0.15%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ 334	0.99%
Health Services	$ 8,228	24.33%
Food Services	$ 100	0.30%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ -	0.00%
Site Layout	$ -	0.00%
Teacher Planning	$ -	0.00%
TOTAL COST	**$ 33,816**	**100%**

*Costs reported by local school systems in July 2004 dollars

FREDERICK COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 30,913	15.18%
Fire Safety	$ 3,267	1.60%
Building Systems, Materials or Conditions	$ 1	0.00%
Security	$ 156	0.08%
Potable Water	$ -	0.00%
Lavatories	$ 357	0.18%
Communications System	$ -	0.00%
Human Comfort	$ 2	0.00%
Acoustics	$ 53,741	26.39%
Lighting	$ -	0.00%
Accessibility	$ 1,319	0.65%
Telecommunications	$ -	0.00%
Student Capacity	$ 75,187	36.92%
Pre-kindergarten/Kindergarten Classroom	$ 1,356	0.67%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ 1,509	0.74%
Special Education	$ 2,389	1.17%
Instructional Resource Rooms	$ 1,121	0.55%
Secondary Science Laboratory	$ 2,300	1.13%
Library/Media Center	$ 968	0.48%
Technology Education	$ -	0.00%
Physical Education	$ 1,654	0.81%
Fine Arts	$ 3,682	1.81%
Health Services	$ 6,416	3.15%
Food Services	$ 4,049	1.99%
Auditorium/Theatre Arts	$ 28	0.01%
Administration	$ 1,136	0.56%
Guidance	$ 321	0.16%
Itinerant Services	$ 977	0.48%
Site Layout	$ 10,249	5.03%
Teacher Planning	$ 527	0.26%
TOTAL COST	**$ 203,625**	**100%**

*Costs reported by local school systems in July 2004 dollars

GARRETT COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 803	3.99%
Fire Safety	$ 47	0.23%
Building Systems, Materials or Conditions	$ 1,568	7.78%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ 172	0.85%
Communications System	$ -	0.00%
Human Comfort	$ -	0.00%
Acoustics	$ -	0.00%
Lighting	$ 38	0.19%
Accessibility	$ 150	0.74%
Telecommunications	$ -	0.00%
Student Capacity	$ -	0.00%
Pre-kindergarten/Kindergarten Classroom	$ 769	3.82%
General Elementary Classroom	$ 3,019	14.99%
General Secondary Classroom	$ 7,234	35.92%
Special Education	$ 234	1.16%
Instructional Resource Rooms	$ 234	1.16%
Secondary Science Laboratory	$ 261	1.30%
Library/Media Center	$ 552	2.74%
Technology Education	$ -	0.00%
Physical Education	$ 1,368	6.79%
Fine Arts	$ 633	3.14%
Health Services	$ 891	4.42%
Food Services	$ 93	0.46%
Auditorium/Theatre Arts	$ 1,094	5.43%
Administration	$ 117	0.58%
Guidance	$ 215	1.07%
Itinerant Services	$ 276	1.37%
Site Layout	$ 140	0.70%
Teacher Planning	$ 234	1.16%
TOTAL COST	**$ 20,142**	**100%**

*Costs reported by local school systems in July 2004 dollars

HARFORD COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 63,857	31.20%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ 66	0.03%
Communications System	$ -	0.00%
Human Comfort	$ 46,098	22.52%
Acoustics	$ 1,016	0.50%
Lighting	$ -	0.00%
Accessibility	$ 2,465	1.20%
Telecommunications	$ -	0.00%
Student Capacity	$ 51,301	25.07%
Pre-kindergarten/Kindergarten Classroom	$ 1,170	0.57%
General Elementary Classroom	$ 7,661	3.74%
General Secondary Classroom	$ 6,403	3.13%
Special Education	$ 3,090	1.51%
Instructional Resource Rooms	$ 1,411	0.69%
Secondary Science Laboratory	$ 2,707	1.32%
Library/Media Center	$ 117	0.06%
Technology Education	$ -	0.00%
Physical Education	$ 2,420	1.18%
Fine Arts	$ 3,343	1.63%
Health Services	$ 6,100	2.98%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ 375	0.18%
Administration	$ 325	0.16%
Guidance	$ 578	0.28%
Itinerant Services	$ 1,521	0.74%
Site Layout	$ 1,550	0.76%
Teacher Planning	$ 1,092	0.53%
TOTAL COST	**$ 204,666**	**100%**

*Costs reported by local school systems in July 2004 dollars

HOWARD COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ -	0.00%
Acoustics	$ -	0.00%
Lighting	$ -	0.00%
Accessibility	$ -	0.00%
Telecommunications	$ -	0.00%
Student Capacity	$ 157,218	93.18%
Pre-kindergarten/Kindergarten Classroom	$ -	0.00%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ 1,500	0.89%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ -	0.00%
Secondary Science Laboratory	$ -	0.00%
Library/Media Center	$ -	0.00%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ -	0.00%
Health Services	$ 10,009	5.93%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ -	0.00%
Site Layout	$ -	0.00%
Teacher Planning	$ -	0.00%
TOTAL COST	$ 168,727	100%

*Costs reported by local school systems in July 2004 dollars

KENT COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ -	0.00%
Acoustics	$ -	0.00%
Lighting	$ -	0.00%
Accessibility	$ -	0.00%
Telecommunications	$ -	0.00%
Student Capacity	$ -	0.00%
Pre-kindergarten/Kindergarten Classroom	$ 56	4.75%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ -	0.00%
Secondary Science Laboratory	$ 19	1.61%
Library/Media Center	$ 206	17.46%
Technology Education	$ -	0.00%
Physical Education	$ 334	28.31%
Fine Arts	$ 37	3.14%
Health Services	$ 528	44.75%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ -	0.00%
Site Layout	$ -	0.00%
Teacher Planning	$ -	0.00%
TOTAL COST	$ 1,180	100%

*Costs reported by local school systems in July 2004 dollars

MONTGOMERY COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 279	0.10%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ 95,300	34.12%
Acoustics	$ -	0.00%
Lighting	$ 43	0.02%
Accessibility	$ -	0.00%
Telecommunications	$ 675	0.24%
Student Capacity	$ 168,550	60.35%
Pre-kindergarten/Kindergarten Classroom	$ -	0.00%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ -	0.00%
Secondary Science Laboratory	$ -	0.00%
Library/Media Center	$ 2,310	0.83%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ -	0.00%
Health Services	$ 12,105	4.33%
Food Services	$ 45	0.02%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ -	0.00%
Site Layout	$ -	0.00%
Teacher Planning	$ -	0.00%
TOTAL COST	$ 279,307	100%

*Costs reported by local school systems in July 2004 dollars

PRINCE GEORGE'S COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 195	0.03%
Fire Safety	$ 24,060	3.09%
Building Systems, Materials or Conditions	$ 11,330	1.46%
Security	$ 75	0.01%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ 20	0.00%
Human Comfort	$ 107,977	13.87%
Acoustics	$ 3,953	0.51%
Lighting	$ 7,035	0.90%
Accessibility	$ 448	0.06%
Telecommunications	$ 19,760	2.54%
Student Capacity	$ 496,825	63.84%
Pre-kindergarten/Kindergarten Classroom	$ 1,423	0.18%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ 67	0.01%
Special Education	$ 3,755	0.48%
Instructional Resource Rooms	$ 570	0.07%
Secondary Science Laboratory	$ 2,597	0.33%
Library/Media Center	$ 503	0.06%
Technology Education	$ 924	0.12%
Physical Education	$ -	0.00%
Fine Arts	$ 29,074	3.74%
Health Services	$ 14,431	1.85%
Food Services	$ 335	0.04%
Auditorium/Theatre Arts	$ 40,800	5.24%
Administration	$ 3,962	0.51%
Guidance	$ 302	0.04%
Itinerant Services	$ 3,483	0.45%
Site Layout	$ -	0.00%
Teacher Planning	$ 4,321	0.56%
TOTAL COST	$ 778,225	100%

*Costs reported by local school systems in July 2004 dollars

QUEEN ANNE'S COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ 210	2.17%
Building Systems, Materials or Conditions	$ 2,015	20.85%
Security	$ 35	0.36%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ 119	1.23%
Human Comfort	$ -	0.00%
Acoustics	$ -	0.00%
Lighting	$ -	0.00%
Accessibility	$ 50	0.52%
Telecommunications	$ -	0.00%
Student Capacity	$ 6,917	71.56%
Pre-kindergarten/Kindergarten Classroom	$ -	0.00%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ 250	2.59%
Secondary Science Laboratory	$ -	0.00%
Library/Media Center	$ -	0.00%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ -	0.00%
Health Services	$ 70	0.72%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ -	0.00%
Site Layout	$ -	0.00%
Teacher Planning	$ -	0.00%
TOTAL COST	$ 9,666	100%

*Costs reported by local school systems in July 2004 dollars

ST. MARY'S COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ 1,890	3.60%
Acoustics	$ -	0.00%
Lighting	$ -	0.00%
Accessibility	$ 2,938	5.59%
Telecommunications	$ -	0.00%
Student Capacity	$ 38,344	72.99%
Pre-kindergarten/Kindergarten Classroom	$ 156	0.30%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ 4,162	7.92%
Special Education	$ 209	0.40%
Instructional Resource Rooms	$ 416	0.79%
Secondary Science Laboratory	$ 1,950	3.71%
Library/Media Center	$ -	0.00%
Technology Education	$ -	0.00%
Physical Education	$ -	0.00%
Fine Arts	$ 868	1.65%
Health Services	$ 1,254	2.39%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ 9	0.02%
Site Layout	$ 334	0.64%
Teacher Planning	$ -	0.00%
TOTAL COST	**$ 52,530**	**100%**

*Costs reported by local school systems in July 2004 dollars

SOMERSET COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 800	8.86%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ 130	1.44%
Communications System	$ -	0.00%
Human Comfort	$ 600	6.64%
Acoustics	$ 307	3.40%
Lighting	$ 1,583	17.53%
Accessibility	$ 930	10.30%
Telecommunications	$ -	0.00%
Student Capacity	$ 1,370	15.17%
Pre-kindergarten/Kindergarten Classroom	$ -	0.00%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ -	0.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ 126	1.40%
Secondary Science Laboratory	$ 294	3.26%
Library/Media Center	$ 539	5.97%
Technology Education	$ 175	1.94%
Physical Education	$ 251	2.78%
Fine Arts	$ 550	6.09%
Health Services	$ 561	6.21%
Food Services	$ 224	2.48%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ -	0.00%
Guidance	$ 21	0.23%
Itinerant Services	$ 168	1.86%
Site Layout	$ 401	4.44%
Teacher Planning	$ -	0.00%
TOTAL	**$ 9,030**	**100%**

*Costs reported by local school systems in July 2004 dollars

TALBOT COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ 4,000	21.06%
Acoustics	$ 9,400	49.50%
Lighting	$ -	0.00%
Accessibility	$ -	0.00%
Telecommunications	$ -	0.00%
Student Capacity	$ -	0.00%
Pre-kindergarten/Kindergarten Classroom	$ -	0.00%
General Elementary Classroom	$ -	0.00%
General Secondary Classroom	$ 1,330	7.00%
Special Education	$ -	0.00%
Instructional Resource Rooms	$ -	0.00%
Secondary Science Laboratory	$ 1,246	6.56%
Library/Media Center	$ 254	1.34%
Technology Education	$ -	0.00%
Physical Education	$ 254	1.34%
Fine Arts	$ 291	1.53%
Health Services	$ 414	2.18%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ 1,800	9.48%
Administration	$ -	0.00%
Guidance	$ -	0.00%
Itinerant Services	$ -	0.00%
Site Layout	$ -	0.00%
Teacher Planning	$ -	0.00%
TOTAL COST	**$ 18,989**	**100%**

*Costs reported by local school systems in July 2004 dollars

WASHINGTON COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ -	0.00%
Fire Safety	$ 952	1.01%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ -	0.00%
Communications System	$ -	0.00%
Human Comfort	$ 30,680	32.70%
Acoustics	$ 5,198	5.54%
Lighting	$ -	0.00%
Accessibility	$ 1,345	1.43%
Telecommunications	$ 1,313	1.40%
Student Capacity	$ 14,634	15.60%
Pre-kindergarten/Kindergarten Classroom	$ 608	0.65%
General Elementary Classroom	$ 1,389	1.48%
General Secondary Classroom	$ 5,697	6.07%
Special Education	$ 1,066	1.14%
Instructional Resource Rooms	$ 371	0.40%
Secondary Science Laboratory	$ -	0.00%
Library/Media Center	$ 5,846	6.23%
Technology Education	$ -	0.00%
Physical Education	$ 9,645	10.28%
Fine Arts	$ 4,949	5.27%
Health Services	$ 4,731	5.04%
Food Services	$ 1,658	1.77%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ 262	0.28%
Guidance	$ 805	0.86%
Itinerant Services	$ 264	0.28%
Site Layout	$ 1,750	1.87%
Teacher Planning	$ 664	0.71%
TOTAL COST	$ 93,827	100%

*Costs reported by local school systems in July 2004 dollars

WICOMICO COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 17,851	25.50%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ 67	0.10%
Security	$ -	0.00%
Potable Water	$ 43	0.06%
Lavatories	$ 37	0.05%
Communications System	$ -	0.00%
Human Comfort	$ 10,484	14.98%
Acoustics	$ -	0.00%
Lighting	$ 1,653	2.36%
Accessibility	$ 596	0.85%
Telecommunications	$ 135	0.19%
Student Capacity	$ 23,239	33.20%
Pre-kindergarten/Kindergarten Classroom	$ 564	0.81%
General Elementary Classroom	$ 3,285	4.69%
General Secondary Classroom	$ -	0.00%
Special Education	$ 2,118	3.03%
Instructional Resource Rooms	$ 1,476	2.11%
Secondary Science Laboratory	$ 523	0.75%
Library/Media Center	$ 815	1.16%
Technology Education	$ 589	0.84%
Physical Education	$ 1,012	1.45%
Fine Arts	$ 140	0.20%
Health Services	$ 1,593	2.28%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ -	0.00%
Administration	$ 1,362	1.95%
Guidance	$ 301	0.43%
Itinerant Services	$ 309	0.44%
Site Layout	$ 1,651	2.36%
Teacher Planning	$ 150	0.21%
TOTAL COST	$ 69,993	100%

*Costs reported by local school systems in July 2004 dollars

WORCESTER COUNTY
COST ESTIMATES TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION*

(000 omitted)

Standard	Estimated Cost	
	$ Amount	%
Indoor Air Quality	$ 481	0.89%
Fire Safety	$ -	0.00%
Building Systems, Materials or Conditions	$ -	0.00%
Security	$ -	0.00%
Potable Water	$ -	0.00%
Lavatories	$ 43	0.08%
Communications System	$ -	0.00%
Human Comfort	$ -	0.00%
Acoustics	$ 509	0.94%
Lighting	$ -	0.00%
Accessibility	$ 441	0.81%
Telecommunications	$ -	0.00%
Student Capacity	$ 24,558	45.38%
Pre-kindergarten/Kindergarten Classroom	$ 1,648	3.04%
General Elementary Classroom	$ 5,526	10.21%
General Secondary Classroom	$ 14,031	25.92%
Special Education	$ 712	1.32%
Instructional Resource Rooms	$ 303	0.56%
Secondary Science Laboratory	$ 383	0.71%
Library/Media Center	$ 678	1.25%
Technology Education	$ 689	1.27%
Physical Education	$ 128	0.24%
Fine Arts	$ 2,862	5.29%
Health Services	$ 820	1.52%
Food Services	$ -	0.00%
Auditorium/Theatre Arts	$ 4	0.01%
Administration	$ 34	0.06%
Guidance	$ -	0.00%
Itinerant Services	$ 238	0.44%
Site Layout	$ -	0.00%
Teacher Planning	$ 34	0.06%
TOTAL COST	$ 54,122	100%

*Costs reported by local school systems in July 2004 dollars

ATTACHMENT II

ESTIMATED COSTS TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION

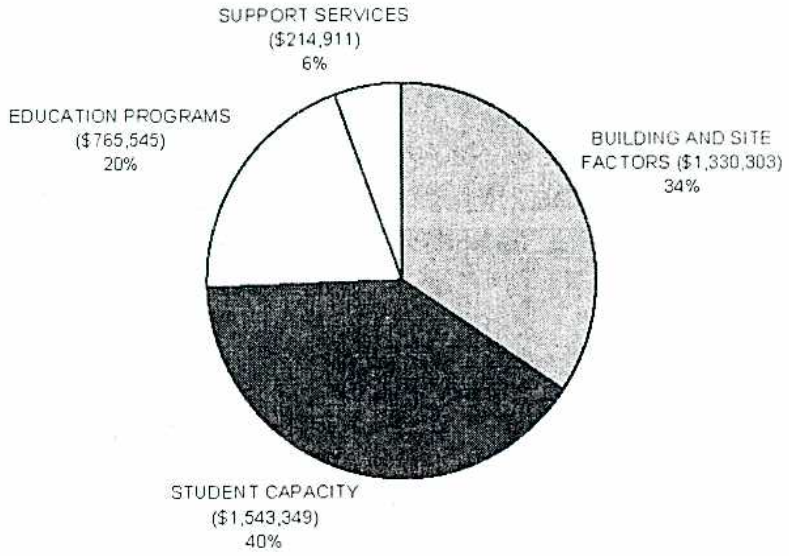
31 STANDARDS GROUPED IN FOUR CATEGORIES: BUILDING & SITE FACTORS, STUDENT CAPACITY, EDUCATION PROGRAMS, SUPPORT SERVICES

STATEWIDE AND BY SCHOOL SYSTEM

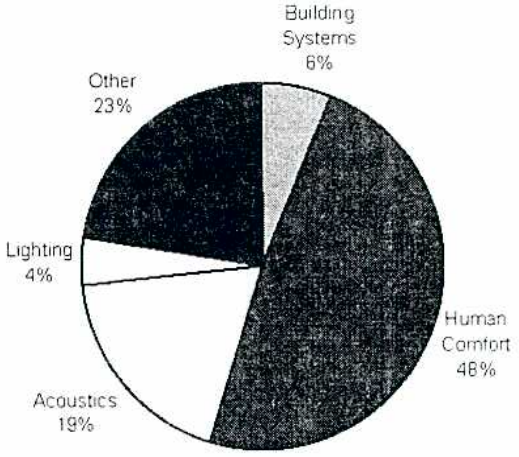
Facility Assessment Survey
Task Force to Study Public School Facilities

Statewide Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

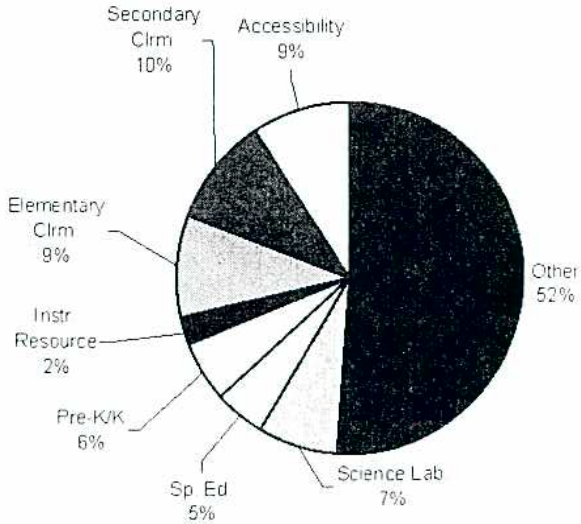
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$1,330,303
Building Systems	**$85,273**	
Human Comfort	**$642,002**	
Acoustics	**$247,515**	
Lighting	**$56,082**	
Air Quality	$150,217	
Fire Safety	$54,728	
Security	$9,351	
Potable Water	$115	
Lavatories	$9,150	
Communications Systems	$12,145	
Telecommunications Systems	$25,749	
Site Layout	$37,976	
STUDENT CAPACITY		$1,543,349
Pre-K/Full-Day K Mandate	**$163,365**	
Other Elementary	**$470,249**	
Secondary	**$909,735**	
EDUCATION PROGRAMS		$765,545
Pre-K/K Classroom (Existing)	**$43,800**	
General Elementary Classroom	**$72,224**	
General Secondary Classroom	**$76,836**	
Special Education	**$35,236**	
Instructional Resource Rooms	**$17,942**	
Secondary Science Laboratory	**$57,262**	
Accessibility	**$70,411**	
Library/Media Center	$69,283	
Technology	$22,709	
Physical Education	$60,207	
Fine Arts	$142,998	
Auditorium/Theatre Arts	$96,637	
SUPPORT SERVICES		$214,911
Health Services	$102,366	
Food Services	$70,914	
Administration	$13,979	
Guidance	$5,107	
Itinerant Services	$11,199	
Teacher Planning	$11,326	
	Total Cost	$3,854,108



Building and Site Factors



Education Programs

*Costs reported by Local School Systems in July 2004 Dollars

ATTACHMENT II

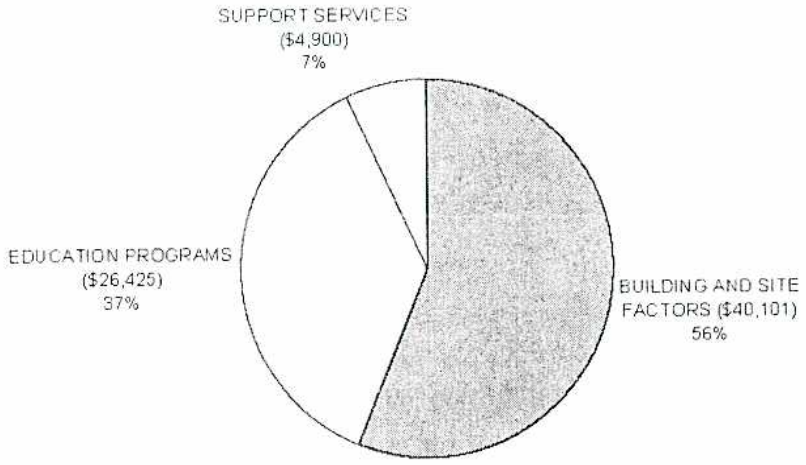
ESTIMATED COSTS TO BRING FACILITIES UP TO CURRENT STANDARDS FOR NEW CONSTRUCTION

31 STANDARDS GROUPED IN FOUR CATEGORIES: BUILDING & SITE FACTORS, STUDENT CAPACITY, EDUCATION PROGRAMS, SUPPORT SERVICES

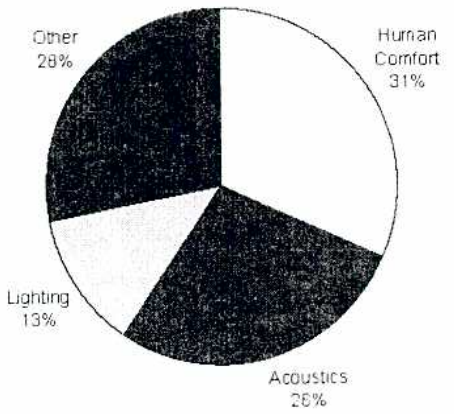
STATEWIDE AND BY SCHOOL SYSTEM

Allegany County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

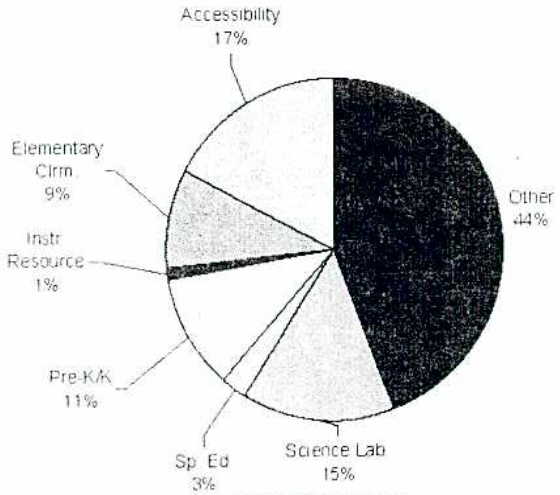
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$40,101
Building Systems	**$0**	
Human Comfort	**$12,692**	
Acoustics	**$11,151**	
Lighting	**$5,063**	
Air Quality	$5,329	
Fire Safety	$645	
Security	$93	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$522	
Telecommunications Systems	$587	
Site Layout	$4,019	
STUDENT CAPACITY		$0
Pre-K/Full-Day K Mandate	**$0**	
Other Elementary	**$0**	
Secondary	**$0**	
EDUCATION PROGRAMS		$26,425
Pre-K/K Classroom (Existing)	**$2,846**	
General Elementary Classroom	**$2,455**	
General Secondary Classroom	**$0**	
Special Education	**$677**	
Instructional Resource Rooms	**$311**	
Secondary Science Laboratory	**$3,914**	
Accessibility	**$4,557**	
Library/Media Center	$1,898	
Technology	$2,882	
Physical Education	$4,696	
Fine Arts	$2,189	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$4,900
Health Services	$1,205	
Food Services	$818	
Administration	$1,600	
Guidance	$605	
Itinerant Services	$386	
Teacher Planning	$286	
Total Cost		$71,426



Building and Site Factors

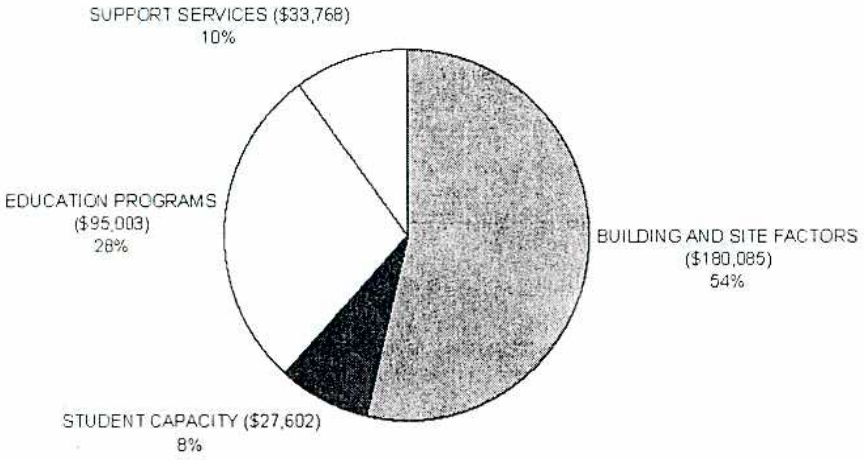


Education Programs

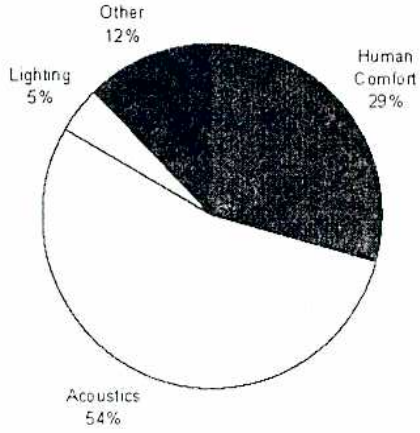
*Costs reported by Local School Systems in July 2004 Dollars

Anne Arundel County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

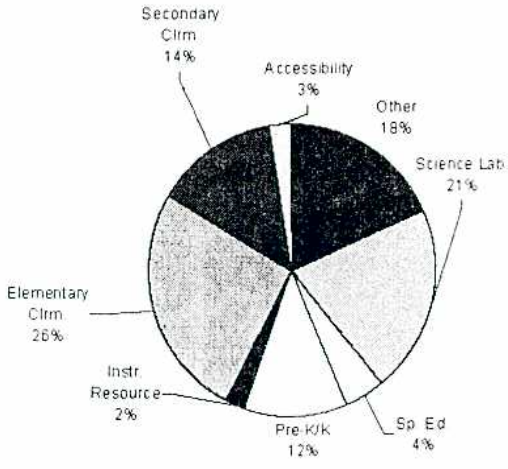
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$180,085	
Building Systems	**$0**		
Human Comfort	**$52,909**		
Acoustics	**$97,052**		
Lighting	**$8,361**		
Air Quality	$8,451		
Fire Safety	$7,985		
Security	$832		
Potable Water	$8		
Lavatories	$222		
Communications Systems	$0		
Telecommunications Systems	$0		
Site Layout	$4,265		
STUDENT CAPACITY		$27,602	
Pre-K/Full-Day K Mandate	**$6,312**		
Other Elementary	**$7,930**		
Secondary	**$13,360**		
EDUCATION PROGRAMS		$95,003	
Pre-K/K Classroom (Existing)	**$10,944**		
General Elementary Classroom	**$24,814**		
General Secondary Classroom	**$13,074**		
Special Education	**$4,199**		
Instructional Resource Rooms	**$2,172**		
Secondary Science Laboratory	**$19,766**		
Accessibility	**$2,492**		
Library/Media Center	$3,034		
Technology	$0		
Physical Education	$9,165		
Fine Arts	$5,055		
Auditorium/Theatre Arts	$278		
SUPPORT SERVICES		$33,768	
Health Services	$9,136		
Food Services	$21,428		
Administration	$1,475		
Guidance	$207		
Itinerant Services	$518		
Teacher Planning	$1,004		
	Total Cost		$336,458



Building and Site Factors

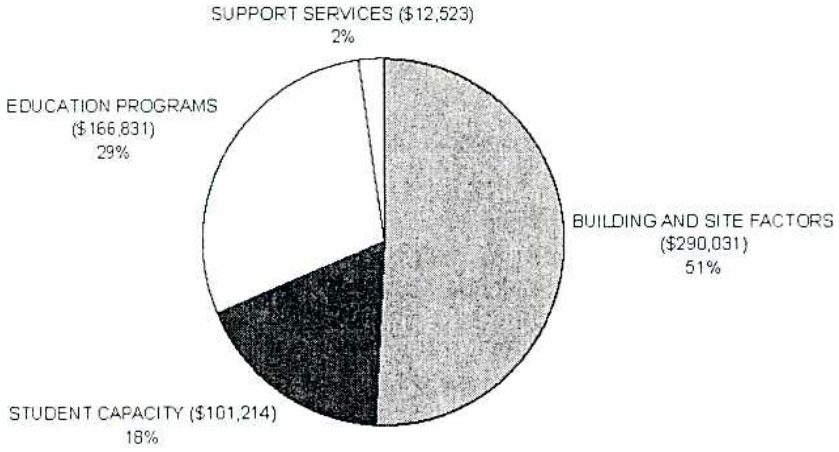


Education Programs

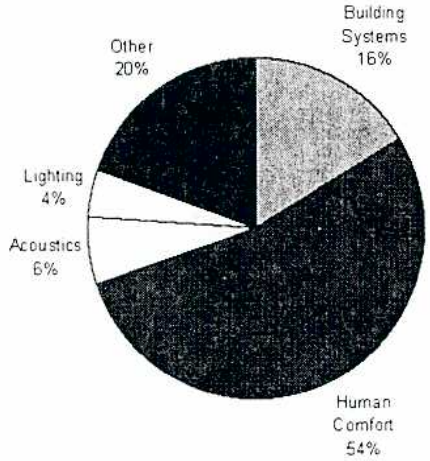
*Costs reported by Local School Systems in July 2004 Dollars

Baltimore City Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

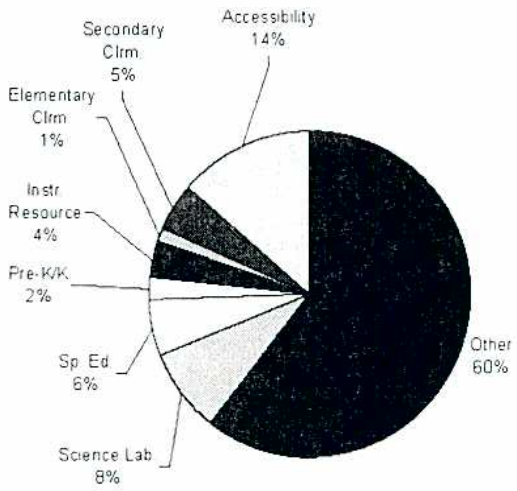
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$290,031
Building Systems	**$47,476**	
Human Comfort	**$154,592**	
Acoustics	**$18,683**	
Lighting	**$12,911**	
Air Quality	$20,043	
Fire Safety	$13,324	
Security	$1,947	
Potable Water	$0	
Lavatories	$7,033	
Communications Systems	$10,712	
Telecommunications Systems	$0	
Site Layout	$3,310	
STUDENT CAPACITY		$101,214
Pre-K/Full-Day K Mandate	**$11,967**	
Other Elementary	**$26,937**	
Secondary	**$62,310**	
EDUCATION PROGRAMS		$166,831
Pre-K/K Classroom (Existing)	**$3,726**	
General Elementary Classroom	**$2,271**	
General Secondary Classroom	**$7,791**	
Special Education	**$9,258**	
Instructional Resource Rooms	**$5,985**	
Secondary Science Laboratory	**$14,091**	
Accessibility	**$22,807**	
Library/Media Center	$9,175	
Technology	$7,244	
Physical Education	$12,513	
Fine Arts	$71,970	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$12,523
Health Services	$9,095	
Food Services	$1,350	
Administration	$333	
Guidance	$329	
Itinerant Services	$586	
Teacher Planning	$830	
	Total Cost	$570,599



Building and Site Factors

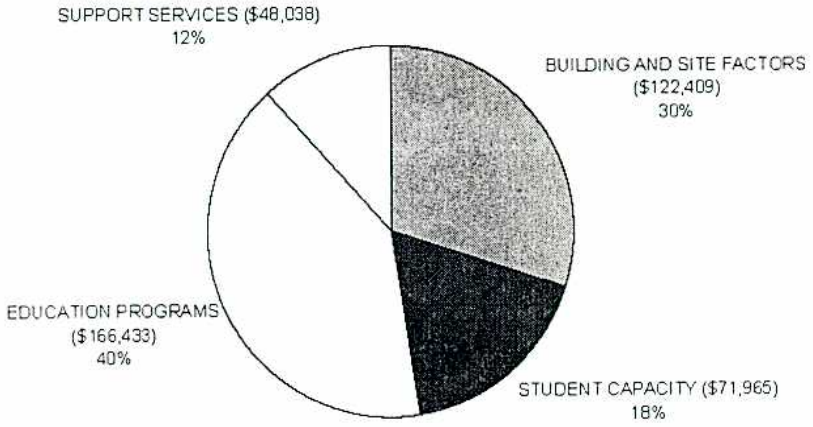


Education Programs

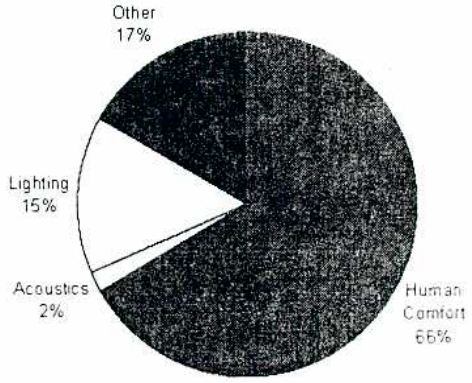
*Costs reported by Local School Systems in July 2004 Dollars

Baltimore County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

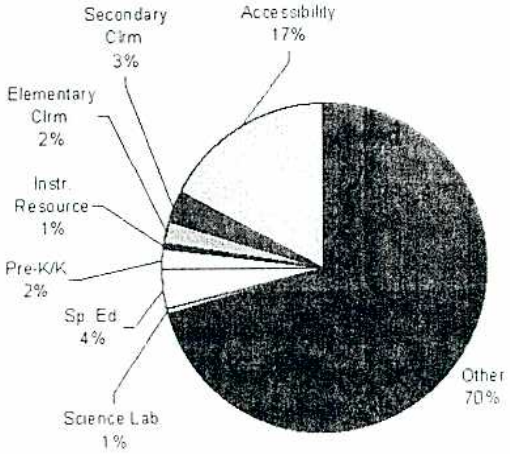
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$122,409
Building Systems	**$0**	
Human Comfort	**$81,600**	
Acoustics	**$2,500**	
Lighting	**$17,790**	
Air Quality	$28	
Fire Safety	$3,021	
Security	$5,987	
Potable Water	$0	
Lavatories	$485	
Communications Systems	$574	
Telecommunications Systems	$1,294	
Site Layout	$9,130	
STUDENT CAPACITY		$71,965
Pre-K/Full-Day K Mandate	**$10,590**	
Other Elementary	**$13,716**	
Secondary	**$47,659**	
EDUCATION PROGRAMS		$166,433
Pre-K/K Classroom (Existing)	**$3,388**	
General Elementary Classroom	**$3,908**	
General Secondary Classroom	**$5,109**	
Special Education	**$6,294**	
Instructional Resource Rooms	**$934**	
Secondary Science Laboratory	**$1,024**	
Accessibility	**$28,442**	
Library/Media Center	$38,852	
Technology	$9,946	
Physical Education	$14,454	
Fine Arts	$14,018	
Auditorium/Theatre Arts	$40,064	
SUPPORT SERVICES		$48,038
Health Services	$8,406	
Food Services	$39,014	
Administration	$0	
Guidance	$534	
Itinerant Services	$84	
Teacher Planning	$0	
	Total Cost	$408,845



Building and Site Factors

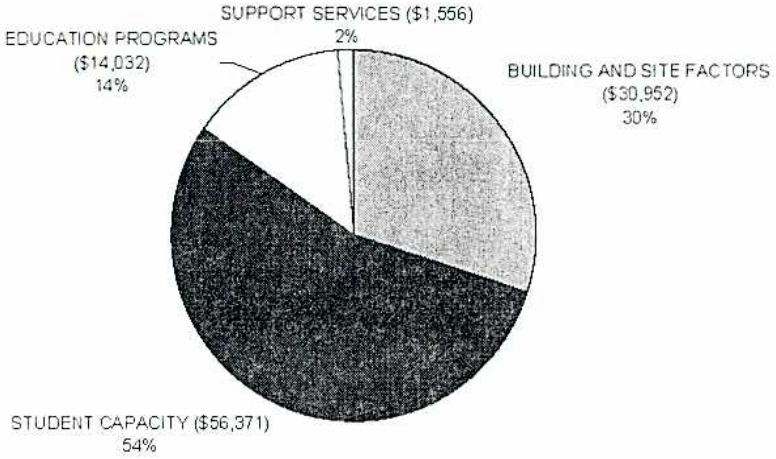


Education Programs

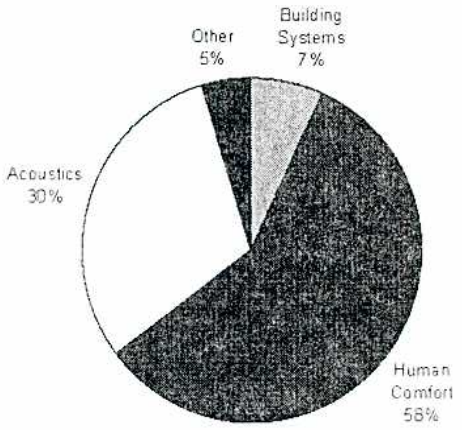
*Costs reported by Local School Systems in July 2004 Dollars

Calvert County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

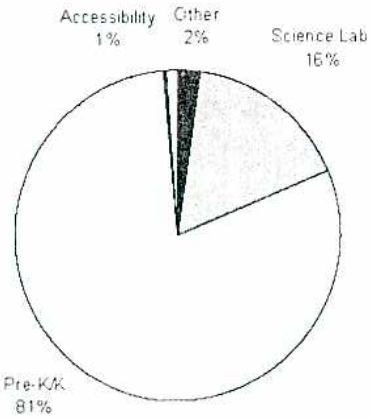
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$30,952
Building Systems	**$2,177**	
Human Comfort	**$17,864**	
Acoustics	**$9,432**	
Lighting	**$0**	
Air Quality	$300	
Fire Safety	$147	
Security	$0	
Potable Water	$0	
Lavatories	$35	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$997	
STUDENT CAPACITY		$56,371
Pre-K/Full-Day K Mandate	**$5,434**	
Other Elementary	**$11,265**	
Secondary	**$39,672**	
EDUCATION PROGRAMS		$14,032
Pre-K/K Classroom (Existing)	**$11,218**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$0**	
Special Education	**$0**	
Instructional Resource Rooms	**$59**	
Secondary Science Laboratory	**$2,283**	
Accessibility	**$148**	
Library/Media Center	$320	
Technology	$0	
Physical Education	$0	
Fine Arts	$4	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$1,556
Health Services	$1,121	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$435	
Teacher Planning	$0	
	Total Cost	$102,911



Building and Site Factors

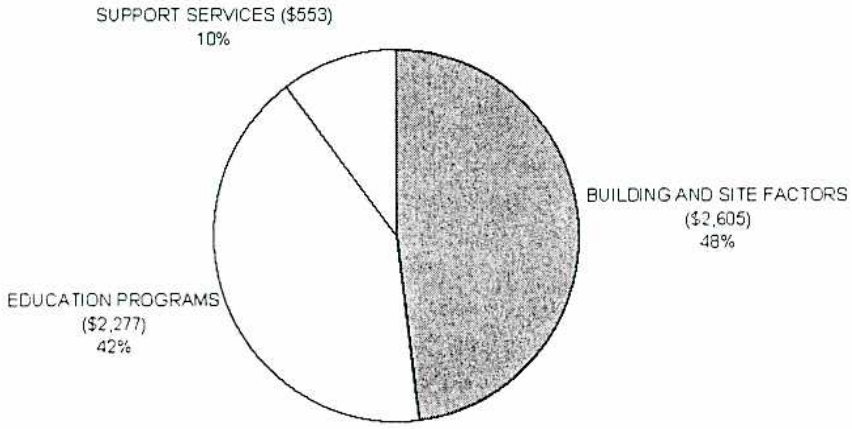


Education Programs

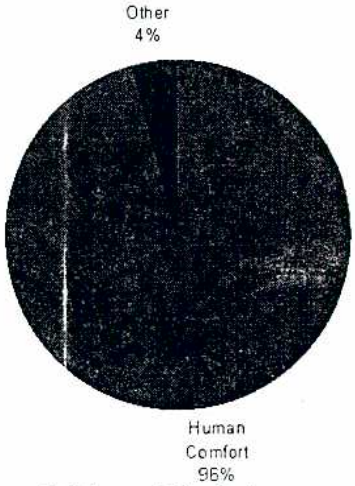
*Costs reported by Local School Systems in July 2004 Dollars

Caroline County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

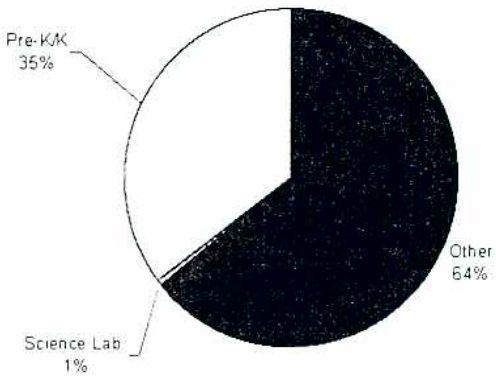
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$2,605
Building Systems	**$0**	
Human Comfort	**$2,500**	
Acoustics	**$0**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$105	
Site Layout	$0	
STUDENT CAPACITY		$0
Pre-K/Full-Day K Mandate	**$0**	
Other Elementary	**$0**	
Secondary	**$0**	
EDUCATION PROGRAMS		$2,277
Pre-K/K Classroom (Existing)	**$803**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$0**	
Special Education	**$0**	
Instructional Resource Rooms	**$0**	
Secondary Science Laboratory	**$13**	
Accessibility	**$0**	
Library/Media Center	$180	
Technology	$0	
Physical Education	$858	
Fine Arts	$423	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$553
Health Services	$460	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$42	
Teacher Planning	$51	
	Total Cost	$5,435



Building and Site Factors

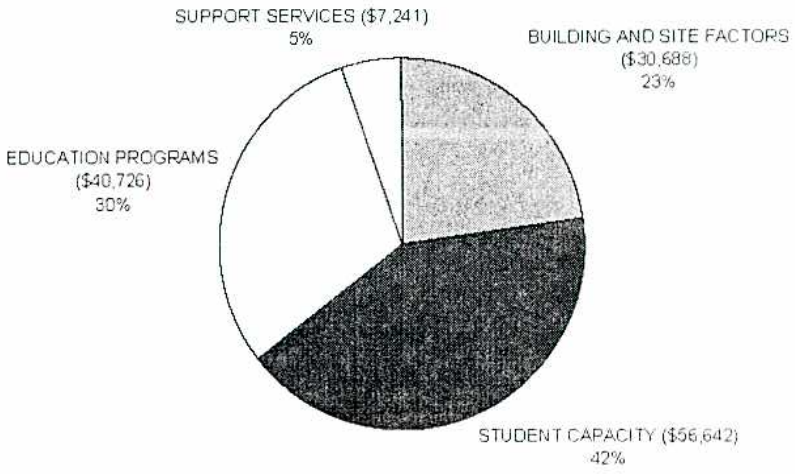


Education Programs

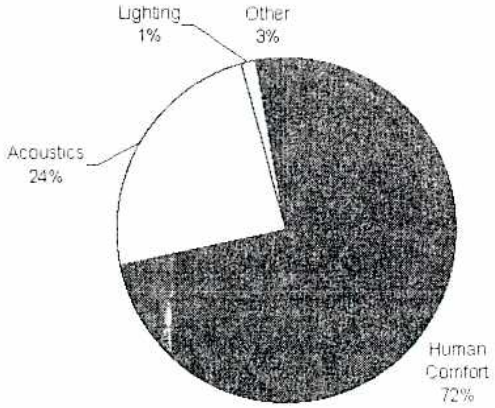
*Costs reported by Local School Systems in July 2004 Dollars

Carroll County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

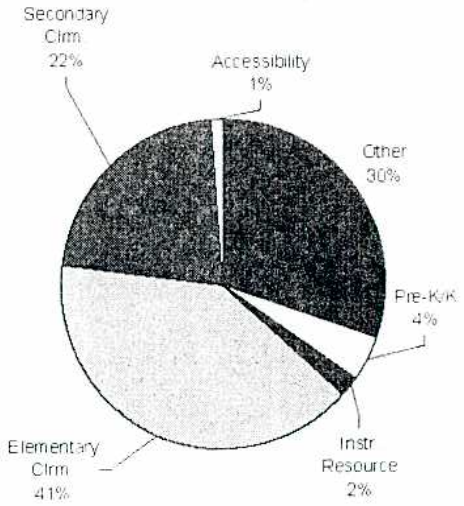
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$30,688
Building Systems	**$0**	
Human Comfort	**$22,002**	
Acoustics	**$7,401**	
Lighting	**$395**	
Air Quality	$0	
Fire Safety	$216	
Security	$0	
Potable Water	$64	
Lavatories	$540	
Communications Systems	$70	
Telecommunications Systems	$0	
Site Layout	$0	
STUDENT CAPACITY		$56,642
Pre-K/Full-Day K Mandate	**$5,459**	
Other Elementary	**$4,893**	
Secondary	**$46,290**	
EDUCATION PROGRAMS		$40,726
Pre-K/K Classroom (Existing)	**$1,818**	
General Elementary Classroom	**$16,371**	
General Secondary Classroom	**$8,927**	
Special Education	**$0**	
Instructional Resource Rooms	**$765**	
Secondary Science Laboratory	**$76**	
Accessibility	**$490**	
Library/Media Center	$900	
Technology	$0	
Physical Education	$0	
Fine Arts	$379	
Auditorium/Theatre Arts	$11,000	
SUPPORT SERVICES		$7,241
Health Services	$2,113	
Food Services	$1,800	
Administration	$586	
Guidance	$431	
Itinerant Services	$791	
Teacher Planning	$1,520	
	Total Cost	$135,297



Building and Site Factors

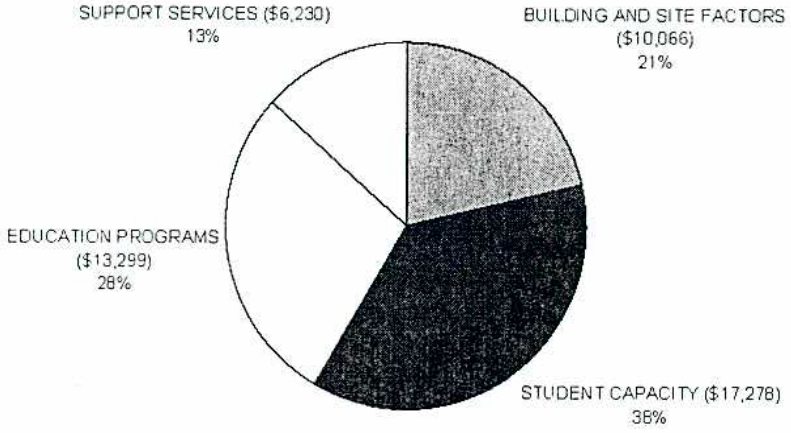


Education Programs

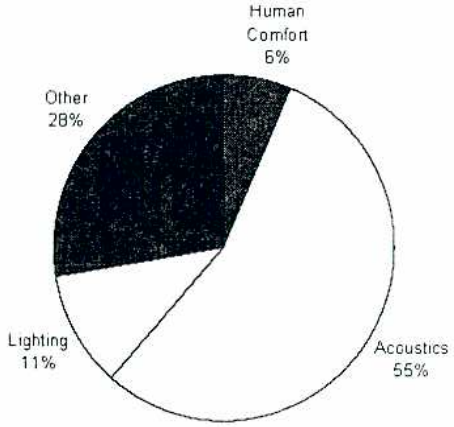
*Costs reported by Local School Systems in July 2004 Dollars

Cecil County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

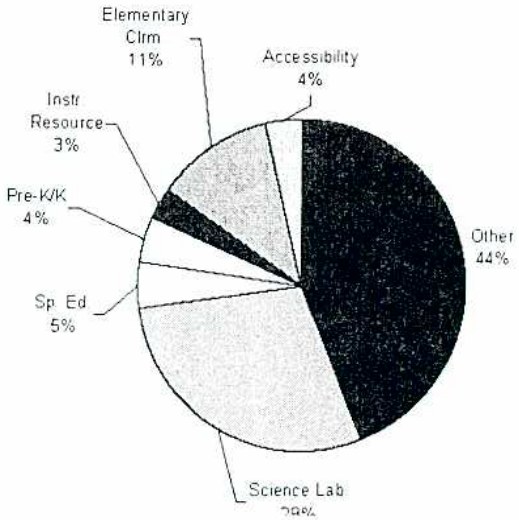
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$10,066
Building Systems	**$0**	
Human Comfort	**$645**	
Acoustics	**$5,523**	
Lighting	**$1,110**	
Air Quality	$867	
Fire Safety	$0	
Security	$29	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$1,712	
Site Layout	$180	
STUDENT CAPACITY		$17,278
Pre-K/Full-Day K Mandate	**$6,778**	
Other Elementary	**$9,967**	
Secondary	**$533**	
EDUCATION PROGRAMS		$13,299
Pre-K/K Classroom (Existing)	**$580**	
General Elementary Classroom	**$1,525**	
General Secondary Classroom	**$2**	
Special Education	**$611**	
Instructional Resource Rooms	**$424**	
Secondary Science Laboratory	**$3,815**	
Accessibility	**$493**	
Library/Media Center	$1,616	
Technology	$260	
Physical Education	$1,455	
Fine Arts	$1,324	
Auditorium/Theatre Arts	$1,194	
SUPPORT SERVICES		$6,230
Health Services	$2,699	
Food Services	$0	
Administration	$2,464	
Guidance	$335	
Itinerant Services	$732	
Teacher Planning	$0	
	Total Cost	$46,873



Building and Site Factors

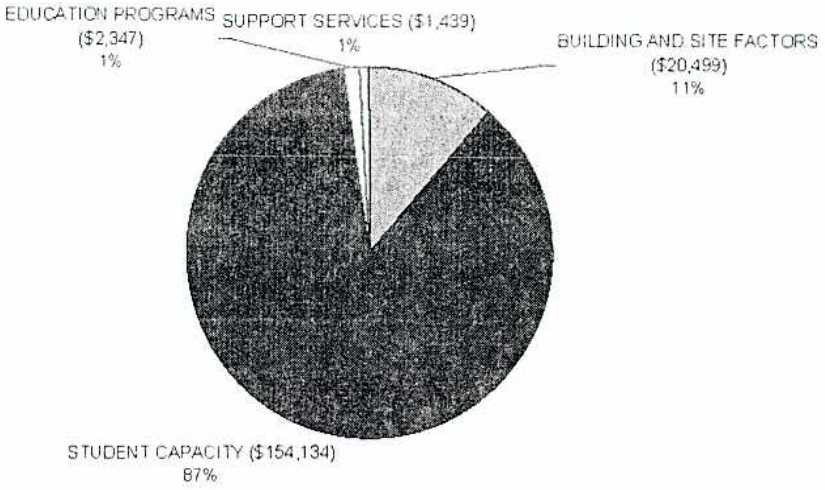


Education Programs

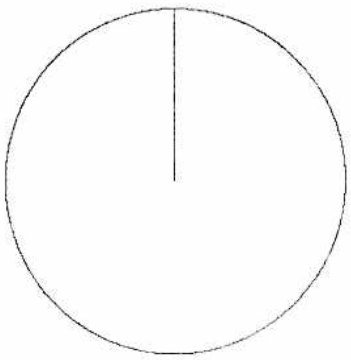
*Costs reported by Local School Systems in July 2004 Dollars

Charles County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

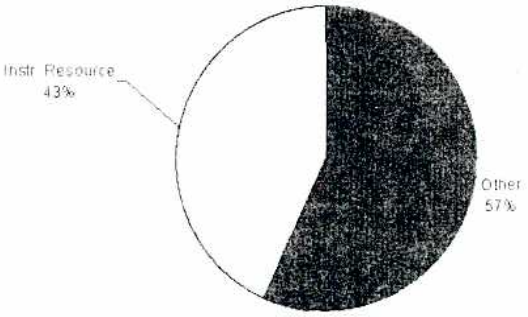
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$20,499
Building Systems	**$0**	
Human Comfort	**$0**	
Acoustics	**$20,499**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$0	
STUDENT CAPACITY		$154,134
Pre-K/Full-Day K Mandate	**$14,280**	
Other Elementary	**$28,264**	
Secondary	**$111,590**	
EDUCATION PROGRAMS		$2,347
Pre-K/K Classroom (Existing)	$0	
General Elementary Classroom	$0	
General Secondary Classroom	$0	
Special Education	$0	
Instructional Resource Rooms	**$1,014**	
Secondary Science Laboratory	$0	
Accessibility	$0	
Library/Media Center	$470	
Technology	$0	
Physical Education	$0	
Fine Arts	$863	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$1,439
Health Services	$0	
Food Services	$0	
Administration	$323	
Guidance	$123	
Itinerant Services	$380	
Teacher Planning	$613	
	Total Cost	$178,419



Building and Site Factors

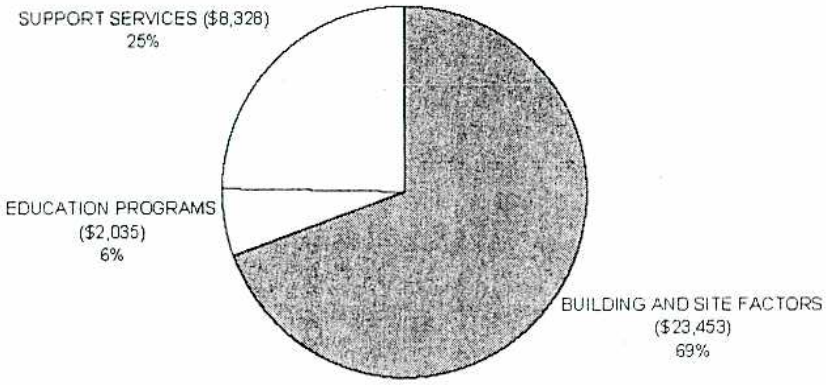


Education Programs

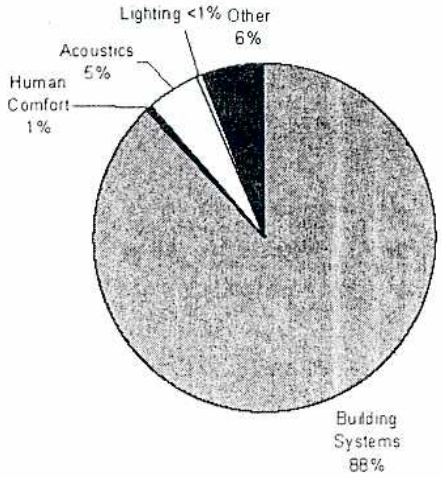
*Costs reported by Local School Systems in July 2004 Dollars

Dorchester County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

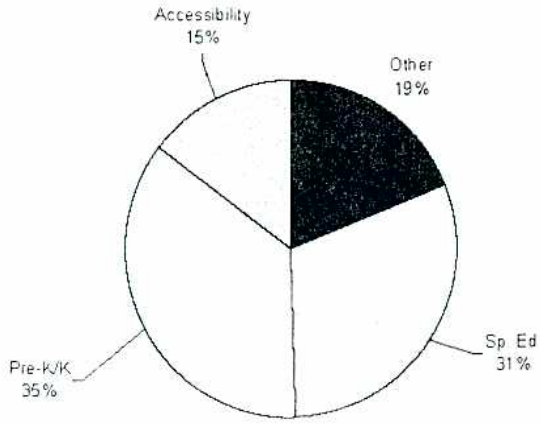
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$23,453
Building Systems	**$20,639**	
Human Comfort	**$167**	
Acoustics	**$1,150**	
Lighting	**$100**	
Air Quality	$20	
Fire Safety	$854	
Security	$197	
Potable Water	$0	
Lavatories	$30	
Communications Systems	$128	
Telecommunications Systems	$168	
Site Layout	$0	
STUDENT CAPACITY		$0
Pre-K/Full-Day K Mandate	**$0**	
Other Elementary	**$0**	
Secondary	**$0**	
EDUCATION PROGRAMS		$2,035
Pre-K/K Classroom (Existing)	**$727**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$0**	
Special Education	**$624**	
Instructional Resource Rooms	**$0**	
Secondary Science Laboratory	**$0**	
Accessibility	**$300**	
Library/Media Center	$50	
Technology	$0	
Physical Education	$0	
Fine Arts	$334	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$8,328
Health Services	$8,228	
Food Services	$100	
Administration	$0	
Guidance	$0	
Itinerant Services	$0	
Teacher Planning	$0	
	Total Cost	$33,816



Building and Site Factors

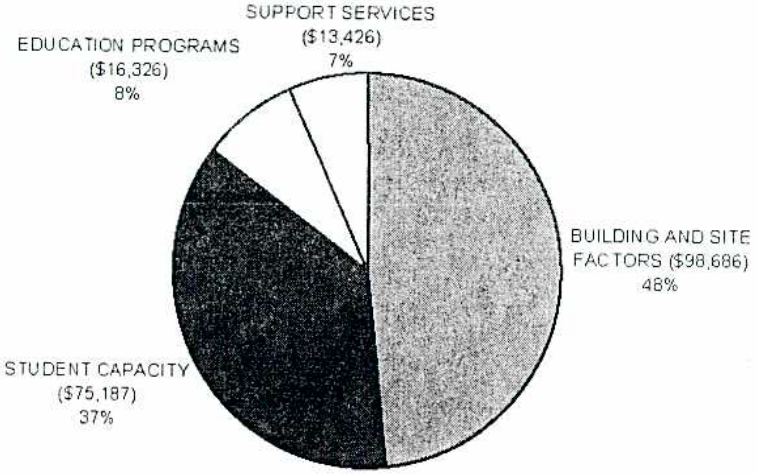


Education Programs

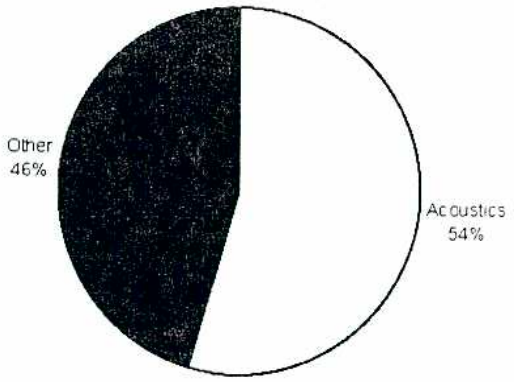
*Costs reported by Local School Systems in July 2004 Dollars

Frederick County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

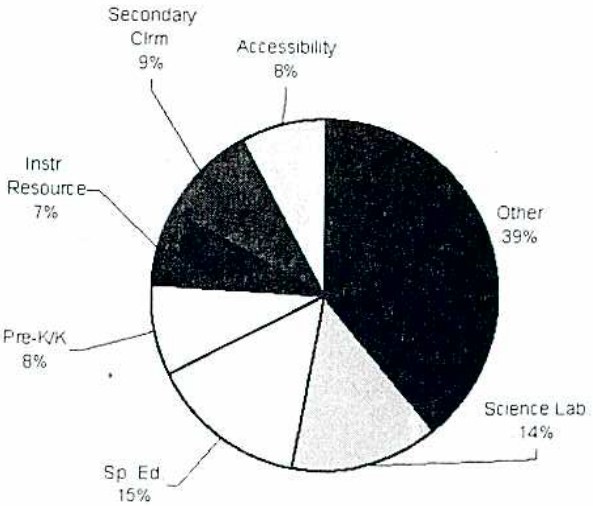
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$98,686
Building Systems	**$1**	
Human Comfort	**$2**	
Acoustics	**$53,741**	
Lighting	**$0**	
Air Quality	$30,913	
Fire Safety	$3,267	
Security	$156	
Potable Water	$0	
Lavatories	$357	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$10,249	
STUDENT CAPACITY		$75,187
Pre-K/Full-Day K Mandate	**$5,606**	
Other Elementary	**$32,635**	
Secondary	**$36,946**	
EDUCATION PROGRAMS		$16,326
Pre-K/K Classroom (Existing)	**$1,356**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$1,509**	
Special Education	**$2,389**	
Instructional Resource Rooms	**$1,121**	
Secondary Science Laboratory	**$2,300**	
Accessibility	**$1,319**	
Library/Media Center	$968	
Technology	$0	
Physical Education	$1,654	
Fine Arts	$3,682	
Auditorium/Theatre Arts	$28	
SUPPORT SERVICES		$13,426
Health Services	$6,416	
Food Services	$4,049	
Administration	$1,136	
Guidance	$321	
Itinerant Services	$977	
Teacher Planning	$527	
	Total Cost	$203,625



Building and Site Factors

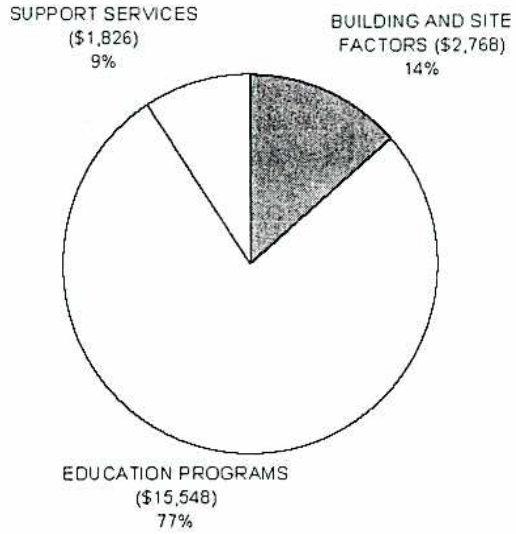


Education Programs

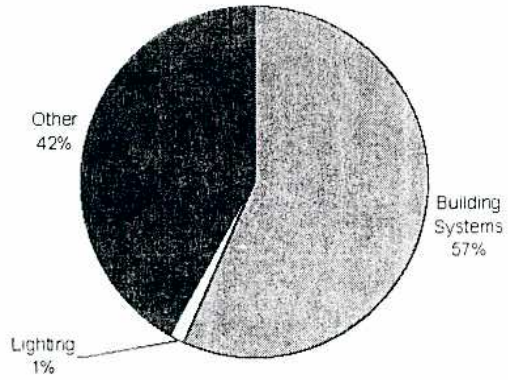
*Costs reported by Local School Systems in July 2004 Dollars

Garrett County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

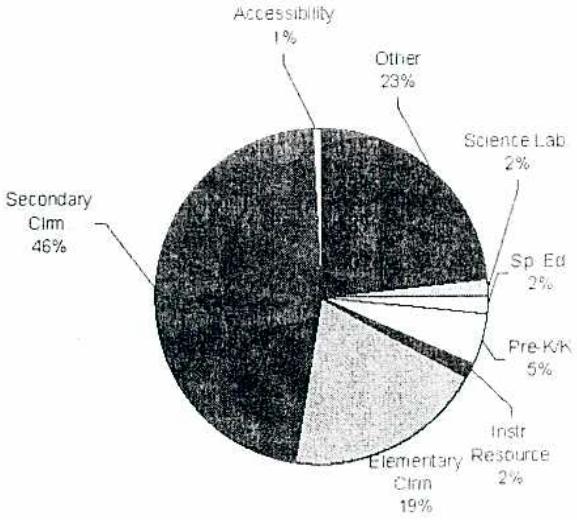
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$2,768
Building Systems	**$1,568**	
Human Comfort	**$0**	
Acoustics	**$0**	
Lighting	**$38**	
Air Quality	$803	
Fire Safety	$47	
Security	$0	
Potable Water	$0	
Lavatories	$172	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$140	
STUDENT CAPACITY		$0
Pre-K/Full-Day K Mandate	**$0**	
Other Elementary	**$0**	
Secondary	**$0**	
EDUCATION PROGRAMS		$15,548
Pre-K/K Classroom (Existing)	**$769**	
General Elementary Classroom	**$3,019**	
General Secondary Classroom	**$7,234**	
Special Education	**$234**	
Instructional Resource Rooms	**$234**	
Secondary Science Laboratory	**$261**	
Accessibility	**$150**	
Library/Media Center	$552	
Technology	$0	
Physical Education	$1,368	
Fine Arts	$633	
Auditorium/Theatre Arts	$1,094	
SUPPORT SERVICES		$1,826
Health Services	$891	
Food Services	$93	
Administration	$117	
Guidance	$215	
Itinerant Services	$276	
Teacher Planning	$234	
	Total Cost	$20,142



Building and Site Factors

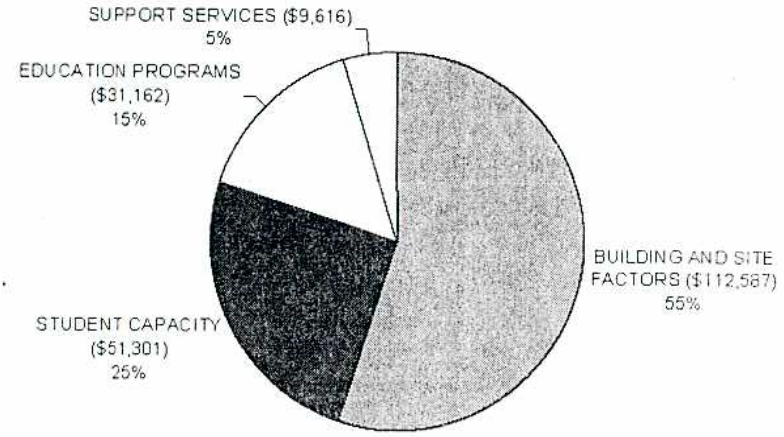


Education Programs

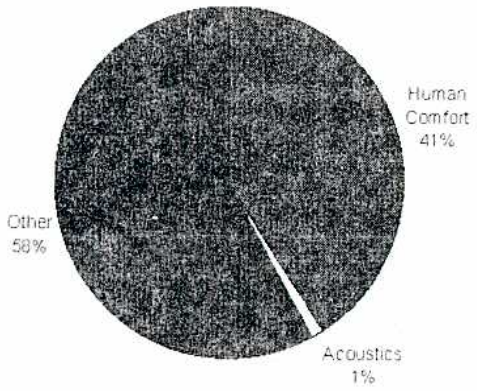
*Costs reported by Local School Systems in July 2004 Dollars

Harford County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

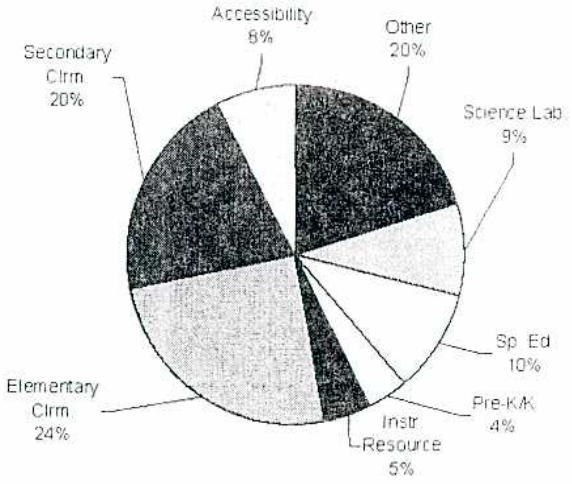
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$112,587
Building Systems	**$0**	
Human Comfort	**$46,098**	
Acoustics	**$1,016**	
Lighting	**$0**	
Air Quality	$63,857	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$66	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$1,550	
STUDENT CAPACITY		$51,301
Pre-K/Full-Day K Mandate	**$4,686**	
Other Elementary	**$6,739**	
Secondary	**$39,876**	
EDUCATION PROGRAMS		$31,162
Pre-K/K Classroom (Existing)	**$1,170**	
General Elementary Classroom	**$7,661**	
General Secondary Classroom	**$6,403**	
Special Education	**$3,090**	
Instructional Resource Rooms	**$1,411**	
Secondary Science Laboratory	**$2,707**	
Accessibility	**$2,465**	
Library/Media Center	$117	
Technology	$0	
Physical Education	$2,420	
Fine Arts	$3,343	
Auditorium/Theatre Arts	$375	
SUPPORT SERVICES		$9,616
Health Services	$6,100	
Food Services	$0	
Administration	$325	
Guidance	$578	
Itinerant Services	$1,521	
Teacher Planning	$1,092	
	Total Cost	$204,666



Building and Site Factors

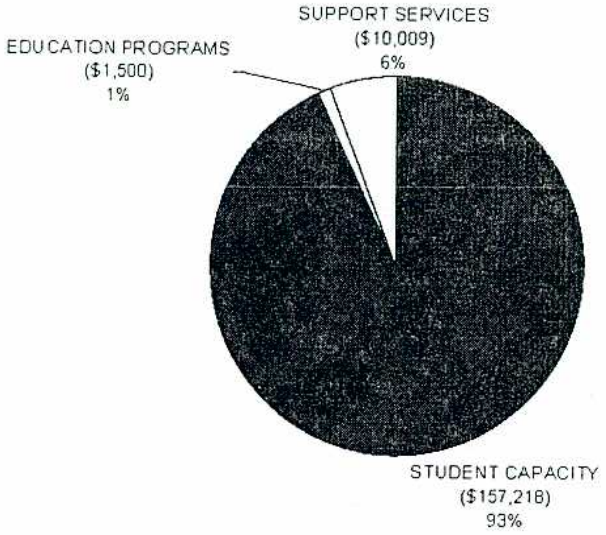


Education Programs

*Costs reported by Local School Systems in July 2004 Dollars

Howard County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

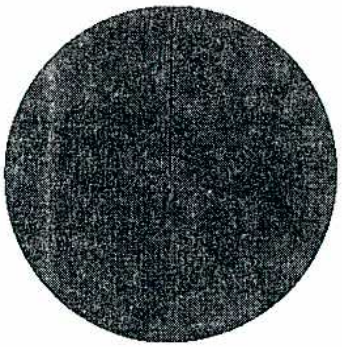
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$0
Building Systems	**$0**	
Human Comfort	**$0**	
Acoustics	**$0**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$0	
STUDENT CAPACITY		$157,218
Pre-K/Full-Day K Mandate	**$5,785**	
Other Elementary	**$83,401**	
Secondary	**$68,032**	
EDUCATION PROGRAMS		$1,500
Pre-K/K Classroom (Existing)	**$0**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$1,500**	
Special Education	**$0**	
Instructional Resource Rooms	**$0**	
Secondary Science Laboratory	**$0**	
Accessibility	**$0**	
Library/Media Center	$0	
Technology	$0	
Physical Education	$0	
Fine Arts	$0	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$10,009
Health Services	$10,009	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$0	
Teacher Planning	$0	
	Total Cost	$168,727

There are no building and site factor costs

Building and Site Factors

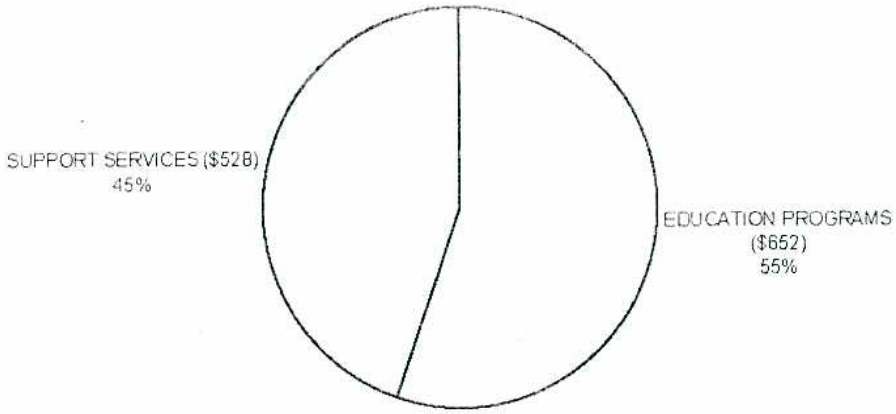


Education Programs

*Costs reported by Local School Systems in July 2004 Dollars

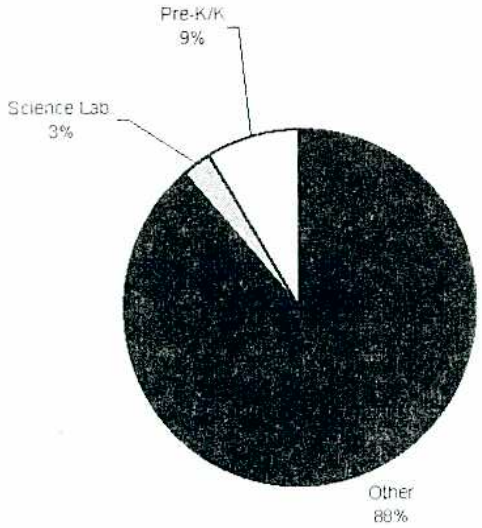
Kent County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$0
Building Systems	$0	
Human Comfort	$0	
Acoustics	$0	
Lighting	$0	
Air Quality	$0	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$0	
STUDENT CAPACITY		$0
Pre-K/Full-Day K Mandate	$0	
Other Elementary	$0	
Secondary	$0	
EDUCATION PROGRAMS		$652
Pre-K/K Classroom (Existing)	$56	
General Elementary Classroom	$0	
General Secondary Classroom	$0	
Special Education	$0	
Instructional Resource Rooms	$0	
Secondary Science Laboratory	$19	
Accessibility	$0	
Library/Media Center	$206	
Technology	$0	
Physical Education	$334	
Fine Arts	$37	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$528
Health Services	$528	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$0	
Teacher Planning	$0	
	Total Cost	$1,180

Building and Site Factors

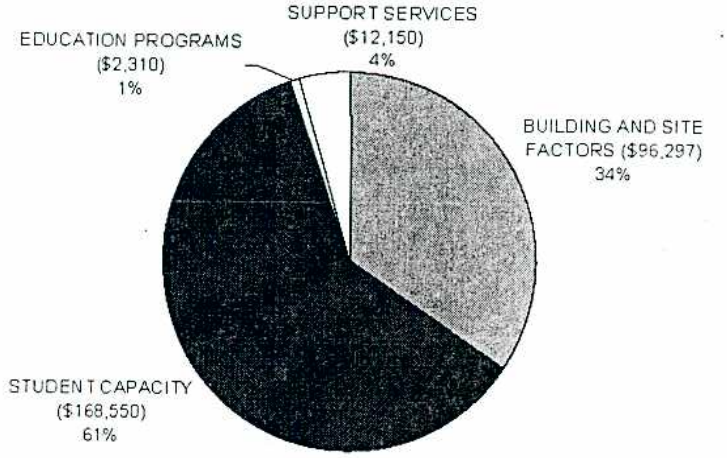


Education Programs

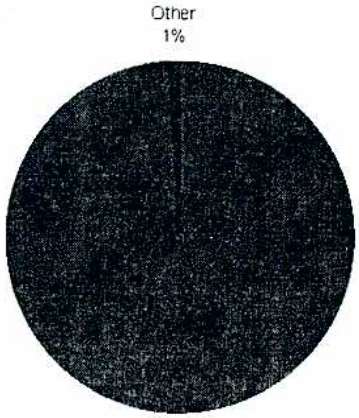
*Costs reported by Local School Systems in July 2004 Dollars

Montgomery County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$96,297
Building Systems	**$0**	
Human Comfort	**$95,300**	
Acoustics	**$0**	
Lighting	**$43**	
Air Quality	$279	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$675	
Site Layout	$0	
STUDENT CAPACITY		$168,550
Pre-K/Full-Day K Mandate	**$14,254**	
Other Elementary	**$62,865**	
Secondary	**$91,431**	
EDUCATION PROGRAMS		$2,310
Pre-K/K Classroom (Existing)	**$0**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$0**	
Special Education	**$0**	
Instructional Resource Rooms	**$0**	
Secondary Science Laboratory	**$0**	
Accessibility	**$0**	
Library/Media Center	$2,310	
Technology	$0	
Physical Education	$0	
Fine Arts	$0	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$12,150
Health Services	$12,105	
Food Services	$45	
Administration	$0	
Guidance	$0	
Itinerant Services	$0	
Teacher Planning	$0	
	Total Cost	$279,307



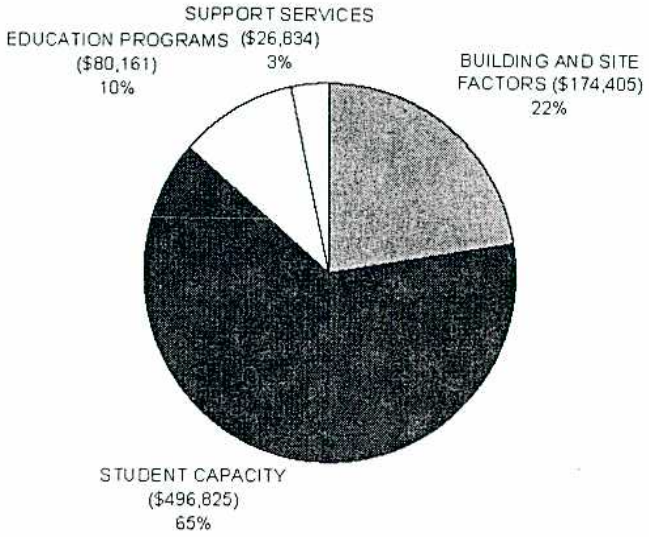
Building and Site Factors

Education Programs

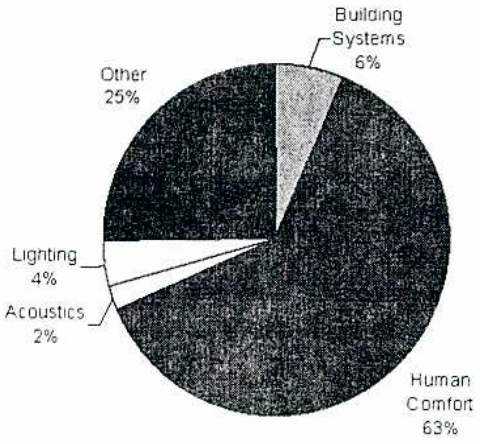
*Costs reported by Local School Systems in July 2004 Dollars

Prince George's County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

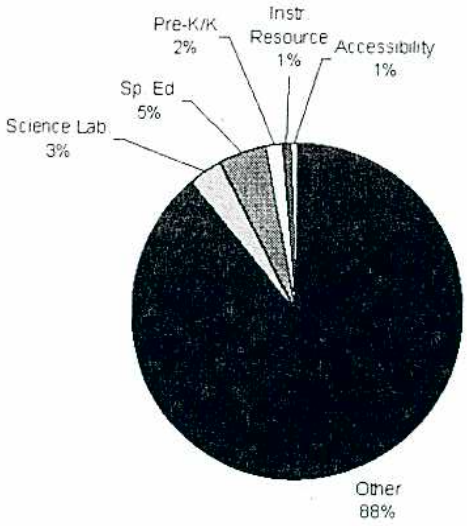
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$174,405
Building Systems	**$11,330**	
Human Comfort	**$107,977**	
Acoustics	**$3,953**	
Lighting	**$7,035**	
Air Quality	$195	
Fire Safety	$24,060	
Security	$75	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$20	
Telecommunications Systems	$19,760	
Site Layout	$0	
STUDENT CAPACITY		$496,825
Pre-K/Full-Day K Mandate	**$48,311**	
Other Elementary	**$147,864**	
Secondary	**$300,650**	
EDUCATION PROGRAMS		$80,161
Pre-K/K Classroom (Existing)	**$1,423**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$67**	
Special Education	**$3,755**	
Instructional Resource Rooms	**$570**	
Secondary Science Laboratory	**$2,597**	
Accessibility	**$448**	
Library/Media Center	$503	
Technology	$924	
Physical Education	$0	
Fine Arts	$29,074	
Auditorium/Theatre Arts	$40,800	
SUPPORT SERVICES		$26,834
Health Services	$14,431	
Food Services	$335	
Administration	$3,962	
Guidance	$302	
Itinerant Services	$3,483	
Teacher Planning	$4,321	
	Total Cost	$778,225



Building and Site Factors

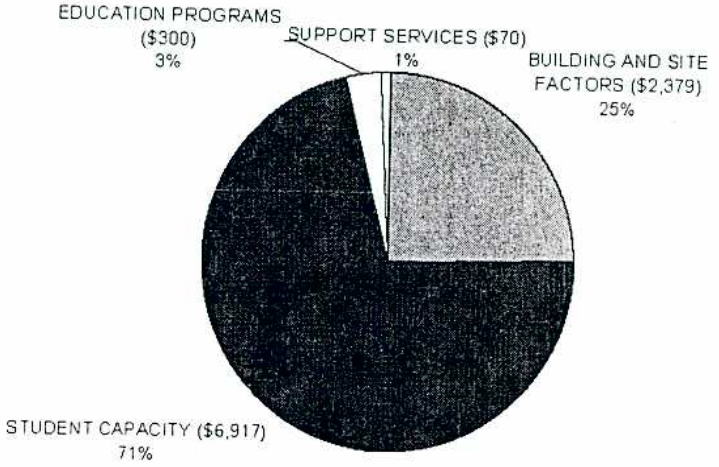


Education Programs

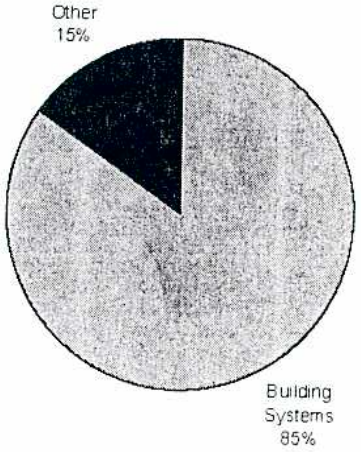
*Costs reported by Local School Systems in July 2004 Dollars

Queen Anne's Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

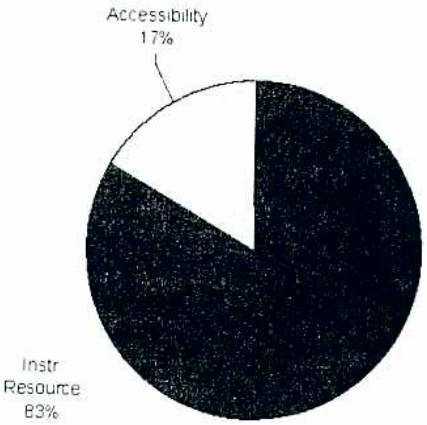
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$2,379
Building Systems	**$2,015**	
Human Comfort	**$0**	
Acoustics	**$0**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$210	
Security	$35	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$119	
Telecommunications Systems	$0	
Site Layout	$0	
STUDENT CAPACITY		$6,917
Pre-K/Full-Day K Mandate	**$788**	
Other Elementary	**$788**	
Secondary	**$5,341**	
EDUCATION PROGRAMS		$300
Pre-K/K Classroom (Existing)	**$0**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$0**	
Special Education	**$0**	
Instructional Resource Rooms	**$250**	
Secondary Science Laboratory	**$0**	
Accessibility	**$50**	
Library/Media Center	$0	
Technology	$0	
Physical Education	$0	
Fine Arts	$0	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$70
Health Services	$70	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$0	
Teacher Planning	$0	
Total Cost		$9,666



Building and Site Factors

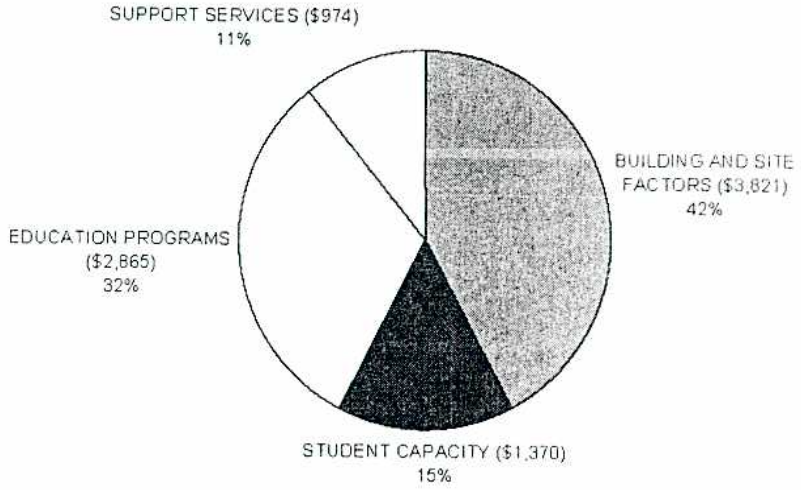


Education Programs

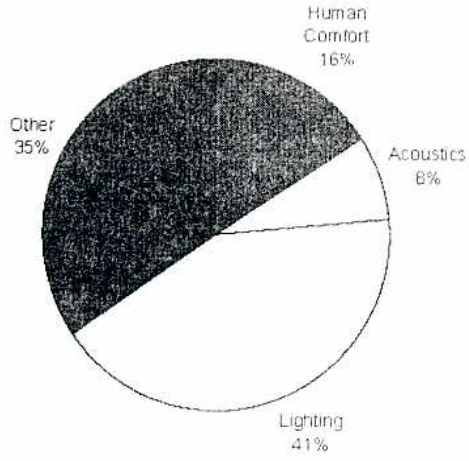
*Costs reported by Local School Systems in July 2004 Dollars

Somerset County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

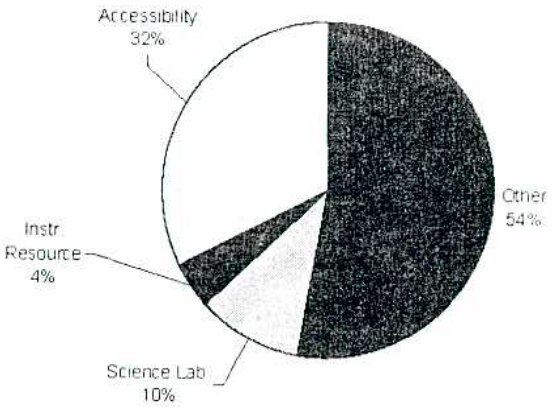
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$3,821
Building Systems	**$0**	
Human Comfort	**$600**	
Acoustics	**$307**	
Lighting	**$1,583**	
Air Quality	$800	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$130	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$401	
STUDENT CAPACITY		$1,370
Pre-K/Full-Day K Mandate	**$315**	
Other Elementary	**$1,055**	
Secondary	**$0**	
EDUCATION PROGRAMS		$2,865
Pre-K/K Classroom (Existing)	**$0**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$0**	
Special Education	**$0**	
Instructional Resource Rooms	**$126**	
Secondary Science Laboratory	**$294**	
Accessibility	**$930**	
Library/Media Center	$539	
Technology	$175	
Physical Education	$251	
Fine Arts	$550	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$974
Health Services	$561	
Food Services	$224	
Administration	$0	
Guidance	$21	
Itinerant Services	$168	
Teacher Planning	$0	
	Total Cost	$9,030



Building and Site Factors

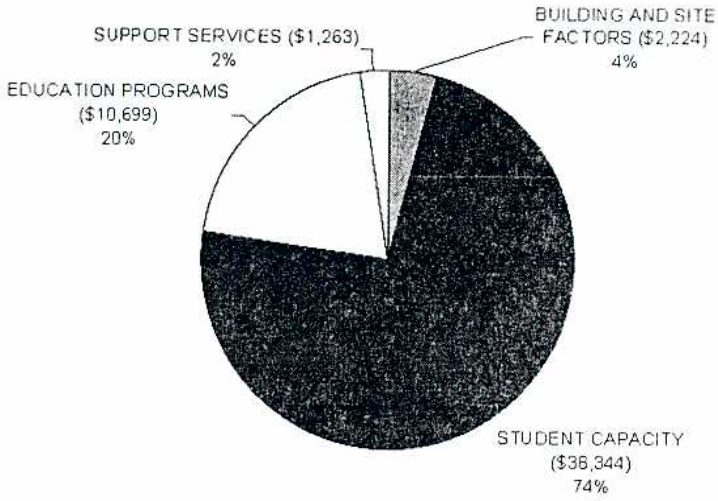


Education Programs

*Costs reported by Local School Systems in July 2004 Dollars

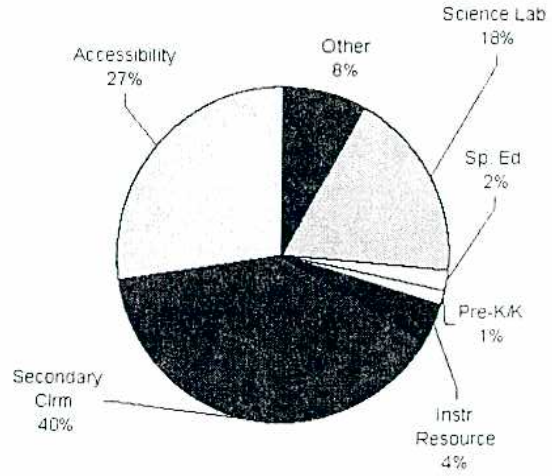
St. Mary's County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$2,224
Building Systems	**$0**	
Human Comfort	**$1,890**	
Acoustics	**$0**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$334	
STUDENT CAPACITY		$38,344
Pre-K/Full-Day K Mandate	**$5,926**	
Other Elementary	**$18,820**	
Secondary	**$13,598**	
EDUCATION PROGRAMS		$10,699
Pre-K/K Classroom (Existing)	**$156**	
General Elementary Classroom	**$0**	
General Secondary Classroom	**$4,162**	
Special Education	**$209**	
Instructional Resource Rooms	**$416**	
Secondary Science Laboratory	**$1,950**	
Accessibility	**$2,938**	
Library/Media Center	$0	
Technology	$0	
Physical Education	$0	
Fine Arts	$868	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$1,263
Health Services	$1,254	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$9	
Teacher Planning	$0	
	Total Cost	$52,530

Building and Site Factors

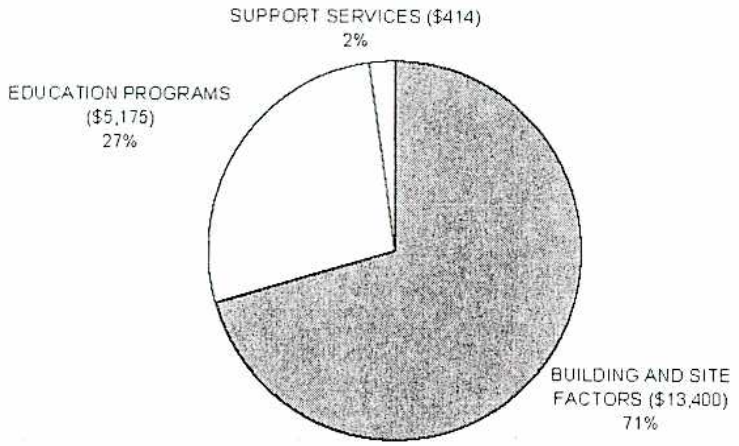


Education Programs

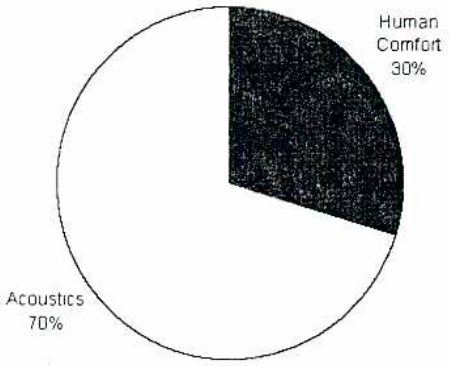
*Costs reported by Local School Systems in July 2004 Dollars

Talbot County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

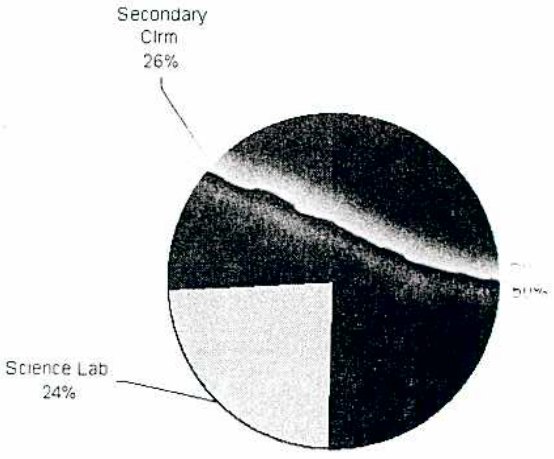
Note Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$13,400
Building Systems	**$0**	
Human Comfort	**$4,000**	
Acoustics	**$9,400**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$0	
Site I	$0	
STU		$0
Pre-K/Full-Day K Mandate	**$0**	
Other Elementary	**$0**	
Secondary	**$0**	
EDUCATION PROGRAMS		$5,175
Pre-K/K Classroom (Existing)	**$0**	
General Elementary Classroom		
General Secondary Classroom	**$1,330**	
Special Education	**$0**	
Instructional Resource Rooms	**$0**	
Secondary Science Laboratory	**$1,246**	
Accessibility	**$0**	
Library/Media Center	$254	
Technology	$0	
Physical Education	$254	
Fine Arts	$291	
Auditorium/Theatre Arts	$1,800	
SUPPORT SERVICES		$414
Health Services	$414	
Food Services	$0	
Administration	$0	
Guidance	$0	
Itinerant Services	$0	
Teacher Planning	$0	
	Total Cost	$18,989



Building and Site Factors

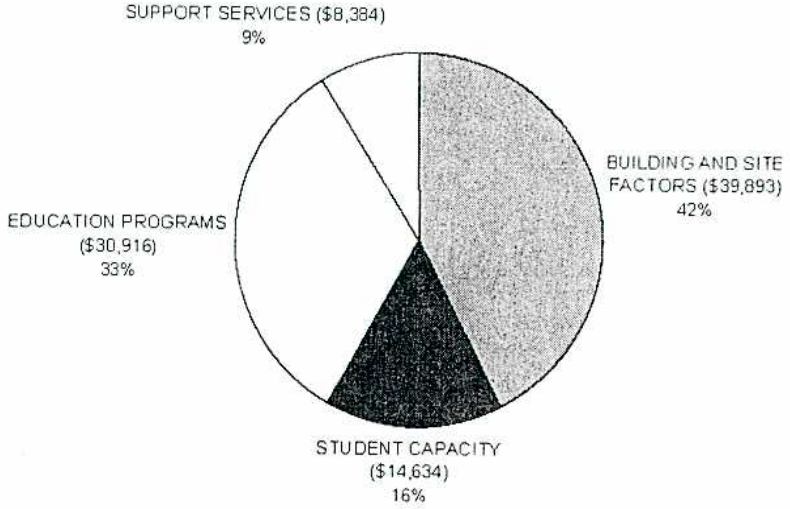


Education Programs

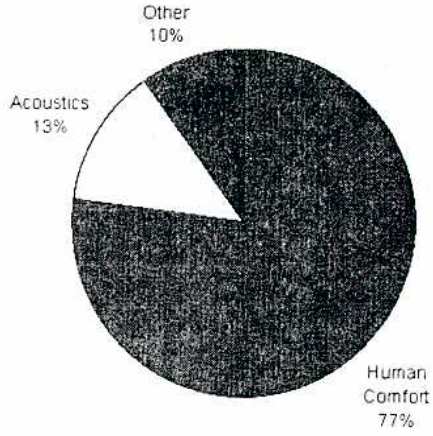
*Costs reported by Local School Systems in July 2004 Dollars

Washington County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

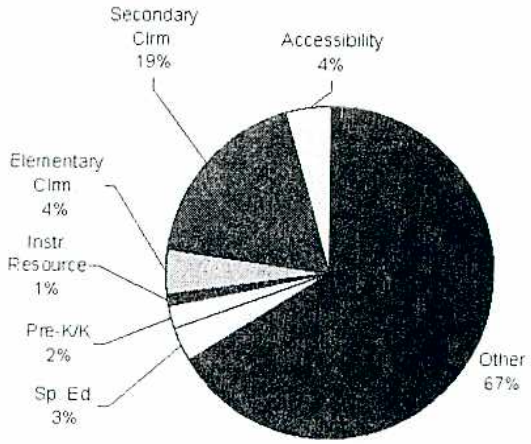
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$39,893
Building Systems	**$0**	
Human Comfort	**$30,680**	
Acoustics	**$5,198**	
Lighting	**$0**	
Air Quality	$0	
Fire Safety	$952	
Security	$0	
Potable Water	$0	
Lavatories	$0	
Communications Systems	$0	
Telecommunications Systems	$1,313	
Site Layout	$1,750	
STUDENT CAPACITY		$14,634
Pre-K/Full-Day K Mandate	**$10,298**	
Other Elementary	**$3,252**	
Secondary	**$1,084**	
EDUCATION PROGRAMS		$30,916
Pre-K/K Classroom (Existing)	**$608**	
General Elementary Classroom	**$1,389**	
General Secondary Classroom	**$5,697**	
Special Education	**$1,066**	
Instructional Resource Rooms	**$371**	
Secondary Science Laboratory	**$0**	
Accessibility	**$1,345**	
Library/Media Center	$5,846	
Technology	$0	
Physical Education	$9,645	
Fine Arts	$4,949	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$8,384
Health Services	$4,731	
Food Services	$1,658	
Administration	$262	
Guidance	$805	
Itinerant Services	$264	
Teacher Planning	$664	
	Total Cost	$93,827



Building and Site Factors

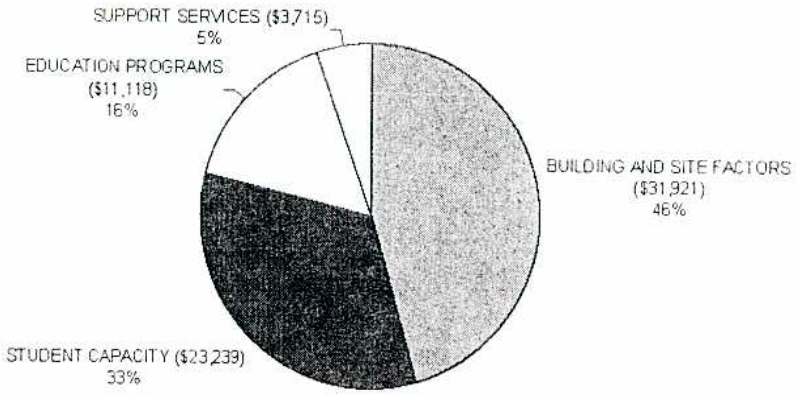


Education Programs

*Costs reported by Local School Systems in July 2004 Dollars

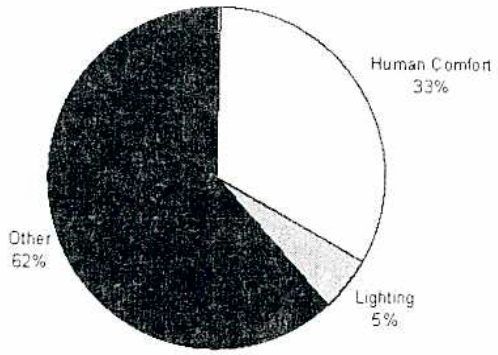
Wicomico County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)

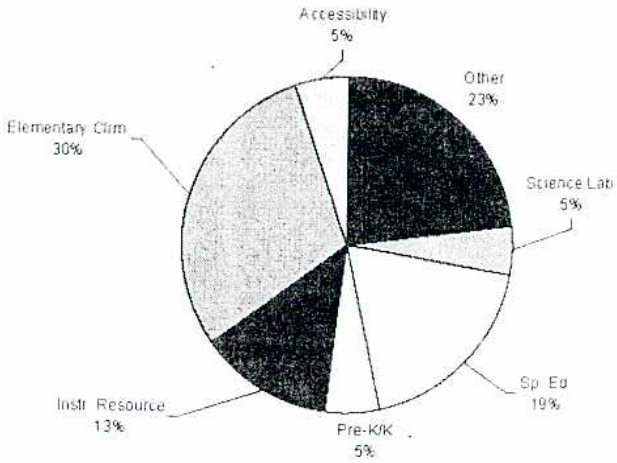


BUILDING AND SITE FACTORS		$31,921
Building Systems	**$67**	
Human Comfort	**$10,484**	
Acoustics	**$0**	
Lighting	**$1,653**	
Air Quality	$17,851	
Fire Safety	$0	
Security	$0	
Potable Water	$43	
Lavatories	$37	
Communications Systems	$0	
Telecommunications Systems	$135	
Site Layout	$1,651	
STUDENT CAPACITY		$23,239
Pre-K/Full-Day K Mandate	**$2,288**	
Other Elementary	**$3,316**	
Secondary	**$17,635**	
EDUCATION PROGRAMS		$11,118
Pre-K/K Classroom (Existing)	**$564**	
General Elementary Classroom	**$3,285**	
General Secondary Classroom	**$0**	
Special Education	**$2,118**	
Instructional Resource Rooms	**$1,476**	
Secondary Science Laboratory	**$523**	
Accessibility	**$596**	
Library/Media Center	$815	
Technology	$589	
Physical Education	$1,012	
Fine Arts	$140	
Auditorium/Theatre Arts	$0	
SUPPORT SERVICES		$3,715
Health Services	$1,593	
Food Services	$0	
Administration	$1,362	
Guidance	$301	
Itinerant Services	$309	
Teacher Planning	$150	
	Total Cost	$59,993

*Costs reported by Local School Systems in July 2004 Dollars



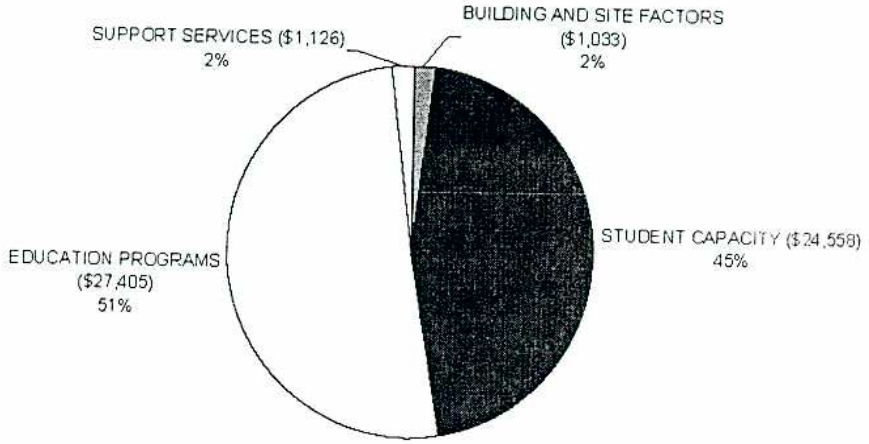
Building and Site Factors



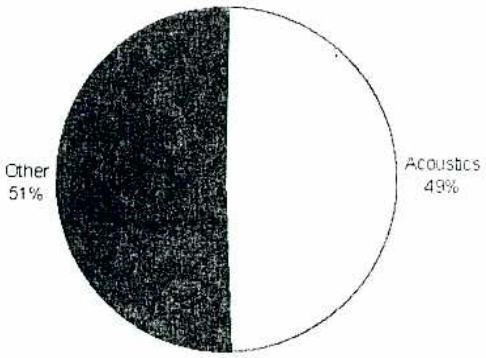
Education Programs

Worcester County Cost Estimates to Bring Facilities to Current Standards for New Construction*
Standards Grouped in Four Categories

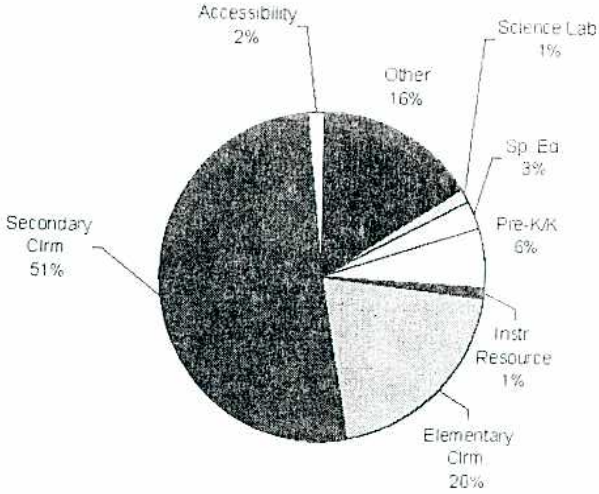
Note: Items in Bold Have Most Potential Impact on Education Programs
(000 Omitted)



BUILDING AND SITE FACTORS		$1,033
Building Systems	**$0**	
Human Comfort	**$0**	
Acoustics	**$509**	
Lighting	**$0**	
Air Quality	$481	
Fire Safety	$0	
Security	$0	
Potable Water	$0	
Lavatories	$43	
Communications Systems	$0	
Telecommunications Systems	$0	
Site Layout	$0	
STUDENT CAPACITY		$24,558
Pre-K/Full-Day K Mandate	**$4,288**	
Other Elementary	**$6,542**	
Secondary	**$13,728**	
EDUCATION PROGRAMS		$27,405
Pre-K/K Classroom (Existing)	**$1,648**	
General Elementary Classroom	**$5,526**	
General Secondary Classroom	**$14,031**	
Special Education	**$712**	
Instructional Resource Rooms	**$303**	
Secondary Science Laboratory	**$383**	
Accessibility	**$441**	
Library/Media Center	$678	
Technology	$689	
Physical Education	$128	
Fine Arts	$2,862	
Auditorium/Theatre Arts	$4	
SUPPORT SERVICES		$1,126
Health Services	$820	
Food Services	$0	
Administration	$34	
Guidance	$0	
Itinerant Services	$238	
Teacher Planning	$34	
Total Cost		$54,122



Building and Site Factors



Education Programs

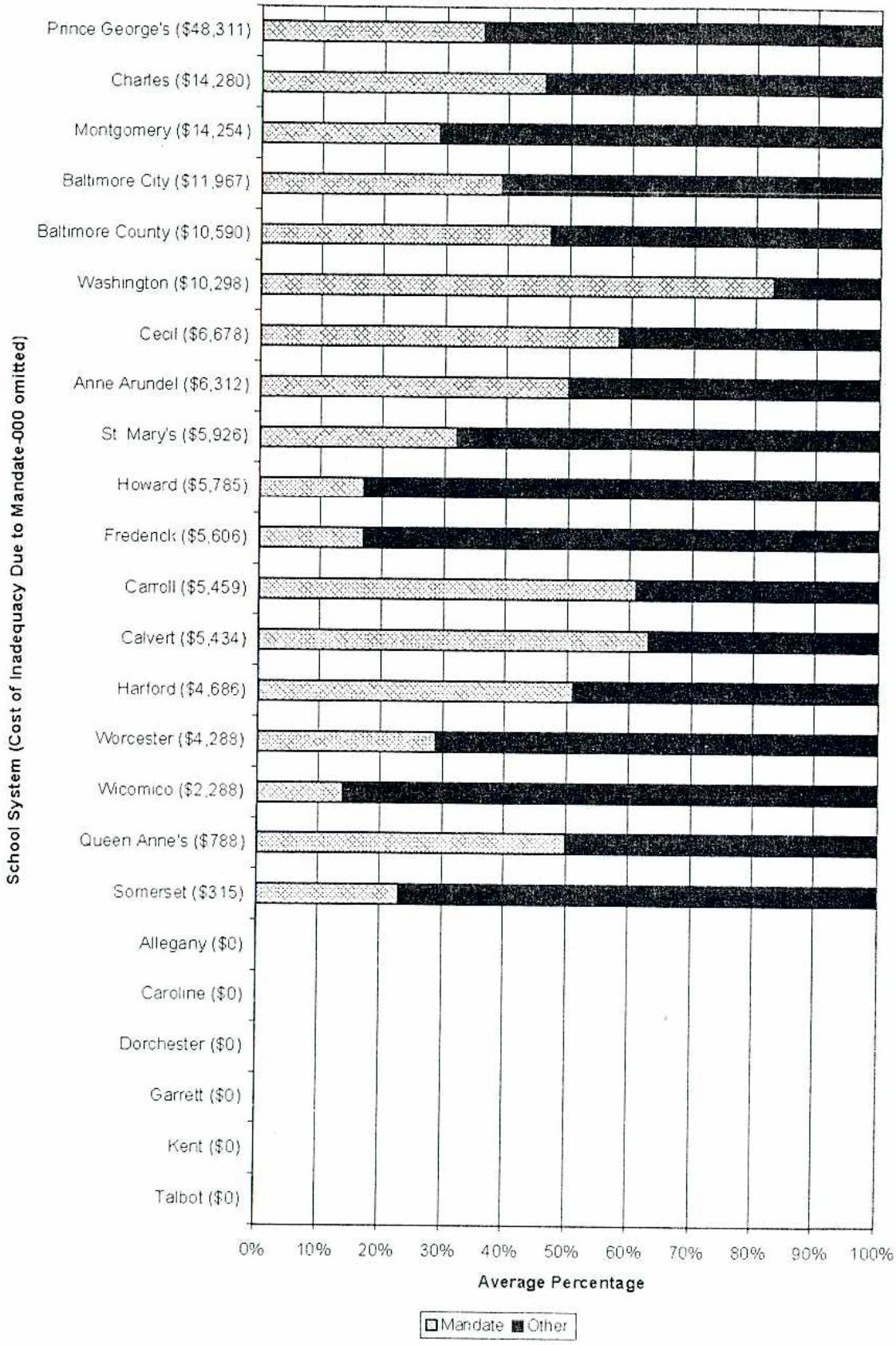
*Costs reported by Local School Systems in July 2004 Dollars

ATTACHMENT III

AVERAGE PERCENTAGE OF ELEMENTARY STUDENT CAPACITY IN ADEQUACY DUE TO PRE-K/FULL-DAY K MANDATE

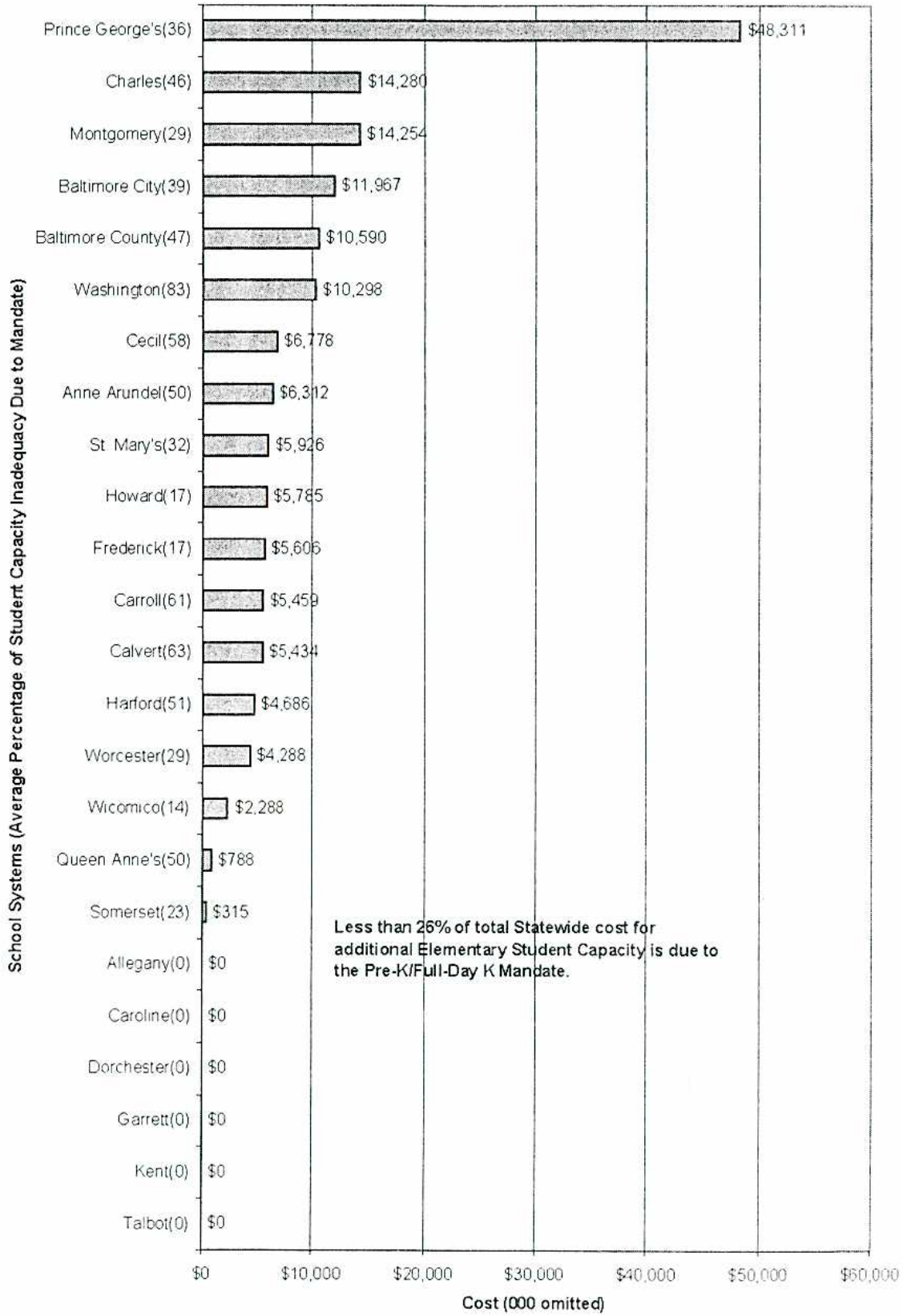
COST TO PROVIDE ADDITIONAL STUDENT CAPACITY DUE TO PRE-K/FULL-DAY K MANDATE

Average Percentage of Elementary Student Capacity Inadequacy for 2007/2008 School Year Due to the Mandate for Pre-K for Disadvantaged Children and Full-Day Kindergarten
(Ranked by Cost)



Facility Assessment Survey
Task Force to Study Public School Facilities

Cost to Provide Additional Student Capacity to Implement Pre-K/Full-Day K Mandate
Total Statewide Cost is $163,365
(000 Omitted)



Costs Reported by Local Schools Systems in July 2004 Dollars

APPENDIX 5

Criteria for Evaluating
Minimum Educational Adequacy of School Facilities*

HEALTH AND SAFETY

1. Indoor Air Quality

   For unit ventilators, the air filter has a minimum average efficiency of 25%-30% using the ASHRAE Standard 52-76. For centralized HVAC systems, the air filtration system for supply air has a minimum average efficiency of 45% or higher using the ASHRAE Standard 52-76. A local exhaust system to the outdoors is provided for fume hoods in science labs, kiln-firing areas, finishing areas in technology education labs, kitchens, laundries and welding areas.

2. Fire Safety

   The building has a functional fire alarm system to alert occupants in case of a fire. Both aural and visual devices are provided in sufficient locations. The most recent fire marshal inspection did not identify any building conditions that present an imminent safety hazard or the hazard has been corrected.

3. Building Systems, Materials or Conditions

   No building system (mechanical, electrical, plumbing, or structural), building material (e.g., asbestos, lead in paint, deteriorated carpet seams) or building condition (pervasive roof water leaks) presents an imminent health or safety hazard to students or staff.

4. Security

   There are sufficient building security provisions (e.g., outdoor lighting, number and location of entrances) to provide a relatively safe environment for students and staff.

5. Potable Water

   Potable water is available to students and staff in adequate locations.

6. Lavatories

   Lavatories are provided in sufficient locations and with sufficient fixtures to adequately support educational programs and support services.

7. Communications System

The building has a functional two-way communications system in sufficient locations to adequately communicate with staff and students especially in the case of a health or safety emergency.

EDUCATIONAL PROGRAM SUPPORT

8. Human Comfort

The American Society of Heating, Refrigerating and Air-Conditioning Engineers Standards for thermal comfort (temperature and humidity), ANSI/ASHRAE 55a-1995, can be met 90% of the time during student occupancy in spaces, excluding physical education, where learning takes place and in the health suite.

9. Acoustics

Sound originating in spaces where learning takes place and sound transmitted from adjacent spaces or outdoor sources typically does not disrupt or hinder educational activities.

10. Lighting

The Illuminating Engineering Society of North America standards for the quantity of illumination, Lighting for Educational Facilities RP-3-00, can be met in general classrooms and specialized laboratories. A minimum of 50 foot-candles are provided on horizontal work surfaces. Emergency lighting is available when normal lighting systems fail and in locations that permit an orderly egress from the building in an emergency situation.

11. Accessibility for Students, Parents/Guardians or Staff with Disabilities

The physical plant and site do not preclude students, parents/guardians or staff with disabilities from having the opportunity to participate with non-disabled individuals in any educational programs or support services.

12. Telecommunications Distribution Systems

MSDE Standards for Telecommunications Distribution Systems (February 2002) are met.

13. Student Capacity

Elementary	There are sufficient permanent classrooms to accommodate at least 95% of the enrollment for the 2002/2003 school year, based on current published local rated capacities. If there are insufficient classrooms to accommodate at least 95% of the student enrollment

	for the 2002/2003 school year, but there is available capacity in adjacent schools, based on current published local rated capacities, the student capacity of the school is adequate. There are sufficient permanent classrooms to accommodate at least 95% of the enrollment projected for the 2007/2008 school year and to fully implement pre-k programs for disadvantaged students and full-day kindergarten programs. If there are insufficient classrooms to accommodate at least 95% of the student enrollment for the 2007/2008 school year, but there is available capacity in adjacent schools, based on current published local rated capacities, the student capacity of the school is adequate.
Secondary	There are sufficient permanent instructional spaces to accommodate at least 95% of the enrollment for the 2002/2003 school year, based on current published local rated capacities. If there are insufficient instructional spaces to accommodate at least 95% of the student enrollment for the 2002/2003 school year, but there is available capacity in adjacent schools, based on current published local rated capacities, the student capacity of the school is adequate. There are sufficient permanent instructional spaces to accommodate at least 95% of the enrollment projected for the 2007/2008 school year. If there are insufficient instructional spaces to accommodate at least 95% of the student enrollment for the 2007/2008 school year, but there is available capacity in adjacent schools, based on current published local rated capacities, the student capacity of the school is adequate.

If a redistricting plan has been approved by the Board of Education or a capital project has been funded that will relieve overcrowding, the inadequacy can be considered corrected.

14. Features for Instructional Areas

Space	Feature
Pre-kindergarten Kindergarten Classroom	A minimum of 950 net square feet including a general storage, adjacent toilet room, one child height sink, and storage for student outer garments and personal items. An outdoor play area is provided in proximity to the classroom with appropriate equipment.
General Elementary Classroom	90% of classrooms are a minimum of 800 net square feet.

General Secondary Classroom	90% of classrooms are a minimum of 750 net square feet.
Special Education	Resource rooms are provided in a number that reflects the needs of the student population. At least one resource room is provided at a minimum of 250 net square feet. Classrooms and other support spaces (e.g., occupational therapy, physical therapy, home living skills, time out) are provided that meet the program requirements of the student population.
Instructional Resource Rooms	Resource rooms are provided in a number that reflects the needs of the student population (e.g., ESOL, reading, math).
Secondary Science Laboratory	Middle schools: A teacher demonstration table with sink, one student sink, and a minimum of 36 net square feet per student. High schools: Workstations for no more than a total of 28 students, one sink for every four students, an emergency eye-wash, an emergency shower (only in labs using corrosive chemicals or flammable materials), a minimum of 20 cfm of outdoor air per person for general ventilation, a fume hood in labs that use toxic or other objectionable airborne materials, a minimum of 36 net square feet per student (50 net square feet per student for a lecture/lab space), and a minimum of 2 net square feet per student seat for a separate storage area(s). Volatile, flammable and corrosive materials are housed in secure storage areas specifically designed for that purpose. Preparation rooms are provided for biology, earth science and chemistry laboratories with a minimum of 3 net square feet for each student served in the associated labs.
Library/Media Center	A minimum of 5-6 net square feet per student for a school with a capacity below 600, a minimum of 3,000 net square feet for a school with a capacity between 600 and 1,000, a minimum of 3 net square feet per student for a school with a capacity above 1,000, including space for the collections, a reference area, circulation desk, workroom for the library media staff, a seating/instructional area for a minimum of 30 students (60 students for schools with a capacity above 1,000), and a storage room.

Technology Education	High schools: provide a laboratory at a minimum of 1,800 net square feet including areas for classroom seating, small group meeting, design, research, testing, production/ fabrication, finishing and storage for materials and projects.
Physical Education	A minimum of 3,000 net square feet in a multipurpose room or separate gymnasium for elementary schools excluding a stage area. For middle schools, a minimum of 5,000 net square feet in a gymnasium excluding a stage area. For high schools, a minimum of 7,300 net square feet in a gymnasium. In elementary, middle and high schools provide, respectively, a storage room(s) of 100, 150 and 250 net square feet. In high schools, sufficient lockers and shower facilities are provided. Adequate playgrounds and play fields are provided to meet local educational program requirements. Playground surfacing and equipment meet the guidelines of the U.S. Consumer Product Safety Commission.
Fine Arts	Visual Arts: For an elementary school staffed with a > 0.5 art teacher, provide one dedicated visual arts classroom at a minimum of 900 net square feet. In a middle school provide a minimum of one dedicated visual arts classroom at a minimum of 1,000 net square feet. In high schools provide dedicated classrooms for two-dimensional art, and three-dimensional art at a minimum, respectively, of 1,100 and 1,200 net square feet. In elementary and middle school art classrooms, provide a minimum of one large work sink with hot and cold water. In high school two-dimensional and three dimensional art classrooms, provide a minimum of two large work sinks with hot and cold water. In elementary, middle and high school art classrooms provide, respectively, a storage room at a minimum of 50, 75 and 100 net square feet. Music: In an elementary school staffed with a > 0.5 music teacher, provide one dedicated music classroom at a minimum of 800 net square feet. In a middle school provide one dedicated music classroom at a minimum of 1,000 net square feet. In high schools provide dedicated classrooms for instrumental music and choral music at a minimum, respectively, of 1,100 and 875 net square feet. In high schools provide dedicated space for practice rooms. In elementary, middle and high school music classrooms provide, respectively, a storage room(s) at a minimum of 50, 100 and 250 net square feet.

Dance: In a high school staffed with a > 0.5 dance teacher, provide a dedicated or shared instructional space with appropriate flooring and a minimum of 1,000 net square feet. Provide a storage room at a minimum of 50 net square feet.

Theatre: In a high school staffed with a > 0.5 theatre teacher, provide a dedicated or shared classroom with a minimum of 750 net square feet. Provide a storage room at a minimum of 50 net square feet.

15. Features for Support Areas

Space	Feature
Health Services	Maryland School Health Services Standards – Health Facilities (COMAR 13A.05.05.10) are met. Spaces for waiting, examination and treatment, resting, storage, an accessible toilet room, a separate room for private consultation and for use as the health services professional's office, lockable cabinets for storing medical records and medications, and one sink other than the sink in the toilet room. An elementary school with a capacity of < 300, 300 to < 600, or ≥ 600 requires, respectively, a minimum of 500, 555, and 710 net square feet. A middle/high school with a capacity of < 600, 600 to < 1,200, or ≥ 1,200 requires, respectively, a minimum of 610, 715, and 840 net square feet. A room is provided for hearing screening tests that is acoustically adequate and sufficient in size.
Food Services	There is sufficient dining space to allow for the number of students, equal to the local rated capacity, to participate in the school lunch program within the timeframe required by the U.S. Department of Agriculture. The kitchen and serving areas are adequate to serve the number of students, equal to the local rated capacity, to participate in the school lunch program within the timeframe required by the U.S. Department of Agriculture.
Auditorium/ Theatre Arts	High schools: An auditorium is provided that has adequate seating, lighting and sound system to support the size of the student population and the intended educational programs. Space is provided for adequate set construction, dressing, toilet rooms and storage.

Administration	Adequate work and meeting space is provided for administrative staff.
Guidance	Adequate work and meeting space is provided that allows for confidential telephone and face-to-face conversations.
Itinerant Services	Adequate workspace is provided for itinerant services staff.
Site Layout	The layout of student drop-off, bus loading/unloading areas, parking and pedestrian routes allows students to safely enter and exit the school grounds and school building.
Teacher Planning	Adequate space is provided for teachers to plan.

* Evaluating the adequacy of instructional areas (pages 3-6) and support areas (pages 6-7) should be based on the current published local rated capacity of the building. Inadequacies resulting from over enrollment at a school should be addressed under criteria #13, Student Capacity.

* Instructional or instructional support spaces may have a deficiency of up to 5% and still meet adequacy.

* If improvements are funded in the current fiscal year to correct an inadequacy, but have not been completed, the inadequacy can be considered corrected. This does not apply to capital improvements budgeted in future fiscal years.

APPENDIX 6

Public School Construction Funding

Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland

September 18, 2003

220

Exhibit 1

State Funding of Public School Construction
General Obligation Bonds v. PAYGO

Fiscal 1989 to 2004

($ in Thousands)

Fiscal Year	General Obligation Bonds		PAYGO		Total	Four-Year % Change
1989	$53,000		$7,000		$60,000	
1990	44,000		44,000		88,000	
1991	53,000		22,000		75,000	
1992	60,000		0		60,000	
Subtotal	**$210,000**	**(74.2%)**	**$73,000**	**(25.8%)**	**$283,000**	
1993	$69,000		$0		$69,000	
1994	80,000		0		80,000	
1995	82,000		19,970		101,970	
1996	83,000		31,000		114,000	
Subtotal	**$314,000**	**(86.0%)**	**$50,970**	**(14.0%)**	**$364,970**	**29.0%**
1997	$118,000		$14,000		$132,000	
1998	122,000		19,000		141,000	
1999	129,500		88,500		218,000	
2000	90,000		165,000		255,000	
Subtotal	**$459,500**	**(61.6%)**	**$286,500**	**(38.4%)**	**$746,000**	**104.4%**
2001	$107,799		$174,100		$281,899	
2002	140,099		133,501		273,600	
2003*	135,100		5,400		140,500	
2004	103,872		2,400		106,272	
Subtotal	**$486,870**	**60.7%**	**$315,401**	**39.3%**	**$802,271**	**7.5%**
Total	**$1,470,370**	**(67.1%)**	**$725,871**	**(32.9%)**	**$2,196,241**	

* Note: The general obligation bond total for fiscal 2003 omits $89.0 million in general obligation bonds that replaced an equal amount of general fund PAYGO authorized in fiscal 1999 through 2002.

Source: Department of Legislative Services

Exhibit 2

State Funding for School Construction

Fiscal 1988 - 2004

($ in Thousands)

LEA	New State Funding FY 88 - 04	% of State Funding	% of Student Enrollment as of September 30, 1986	% of Student Enrollment as of September 30, 2002
Allegany	$27,369	1.2%	1.7%	1.2%
Anne Arundel	117,078	5.2%	9.6%	8.7%
Baltimore City	226,043	10.0%	16.1%	11.0%
Baltimore Co	215,952	9.6%	11.9%	12.4%
Calvert	66,830	3.0%	1.3%	2.0%
Caroline	22,723	1.0%	0.7%	0.6%
Carroll	90,807	4.0%	3.0%	3.3%
Cecil	61,507	2.7%	1.8%	1.9%
Charles	81,493	3.6%	2.6%	2.9%
Dorchester	19,706	0.9%	0.7%	0.5%
Frederick	138,312	6.1%	3.7%	4.5%
Garrett	13,240	0.6%	0.8%	0.6%
Harford	97,003	4.3%	4.2%	4.6%
Howard	160,146	7.1%	3.8%	5.5%
Kent	4,410	0.2%	0.4%	0.3%
Montgomery	403,343	17.9%	14.0%	16.1%
Prince George's	267,522	11.9%	15.4%	15.6%
Queen Anne's	30,264	1.3%	0.7%	0.8%
St. Mary's	79,973	3.5%	1.7%	1.8%
Somerset	6,083	0.3%	0.5%	0.3%
Talbot	14,840	0.7%	0.6%	0.5%
Washington	43,527	1.9%	2.6%	2.3%
Wicomico	40,174	1.8%	1.7%	1.6%
Worcester	13,398	0.6%	0.8%	0.8%
State Projects	1,190	0.1%		
Statewide Contingency Account	10,909	0.5%		
Total	**$2,253,841**	**100.0%**		

Note: The new State funding includes funding for the Technology in Maryland Schools (TIMS) Program. However, it does not include funding for the Qualified Zone Academy Bond Program (QZABs) and the Aging Schools Program.

Source: Public School Construction Program

Prepared by: Department of Legislative Services, September 2003

Exhibit 3

Public School Construction Allocations by FTES

Fiscal 1988 - 2003

LEA	FY 88 - 95 Average Annual State Funding Per FTES	FY 96 - 04 Average Annual State Funding Per FTES
Allegany	$135.34	$190.37
Anne Arundel	67.03	144.80
Baltimore City	71.79	205.67
Baltimore Co	59.44	210.24
Calvert	302.68	336.40
Caroline	39.87	479.81
Carroll	179.92	271.33
Cecil	317.26	267.47
Charles	211.02	288.62
Dorchester	46.00	449.67
Frederick	201.03	331.71
Garrett	118.73	192.90
Harford	159.25	184.47
Howard	237.98	326.57
Kent	66.67	152.17
Montgomery	144.80	293.51
Prince George's	66.16	209.86
Queen Anne's	127.84	440.38
St. Mary's	130.22	565.09
Somerset	42.91	188.25
Talbot	133.43	288.66
Washington	116.58	170.00
Wicomico	103.76	283.05
Worcester	29.03	218.62
Total	**$115.78**	**$249.12**

Note: State funding includes funding for the Technology in Maryland Schools (TIMS) Program. However, it does not include funding for the Qualified Zone Academy Bond Program (QZABs) and the Aging Schools Program.

Source: Public School Construction Program

Prepared by the Department of Legislative Services, September 2003

Exhibit 4

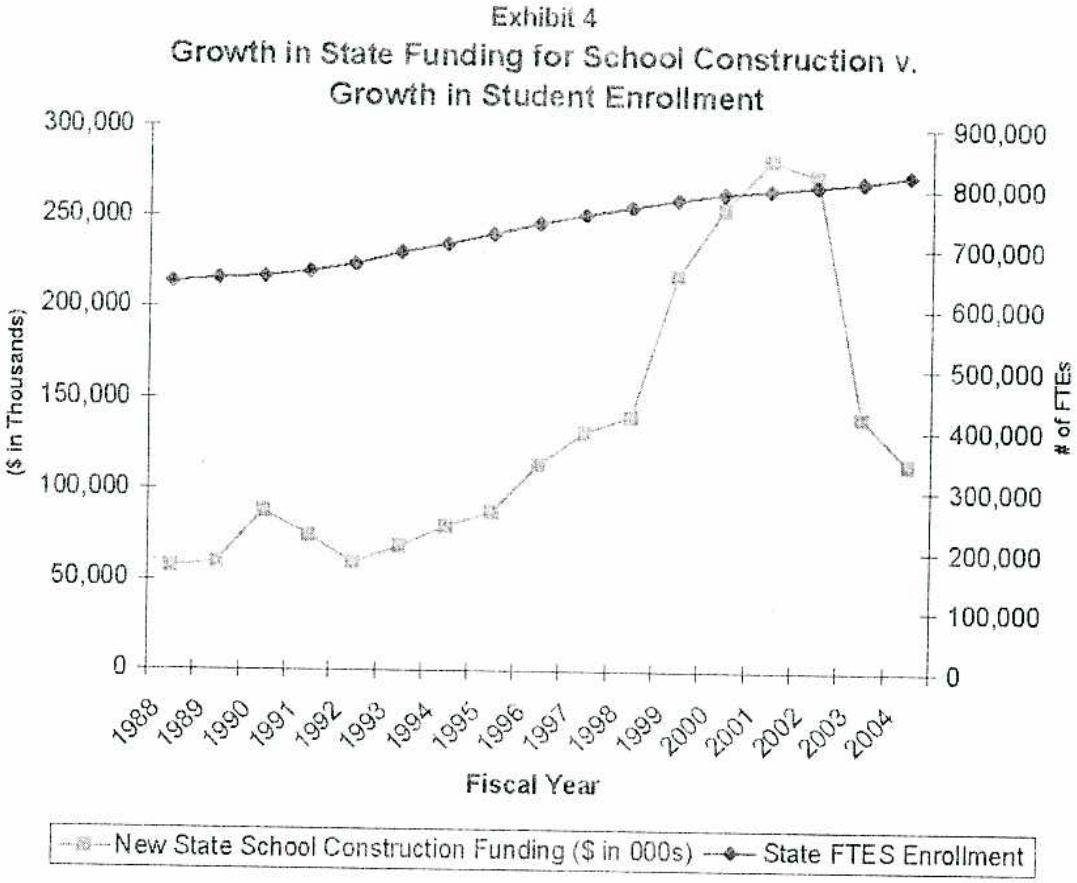

Growth in State Funding for School Construction v.
Growth in Student Enrollment
($ in Thousands)
300,000
250,000
200,000
150,000
100,000
50,000
0
900,000
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
0
# of FTEs
1988
1989
1990
1991
1992
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
Fiscal Year
New State School Construction Funding ($ in 000s)
State FTES Enrollment

Exhibit 5
Public School Construction Program
Fiscal 1988 - 2004 Requests
($ in Thousands)

LEA	FY 88 - 95 Total State Funding	% of FY 88 - 95 Request Funded	FY 96 - 04 Total State Funding	% of FY 96 - 04 Request Funded
Allegany	$11,499	92.6%	$17,897	85.8%
Anne Arundel	33,713	35.5%	91,918	75.7%
Baltimore City	58,088	82.5%	176,715	65.7%
Baltimore Co	38,746	56.0%	186,368	65.9%
Calvert	23,776	75.0%	43,382	64.8%
Caroline	1,433	23.3%	22,377	73.7%
Carroll	29,683	64.6%	62,963	43.0%
Cecil	30,792	79.5%	34,597	65.1%
Charles	30,393	47.2%	54,694	56.0%
Dorchester	1,697	59.7%	18,699	81.9%
Frederick	$41,404	67.5%	101,295	40.0%
Garrett	4,788	100.1%	8,452	88.4%
Harford	37,722	86.9%	60,491	76.3%
Howard	55,767	23.0%	119,155	32.4%
Kent	1,286	81.1%	3,524	91.2%
Montgomery	114,108	17.0%	317,200	65.3%
Prince George's	54,856	59.6%	230,946	74.5%
Queen Anne's	5,246	50.4%	25,139	68.0%
St. Mary's	11,928	72.6%	69,901	61.5%
Somerset	1,068	73.7%	5,030	100.0%
Talbot	4,067	86.4%	10,773	92.1%
Washington	15,990	45.2%	28,737	77.8%
Wicomico	9,730	78.3%	33,314	49.1%
Worcester	1,293	59.5%	12,616	39.5%
State Projects	790			
Statewide Contingency Account	5,325		5,316	
Total	**$626,989**	**38.3%**	**$1,741,499**	**59.5%**

Note: The total State funding includes funding for the Technology in Maryland Schools (TIMS) Program. However, it does not include funding for the Qualified Zone Academy Bond Program (QZABs) and the Aging Schools Program.

Prepared by the Department of Legislative Services, September 2003

Exhibit 6

Local Government Revenues to School Construction Funding

($ in Thousands)

Jurisdiction	FY 88 - 95	FY 96-02
Allegany	$10,960	$13,987
Anne Arundel	126,413	313,197
Baltimore City	43,167	153,246
Baltimore County	140,457	419,256
Calvert	49,458	35,079
Caroline	4,668	11,603
Carroll	51,282	122,199
Cecil	21,274	51,473
Charles	63,915	54,185
Dorchester	3,012	9,691
Frederick	89,475	181,950
Garrett	2,637	3,693
Harford	43,406	91,488
Howard	176,397	197,542
Kent	1,552	3,053
Montgomery	572,530	613,327
Prince George's	190,356	294,074
Queen Anne's	14,152	50,529
St. Mary's	20,986	78,302
Somerset	482	2,600
Talbot	12,036	20,247
Washington	35,799	32,767
Wicomico	14,962	44,303
Worcester	5,020	31,131
Total	$1,694,397	$2,828,923

Note: Local government revenues consist of local appropriations for school construction, earnings on investments, rental income, sale of equipment, net insurance recovery, proceeds from bond sales, loans, transfers of funds between or within local education agencies, and other miscellaneous revenue.

Source: Data for school years from 1987-1988 through 1997-1998 were compiled from Table 4 *Revenue from All Sources for School Construction: Maryland Public Schools* of the Maryland State Department of Education's *Selected Financial Data Maryland Public Schools Part 1 - Revenue, Wealth & Effort*. Data for school years 1998-1999 through 2000-2001 were compiled from Table III *Analyses of County Accounts with Boards of Education, Boards of Trustees for Community Colleges, and Library Boards* of the Department of Legislative Services' *Local Government Finances in Maryland*.

Exhibit 7

Fiscal 2005-2008 Capital Improvement Program
Public School Construction Program

($ in Thousands)

	FY 05	FY 06	FY 07	FY 08	Total
GO Bonds	$97,600	$97,600	$97,600	$97,600	$390,400
General Funds	0	200	0	200	400
Special Funds	2,400	2,400	2,400	2,400	9,600
Total:	**$100,000**	**$100,200**	**$100,000**	**$100,200**	**$400,400**

Note: General fund allocations support the relocatable classrooms program. Special funds are received from the Maryland Stadium Authority.

Source: Department of Budget and Management

Prepared by: Department of Legislative Services, September 2003

APPENDIX 7

State/Local Shared Cost Formula

Presentation to the

Task Force to Study Public School Facilities

Department of Legislative Services
Office of Policy Analysis
Annapolis, Maryland

December 18, 2003

State/Local Shared Cost Formula

Background

The State established a State and local shared cost program in 1988 at the recommendation of the Task Force on School Construction. The task force recommended that the program be wealth-equalized, with the State paying a greater share of public school construction costs for less wealthy counties. The plan was approved and implemented by the Board of Public Works, and the initial shared cost formula was in place from fiscal 1989 to 1994.

The 1993 Governor's Task Force on School Construction recommended that the shared cost formula be updated to reflect more recent wealth estimates. Using projections of wealth and enrollment, the State share of the current expense program[1] for each county was estimated for fiscal 1997 to 1999. The projected average State share during the three years was computed and used to set State shares in the formula. State shares for the school construction formula were rounded to the next higher 5 percent increment, and a minimum State share floor was set at 50 percent. The new shared cost formula was implemented in fiscal 1995 and, with two exceptions, has not changed since then. In response to separate court cases, the Baltimore City and Prince George's County State shares have been increased through the enactment of State legislation. The current State/local shared cost formula is shown in **Exhibit 1**.

Exhibit 1
State/Local Shared Cost Formula for Public School Construction

50/50	55/45	65/35	70/30	75/25	80/20	90/10
A.A.	Calvert	Carroll	Cecil	Allegany	Somerset	Balt. City*
Baltimore	Q.A.	Charles	Dorch.	Caroline		
Howard		Frederick	Garrett	P.G.**		
Kent		Harford	St. Mary's			
Mont.		Wash.	Wicomico			
Talbot						
Worcester						

* The 90 percent State match exists through fiscal 2005 and only applies to the first $20 million in State funding provided to Baltimore City. State funding in excess of $20 million has a 75/25 State/local match. After fiscal 2005, the State share for Baltimore City reverts to 75 percent.
** The 75 percent State match exists through fiscal 2007 and only applies to the first $35 million in State funding provided to Prince George's County. State funding in excess of $35 million has a 65/35 State/local match. After fiscal 2007, the State share for Prince George's County reverts to 60 percent.

Source: Department of Legislative Services

[1] Now known as the foundation program.

Local Involvement in School Construction

The goal of the shared cost formula is to ensure equity across jurisdictions in the quality of school facilities by providing a greater State share of school construction costs to low-wealth jurisdictions and a lower State share to high-wealth counties. In effect, the goal is to provide a State share that would require every county to make roughly the same local effort in order to meet the same facilities standards.

The current shared cost formula has not prevented disparity in the resources each jurisdiction devotes to public school construction. **Exhibit 2** shows school construction debt as a percent of local wealth for each jurisdiction in fiscal 2001.[2] The percent ranges from 0.1 percent in Kent County to 2.3 percent in neighboring Queen Anne's County. The exhibit also calculates an "effort index"[3] for each jurisdiction by comparing the local percentage to the statewide weighted average. Index values range from 2.59 to 0.13.

Local support for school construction might also be viewed in the context of the other local needs each jurisdiction must meet. The percentage of total county debt that can be attributed to school construction is shown in **Exhibit 3**. Again, the exhibit shows wide variation, ranging from 7.0 percent in Kent County to 63.5 percent in Talbot County. School construction needs obviously comprise a considerable portion of total capital investment in some jurisdictions, while different priorities account for most of the capital spending in others.

The School Facilities Survey attempted to identify and quantify the school facility needs of each local school system, and using these data, the equity of the shared cost formula can be further analyzed. **Exhibit 4** estimates the debt each county would have to incur under the existing State/local shared cost formula in order to meet the needs identified in the survey as having the highest potential to impact educational delivery. This amount is then added to outstanding school construction debt, and the sum is compared to the local wealth calculation that will be used to determine fiscal 2005 State education aid allocations. The analysis shows that local school construction debt as a percent of local wealth would have to average 1.3 percent statewide to meet the high impact needs, nearly 50 percent more than the percentage in fiscal 2001. However, these needs would presumably be met over time, meaning that some of the debt will be retired and that the remaining debt will comprise a lower percentage of an increasing wealth base.

The index calculated for Exhibit 2 is also updated in Exhibit 4 to include the local contribution necessary to meet the high impact needs. A jurisdiction's index value is influenced by both its outstanding school construction debt (presumably, needs that have already been met) and its remaining needs, as measured by the School Facilities Survey. The values on this index contract somewhat compared to those in Exhibit 2, with a maximum of 1.67 and a minimum of 0.08. Several jurisdictions with high effort scores on the original index, however, have

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[2] Debt as a percent of wealth base should not be viewed as a "tax rate" for school construction since school construction debt is financed over 15 or 20 years.

[3] The index is not intended to suggest what the proper local effort is. The index simply makes it easier to view differences in local support for school construction.

significant remaining needs and would have to continue strong local support for school construction.

Exhibit 2
Local Debt for School Construction
Fiscal 2001
($ in Thousands)

County	FY02 Wealth*	FY01 School Construction Debt**	School Construction Debt as % of Wealth	Effort Index
Allegany	$1,593,675	$13,900	0.872%	0.96
Anne Arundel	22,740,066	137,474	0.605%	0.67
Baltimore City	13,397,785	94,160	0.703%	0.78
Baltimore	31,040,655	104,432	0.336%	0.37
Calvert	3,719,156	19,194	0.516%	0.57
Caroline	799,585	11,530	1.442%	1.59
Carroll	6,057,753	79,406	1.311%	1.45
Cecil	2,991,478	35,195	1.177%	1.30
Charles	4,800,206	31,557	0.657%	0.73
Dorchester	931,179	7,262	0.780%	0.86
Frederick	8,267,102	146,719	1.775%	1.96
Garrett	1,043,274	2,109	0.202%	0.22
Harford	8,471,266	62,695	0.740%	0.82
Howard	13,767,359	197,386	1.434%	1.58
Kent	802,760	929	0.116%	0.13
Montgomery	53,697,288	629,326	1.172%	1.29
Prince George's	26,124,246	185,037	0.708%	0.78
Queen Anne's	1,916,965	44,962	2.345%	2.59
St. Mary's	3,136,032	52,007	1.658%	1.83
Somerset	455,594	1,754	0.385%	0.43
Talbot	2,130,144	12,809	0.601%	0.66
Washington	4,208,704	35,869	0.852%	0.94
Wicomico	2,501,382	44,425	1.776%	1.96
Worcester	3,188,506	22,521	0.706%	0.78
Total:	$217,782,160	$1,972,655	0.906%	1.00

* Equals wealth base used in fiscal 2002 education aid calculations.
** Source: Department of Legislative Services; 2002 survey of local governments

Exhibit 3
Total Local Debt and Debt for Local School Construction
Fiscal 2001
($ in Thousands)

County	FY01 Total Capital Debt	FY01 School Construction Debt	Percent of Total Debt
Allegany	$53,384	$13,900	26.0%
Anne Arundel	659,063	137,474	20.9%
Baltimore City*	1,334,545	119,160	8.9%
Baltimore	869,951	104,432	12.0%
Calvert	60,261	19,194	31.9%
Caroline	28,595	11,530	40.3%
Carroll	225,828	79,406	35.2%
Cecil	63,709	35,195	55.2%
Charles	111,535	31,557	28.3%
Dorchester	23,248	7,262	31.2%
Frederick	320,263	146,719	45.8%
Garrett	21,269	2,109	9.9%
Harford	269,007	62,695	23.3%
Howard	652,455	197,386	30.3%
Kent	13,184	929	7.0%
Montgomery	[illegible]154	629,326	20.5%
Prince George's	1,730,841	185,037	10.7%
Queen Anne's	74,608	[illegible]962	60.3%
St. Mary's	119,482	52,00[illegible]	43.5%
Somerset	17,479	1,754	10.0%
Talbot	20,172	12,809	[illegible]
Washington	153,541	35,869	23.4%
Wicomico	78,903	44,425	56.3%
Worcester	58,554	22,521	38.5%
Total:	**$10,036,330**	**$1,997,655**	**19.9%**

*The Baltimore City numbers include $25 million of school construction debt attributable to the Baltimore City Public School System.
Source: Department of Legislative Services

Exhibit 4
Estimated Local Effort to Meet High Impact Needs
($ in Thousands)

County	High Impact Need*	Current Local Share	Est. Local Share of High Impact Costs**	Outstanding Debt	Local Share of Costs Plus Debt	Percent of FY05 Wealth	Index
Allegany	$43,666	25%	$15,829	13,900	$29,729	1.666%	1.24
Anne Arundel	263,385	50%	151,446	137,474	288,920	1.089%	0.81
Baltimore City	400,805	10%	94,189	119,160	213,349	1.543%	1.15
Baltimore	222,954	50%	128,199	104,432	232,631	0.706%	0.53
Calvert	99,552	45%	53,011	19,194	72,205	1.644%	1.23
Caroline	3,316	25%	1,202	11,530	12,732	1.407%	1.05
Carroll	114,887	35%	51,412	79,406	130,818	1.829%	1.37
Cecil	32,006	30%	12,962	35,195	48,158	1.376%	1.03
Charles	175,647	35%	78,602	31,557	110,159	1.882%	1.41
Dorchester	23,707	30%	9,601	7,262	16,864	1.588%	1.19
Frederick	138,925	35%	62,169	146,719	208,887	2.121%	1.58
Garrett	13,507	30%	5,470	2,109	7,580	0.608%	0.45
Harford	123,322	35%	55,187	62,695	117,882	1.212%	0.91
Howard	158,718	50%	91,263	197,386	288,649	1.793%	1.34
Kent	75	50%	43	929	973	0.109%	0.08
Montgomery	263,893	50%	151,738	629,326	781,064	1.283%	0.96
Prince George's	635,980	25%	230,543	185,037	415,579	1.436%	1.07
Queen Anne's	9,232	45%	4,916	44,962	49,878	2.103%	1.57
St. Mary's	50,065	30%	20,276	52,007	72,283	1.955%	1.46
Somerset	5,210	20%	1,667	1,754	3,421	0.676%	0.51
Talbot	15,976	50%	9,186	12,809	21,995	0.892%	0.67
Washington	60,988	35%	27,292	35,869	63,161	1.306%	0.98
Wicomico	44,005	30%	17,822	44,425	62,247	2.216%	1.66
Worcester	48,111	50%	27,666	22,521	50,185	1.218%	0.91
Total	**$2,947,932**		**$1,301,6**	**$1,997,655**	**$3,299,346**	**1.339%**	**1.00**
Estimated State share of high impact costs:			**$1,646,7**				

* Source: School Facilities Survey

** Equals 15 percent of needs (the estimated ineligible cost percentag plus lo l share times 85 percent of needs.

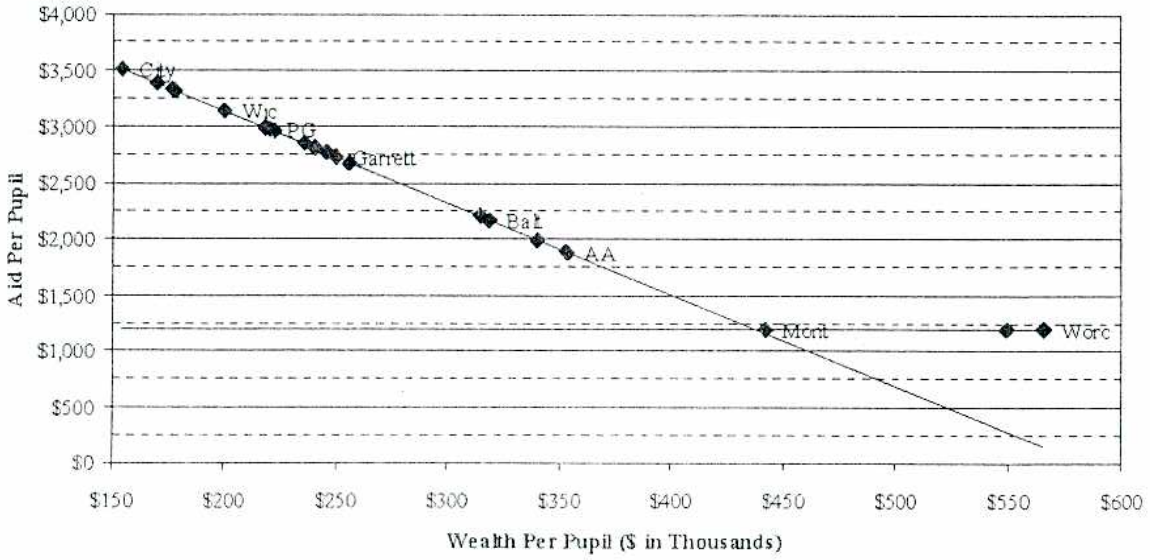
Note: The table assumes that the enhanced State shares for Baltimo ity and u e George's County (90 and 75 percent respectively) apply to all State school construction funding.

Options for Updating and Adjusting the State/Local Shared Cost Formula

The Foundation Program

The foundation program ensures a minimum level of funding per pupil ($4,766 in fiscal 2004) in every school system and calculates the State and local shares of this amount using a formula. The formula calculates a uniform local contribution rate (essentially a tax rate) that makes up approximately 50 percent of full program cost, and the rate is applied to all jurisdictions to determine a local share of the program. The State then pays the amount of the full program that is not covered by the local share. Through the formula, the State provides a greater share of the per pupil amount in low wealth jurisdictions and a lower share in more wealthy jurisdictions. However, there is also a minimum level of per pupil aid that the State must provide regardless of local wealth ($1,192 in fiscal 2004). **Exhibit 5** illustrates the way the program works; each diamond on the graph represents a local jurisdiction.

Exhibit 5
The Foundation Program
Fiscal 2004



Source: Department of Legislative Services

As shown in the exhibit, the program differentiates between low-wealth and high-wealth counties and therefore could be used to update the existing State/local shared cost formula. The percentage of the per pupil foundation amount each local school board is receiving in fiscal 2004 and estimates for the next five fiscal years are shown in **Exhibit 6**.

Exhibit 6
Actual and Projected Percentage of Per Pupil Foundation Amount Paid by State
Fiscal 2004 to 2009

County	Actual FY04	Est. FY05	Est. FY06	Est. FY07	Est. FY08	Est. FY09	Current State Share
Baltimore City	73.6%	73.6%	73.8%	74.0%	74.3%	74.6%	90/75%
Caroline	71.0%	70.1%	69.6%	69.3%	68.9%	68.7%	75%
Somerset	69.8%	69.8%	70.0%	70.2%	70.4%	70.4%	80%
Allegany	69.6%	69.6%	69.9%	70.2%	70.4%	70.6%	75%
Wicomico	65.8%	65.6%	65.4%	65.5%	65.7%	65.9%	70%
Cecil	62.7%	62.4%	62.1%	61.7%	61.5%	61.4%	70%
Prince George's	62.3%	62.9%	63.4%	63.9%	64.2%	64.7%	75/65/60%
Dorchester	62.0%	61.8%	61.7%	61.3%	61.1%	61.0%	70%
Charles	59.8%	59.7%	59.6%	59.6%	59.5%	59.6%	65%
St. Mary's	59.7%	59.7%	59.8%	59.1%	58.5%	58.0%	70%
Washington	58.9%	58.4%	57.6%	57.0%	56.6%	56.2%	65%
Harford	58.0%	57.2%	56.4%	55.5%	54.7%	53.8%	65%
Carroll	57.3%	56.8%	56.2%	55.5%	54.7%	54.2%	65%
Calvert	57.2%	57.3%	57.4%	57.5%	57.6%	57.2%	55%
Garrett	57.2%	56.1%	55.2%	53.9%	52.7%	51.7%	70%
Frederick	56.1%	55.4%	54.7%	54.1%	53.6%	53.4%	65%
Queen Anne's	46.2%	45.8%	45.5%	45.1%	44.1%	43.7%	55%
Baltimore	45.4%	45.4%	45.4%	45.4%	45.4%	45.3%	50%
Howard	41.8%	41.5%	41.0%	40.5%	40.0%	39.7%	50%
Anne Arundel	39.6%	38.6%	37.7%	36.7%	36.2%	35.7%	50%
Kent	39.5%	39.2%	38.2%	37.5%	35.4%	33.4%	50%
Montgomery	25.0%	25.0%	25.4%	25.9%	26.5%	27.3%	50%
Talbot	25.0%	24.0%	22.0%	19.0%	15.0%	15.0%	50%
Worcester	25.0%	24.0%	22.0%	19.0%	15.0%	15.0%	50%
State	**50.9%**	**50.6%**	**50.5%**	**50.3%**	**50.2%**	**50.2%**	--

If a decision is made to recommend that the shared cost formula be updated, the foundation program could be used to determine State and local shares. If the foundation program is used to identify cost shares, some additional decisions should also be considered.

- Should actual numbers (from fiscal 2004 or 2005 aid calculations) or estimates of future aid numbers be used to determine State and local shares?

- Should the technique of rounding to the next higher 5 percent increment be maintained?

- Should the 50 percent floor be maintained? If so, should similar adjustments be made for low-wealth jurisdictions at the other end of the scale?

- What should be done with the special cost shares for Baltimore City and Prince George's County?

The impact of some of these considerations are shown in **Options 1 through 3** in the Appendix.

The Guaranteed Tax Base Program

The Guaranteed Tax Base (GTB) program is a new formula that was established in the Bridge to Excellence in Public Schools Act of 2002. It is scheduled to begin in fiscal 2005 and will provide additional State aid to low-wealth jurisdictions based on local wealth and local effort towards education operating expenditures. The program can be viewed as an add-on to the foundation program for the counties that qualify. The additional per pupil aid from the GTB program (assuming it was implemented in fiscal 2004) could be added to per pupil foundation aid to calculate a higher State share for counties that qualify for the GTB program. An example of how this might work is shown in **Option 4**.

Adjusting State/Local Shared Cost Formula for Certain Schools or School Systems, as Proposed in the Task Force Charge

The legislation proposed by this task force last session, which was enacted as Chapter 388 of the Acts of 2003, expanded the charge of the task force to include an examination of whether the State should provide a greater share of eligible school construction costs for: (1) schools where 50 percent or more of the students are eligible for free and reduced price meals; (2) small schools constructed or renovated in priority funding areas; and (3) schools in qualified distressed counties (i.e., "One Maryland" counties). These categories of schools are discussed individually below.

Schools with High Proportions of At-risk Students

There are reasons the State might consider providing a greater share of the costs for schools that have large populations of students eligible for free and reduced price meals. First, local school systems would receive an incentive to prioritize improvements to these schools. Second, local school systems could consider more expensive improvements at these schools, including improvements that impact the educational programs. There are approximately 370 Title I schools in Maryland (27 percent of all Maryland public schools). The task force could recommend that projects to improve these schools receive a greater State share.

A second option would involve making adjustments for at-risk students at the school system level rather than the school level. For example, jurisdictions that enroll free and reduced price meal students in proportions greater than the State average could receive add-ons to their State shares. One example of how this might work is shown in **Option 5**.

Small Schools

There is a school of thought that believes smaller schools produce better results for students. In particular, advocates have focused on smaller high schools as part of an overall high school reform movement and the positive impact that these reforms have on at-risk students. To provide incentives that will allow school systems to build smaller schools, a greater State share of funding could be provided for new high schools designed to hold less than a given number of students or renovations that would allow a large high school buildings to be split into several smaller "schools." The incentive could be an additional 5 to 10 percent State share.

Currently, the formula that determines the amount of the cost in which the State will share is sensitive to school size. The Public School Construction Program uses a sliding scale based on projected school capacity to determine the maximum square footage in which the State will participate. Schools with smaller capacities are eligible for greater square footage per pupil. Any change in the State share for small schools would provide further encouragement to build small schools.

Distressed Counties

Distressed counties, or "One Maryland" counties, are defined by having at least one of two negative economic indicators: an unemployment rate more than 1.5 times the State average or per capita income below 67 percent of the State average. Baltimore City and Allegany, Caroline, Dorchester, Garrett, Somerset, and Worcester counties qualify as One Maryland counties. These jurisdictions could receive State share enhancements, of 5 percent for example, to help account for economic hardships in the region. Alternatively, a school system could be awarded a 5 percent add-on to its State share for each economic risk factor that applies to the local jurisdiction. Counties that qualify based on both unemployment and per capita income, therefore, would receive a 10 percent bonus. **Option 6** shows the impact of this adjustment.

Enrollment Growth

The existing data suggest that many of the counties making the greatest relative efforts towards school construction funding are those with increasing enrollments. Based on this assessment, a higher State share for school systems experiencing growth in enrollment might be appropriate. Percent enrollment growth beyond the State average could be added to the State share. For example, from 1997 to 2002 enrollment increased 4.3 percent statewide. The State's enrollment growth could be subtracted from the percent enrollment increases in growing counties to determine a State share add-on.

Age of School Facilities

Another factor that presumably affects local needs is the age of the school facilities in each district. A State share add-on could be developed that would account for the percentage of pre-1960s or pre-1970s square footage in each district.

Using a Comprehensive Approach to Set State Share

With the knowledge that different local pressures drive needs and that local wealth bases provide differential opportunities to meet local needs, a comprehensive model for setting the State share could be designed. The model could take into account local wealth as well as some of the factors that drive local needs, such as enrollment growth, student populations, and age of school facilities. **Option 7** illustrates one example of a comprehensive model that could be used to set State shares. The appendix also includes a table comparing the local share under Option 7 to the current local share.

Appendix

Options for Altering the State/Local Shared Cost Formula

Option 1
Update Shared Cost Formula to Reflect
FY 2007 to 2009 Foundation Estimates

County	Current Local Share	Option 1 Local Share	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Index
Allegany	25%	25%	29,729	1.666%	1.19
Anne Arundel	50%	50%	288,920	1.089%	0.78
Baltimore City	10%	25%	264,451	1.913%	1.37
Baltimore	50%	50%	232,631	0.706%	0.50
Calvert	45%	40%	67,974	1.548%	1.10
Caroline	25%	30%	12,873	1.423%	1.02
Carroll	35%	45%	140,583	1.966%	1.40
Cecil	30%	35%	49,518	1.415%	1.01
Charles	35%	40%	117,624	2.009%	1.43
Dorchester	30%	35%	17,871	1.683%	1.20
Frederick	35%	45%	$220,696	2.241%	1.60
Garrett	30%	45%	9,302	0.747%	0.53
Harford	35%	45%	128,364	1.320%	0.94
Howard	50%	50%	288,649	1.793%	1.28
Kent	50%	50%	973	0.109%	0.08
Montgomery	50%	50%	781,064	1.283%	0.92
Prince George's	25%	35%	469,638	1.623%	[illegible]
Queen Anne's	45%	50%	50,271	2.119%	1.51
St. Mary's	30%	40%	76,538	[illegible]	1.48
Somerset	20%	25%	3,643	0.720%	0.51
Talbot	[illegible]%	50%	[illegible]	0.892%	0.64
Washington	35%	40%	65,753	1.359%	0.97
Wicomico	30%	[illegible]	62,247	2.216%	1.58
Worcester	50%	50%	50,185	1.218%	0.87
Total			**$3,451,490**	**1.401%**	**1.00**

Estimated State Share of High Impact Costs: $1,494,097

Index Values below 0.75: 5

Index Values between 0.75 and 0.9: 2

Index Values between 0.9 and 1.1: 6

Index Values between 1.1 and 1.25: 3

Index Values above 1.25: 8

Option 2
Update Shared Cost Formula to Reflect FY 2004 Foundation Shares

County	Current Local Share	Option 2 Local Share	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Index
Allegany	25%	30%	31,585	1.770%	1.27
Anne Arundel	50%	50%	288,920	1.089%	0.78
Baltimore City	10%	25%	264,451	1.913%	1.37
Baltimore	50%	50%	232,631	0.706%	0.51
Calvert	45%	40%	67,974	1.548%	1.11
Caroline	25%	25%	12,732	1.407%	1.01
Carroll	35%	40%	135,700	1.898%	1.36
Cecil	30%	35%	49,518	1.415%	1.01
Charles	35%	40%	117,624	2.009%	1.44
Dorchester	30%	35%	17,871	1.683%	1.21
Frederick	35%	40%	214,792	2.181%	1.56
Garrett	30%	40%	8,728	0.701%	0.50
Harford	35%	40%	123,123	1.266%	0.91
Howard	50%	50%	288,649	1.793%	1.29
Kent	50%	50%	973	0.109%	0.08
Montgomery	50%	50%	781,064	1.283%	0.92
Prince George's	25%	35%	469,638	1.623%	1.16
Queen Anne's	45%	50%	50,271	2.119%	1.52
St. Mary's	30%	40%	76,538	2.070%	1.48
Somerset	20%	30%	3,864	0.764%	0.55
Talbot	50%	50%	21,995	0.892%	0.64
Washington	35%	40%	65,753	1.359%	0.97
Wicomico	30%	30%	$62,247	2.216%	1.59
Worcester	50%	50%	50,185	1.218%	0.87
Total			$3,436,824	1.395%	1.00

Estimated State Share of High Impact Costs: $1,508,763

Index Values below 0.75: 5

Index Values between 0.75 and 0.9: 2

Index Values between 0.9 and 1.1: 5

Index Values between 1.1 and 1.25: 3

Index Values above 1.25: 9

Option 3
Eliminate 50% Floor and Rounding to 5% Increments
Using FY 2004 Foundation Shares

County	Current Local Share	Option 3 Local Share	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Index
Allegany	25%	30%	31,585	1.770%	1.22
Anne Arundel	50%	60%	311,308	1.173%	0.81
Baltimore City	10%	26%	267,858	1.938%	1.34
Baltimore	50%	54%	240,211	0.729%	0.50
Calvert	45%	42%	69,666	1.586%	1.09
Caroline	25%	29%	12,845	1.420%	0.98
Carroll	35%	42%	137,653	1.925%	1.33
Cecil	30%	37%	50,062	1.430%	0.99
Charles	35%	40%	117,624	2.009%	1.39
Dorchester	30%	38%	18,476	1.740%	1.20
Frederick	35%	43%	218,334	2.217%	1.53
Garrett	30%	42%	8,957	0.719%	0.50
Harford	35%	41%	124,171	1.277%	0.88
Howard	50%	58%	299,441	1.860%	1.28
Kent	50%	60%	979	0.110%	0.08
Montgomery	50%	75%	837,142	1.375%	0.95
Prince George's	25%	37%	480,449	1.661%	1.15
Queen Anne's	45%	53%	50,506	2.129%	1.47
St. Mary's	30%	40%	76,538	2.070%	1.43
Somerset	20%	30%	3,864	0.764%	0.53
Talbot	50%	75%	25,390	1.029%	0.71
Washington	35%	41%	66,272	1.370%	0.94
Wicomico	30%	34%	$63,743	2.270%	1.56
Worcester	50%	75%	60,408	1.466%	1.01
Total			**$3,573,483**	**1.450%**	**1.00**

Estimated State Share of High Impact Costs: $1,372,104

Index Values below 0.75: 5

Index Values between 0.75 and 0.9: 2

Index Values between 0.9 and 1.1: 6

Index Values between 1.1 and 1.25: 3

Index Values above 1.25: 8

Option 4
Add Impact of Guaranteed Tax Base Program to Current State Share

County	Current State Share	Guaranteed Tax Base Add-on*	Percent State Share with Add-on	Percent Local Share with Add-on	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Effort Index
Allegany	75%	7.7%	83%	17%	26,760	1.500%	1.14
Anne Arundel	50%	0.0%	50%	50%	288,920	1.089%	0.83
Baltimore City	90%	10.2%	100%	0%	179,280	1.297%	0.98
Baltimore	50%	0.0%	50%	50%	232,631	0.706%	0.54
Calvert	55%	0.0%	55%	45%	72,205	1.644%	1.25
Caroline	75%	5.9%	81%	19%	12,563	1.389%	1.05
Carroll	65%	0.0%	65%	35%	130,818	1.829%	1.39
Cecil	70%	2.3%	72%	28%	47,614	1.360%	1.03
Charles	65%	0.0%	65%	35%	110,159	1.882%	1.43
Dorchester	70%	1.3%	71%	29%	16,662	1.569%	1.19
Frederick	65%	0.0%	65%	35%	208,887	2.121%	1.61
Garrett	70%	0.0%	70%	30%	7,580	0.608%	0.46
Harford	65%	0.0%	65%	35%	117,882	1.212%	0.92
Howard	50%	0.0%	50%	50%	288,649	1.793%	1.36
Kent	50%	0.0%	50%	50%	973	0.109%	0.08
Montgomery	50%	0.0%	50%	50%	781,064	1.283%	0.97
Prince George's	75%	2.2%	77%	23%	404,768	1.399%	1.06
Queen Anne's	55%	0.0%	55%	45%	49,878	2.103%	1.60
St. Mary's	70%	0.0%	70%	30%	72,283	1.955%	1.48
Somerset	80%	11.2%	91%	9%	2,934	0.580%	0.44
Talbot	50%	0.0%	50%	50%	21,995	0.892%	0.68
Washington	65%	0.0%	65%	35%	63,161	1.306%	0.99
Wicomico	70%	5.6%	76%	24%	$60,002	2.137%	1.62
Worcester	50%	0.0%	50%	50%	50,185	1.218%	0.92
Total					**$3,247,851**	**1.318%**	**1.00**

Estimated State Share of High Impact Costs: $1,697,736

Index Values below 0.75: 5

Index Values between 0.75 and 0.9: 1

Index Values between 0.9 and 1.1: 8

Index Values between 1.1 and 1.25: 3

Index Values above 1.25: 7

* This analysis assumes the add-on would be based on the additional aid that counties would receive if the program was fully implemented in FY 2004. The program is scheduled to start in FY 2005 and be fully implemented by FY 2008.

Note: This table assumes that the enhanced State shares for Baltimore City and Prince George's County (90 and 75 percent respectively) apply to all State school construction funding.

Option 5

Add 20% of Free and Reduced Meal Percentage Above State Average to Current State Share

County	Current State Share	20% of FRPM% Above State Avg	Percent State Share with Add-on	Percent Local Share with Add-on	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Effort Index
Allegany	75%	3.0%	78%	22%	28,615	1.604%	1.21
Anne Arundel	50%	0.0%	50%	50%	288,920	1.089%	0.82
Baltimore City	90%	7.6%	98%	2%	186,094	1.346%	1.02
Baltimore	50%	0.0%	50%	50%	232,631	0.706%	0.53
Calvert	55%	0.0%	55%	45%	72,205	1.644%	1.25
Caroline	75%	2.7%	78%	22%	12,647	1.398%	1.06
Carroll	65%	0.0%	65%	35%	130,818	1.829%	1.39
Cecil	70%	0.0%	70%	30%	48,158	1.376%	1.04
Charles	65%	0.0%	65%	35%	110,159	1.882%	1.43
Dorchester	70%	3.4%	73%	27%	16,259	1.531%	1.16
Frederick	65%	0.0%	65%	35%	208,887	2.121%	1.61
Garrett	70%	2.4%	72%	28%	7,350	0.590%	0.45
Harford	65%	0.0%	65%	35%	117,882	1.212%	0.92
Howard	50%	0.0%	50%	50%	288,649	1.793%	1.36
Kent	50%	1.7%	52%	48%	971	0.109%	0.08
Montgomery	50%	0.0%	50%	50%	781,064	1.283%	0.97
Prince George's	75%	2.9%	78%	22%	399,362	1.380%	1.05
Queen Anne's	55%	0.0%	55%	45%	49,878	2.103%	1.59
St. Mary's	70%	0.0%	70%	30%	72,283	1.955%	1.48
Somerset	80%	6.3%	86%	14%	3,155	0.624%	0.47
Talbot	50%	0.0%	50%	50%	21,995	0.892%	0.68
Washington	65%	0.1%	65%	35%	63,161	1.306%	0.99
Wicomico	70%	1.7%	72%	28%	$61,499	2.190%	1.66
Worcester	50%	0.7%	51%	49%	49,776	1.208%	0.91
Total					**$3,252,418**	**1.320%**	**1.00**

Estimated State Share of High Impact Costs: **$1,693,169**

Index Values below 0.75: 5
Index Values between 0.75 and 0.9: 1
Index Values between 0.9 and 1.1: 8
Index Values between 1.1 and 1.25: 3
Index Values above 1.25: 7

Note: The table assumes that the enhanced State shares for Baltimore City and Prince George's County (90 and 75 percent respectively) apply to all State school construction funding.

Option 6
Add 5% to State Share for Each Economic Distress Indicator

County	Current State Share	Bonus for Distressed County	Percent State Share with Add-on	Percent Local Share with Add-on	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Effort Index
Allegany	75%	10%	85%	15%	26,017	1.458%	1.10
Anne Arundel	50%	0%	50%	50%	288,920	1.089%	0.82
Baltimore City	90%	5%	95%	5%	196,315	1.420%	1.07
Baltimore	50%	0%	50%	50%	232,631	0.706%	0.53
Calvert	55%	0%	55%	45%	72,205	1.644%	1.24
Caroline	75%	5%	80%	20%	12,591	1.392%	1.05
Carroll	65%	0%	65%	35%	130,818	1.829%	1.38
Cecil	70%	0%	70%	30%	48,158	1.376%	1.04
Charles	65%	0%	65%	35%	110,159	1.882%	1.42
Dorchester	70%	10%	80%	20%	14,848	1.398%	1.05
Frederick	65%	0%	65%	35%	208,887	2.121%	1.60
Garrett	70%	10%	80%	20%	6,432	0.516%	0.39
Harford	65%	0%	65%	35%	117,882	1.212%	0.91
Howard	50%	0%	50%	50%	288,649	1.793%	1.35
Kent	50%	0%	50%	50%	973	0.109%	0.08
Montgomery	50%	0%	50%	50%	781,064	1.283%	0.97
Prince George's	75%	0%	75%	25%	415,579	1.436%	1.08
Queen Anne's	55%	0%	55%	45%	49,878	2.103%	1.58
St. Mary's	70%	0%	70%	30%	72,283	1.955%	1.47
Somerset	80%	10%	90%	10%	2,978	0.589%	0.44
Talbot	50%	0%	50%	50%	21,995	0.892%	0.67
Washington	65%	0%	65%	35%	63,161	1.306%	0.98
Wicomico	70%	0%	70%	30%	$62,247	2.216%	1.67
Worcester	50%	5%	55%	45%	48,140	1.168%	0.88
Total					**$3,272,809**	**1.328%**	**1.00**

Estimated State Share of High Impact Costs: **$1,672,778**

Index Values below 0.75: 5
Index Values between 0.75 and 0.9: 2
Index Values between 0.9 and 1.1: 9
Index Values between 1.1 and 1.25: 1
Index Values above 1.25: 7

Note: The table assumes that the enhanced State shares for Baltimore City and Prince George's County (90 and 75 percent respectively) apply to all State school construction funding.

Option 7
Comprehensive Model

County	FY 2004 State Share Foundation	Guaranteed Tax Base Add-On	20% of FRPM% Above State Avg	Enrollment Growth 97-02 Beyond State Avg	10% of Pre-1970s sq. Footage Percentage	Percent State Share with Add-ons	Percent Local Share with Add-ons	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Effort Index
Allegany	69.6%	7.7%	3.0%	0.0%	2.5%	83%	17%	26,760	1.500%	1.11
Anne Arundel	39.6%	0.0%	0.0%	0.0%	2.5%	42%	58%	306,830	1.157%	0.85
Baltimore City	73.6%	10.2%	7.6%	0.0%	4.2%	96%	4%	167,908	1.395%	1.03
Baltimore	45.4%	0.0%	0.0%	0.0%	5.9%	51%	49%	230,735	0.700%	0.52
Calvert	57.2%	0.0%	0.0%	11.6%	0.4%	69%	31%	60,358	1.374%	1.01
Caroline	71.0%	5.5%	2.7%	0.0%	1.1%	82%	18%	12,535	1.385%	1.02
Carroll	57.3%	0.0%	0.0%	1.5%	7%	61%	39%	134,724	1.884%	1.39
Cecil	62.7%	2.3%	0.0%	1.3%	1 %	69%	31%	48,430	1.384%	1.02
Charles	59.8%	0.0%	0.0%	10.3%	1 %	71%	29%	101,201	1.729%	1.28
Dorchester	62.0%	1.3%	3.4%	0.0%	0.1 %	67%	33%	17,468	1.645%	1.21
Frederick	56.1%	0.0%	0.0%	7.3%	1.9	65%	35%	208,887	2.121%	1.57
Garrett	57.2%	0.0%	2.4%	0.0%	1.8	61%	39%	8,613	0.691%	0.51
Harford	58.0%	0.0%	0.0%	0.0%	2.4	60%	40%	123,123	1.266%	0.93
Howard	41.8%	0.0%	0.0%	12.1%	0.7%	54%	46%	283,252	1.759%	1.30
Kent	39.5%	0.0%	1.7%	0.0%	2.0%	43%	57%	977	0.110%	0.08
Montgomery	25.0%	0.0%	0.0%	7.0%	1.8%	34%	66%	816,954	1.342%	0.99
Prince George's	62.3%	2.2%	2.9%	1.1%	4.4%	73%	27%	426,391	1.474%	1.09
Queen Anne's	46.2%	0.0%	0.0%	9.5%	2.5%	58%	42%	49,643	2.093%	1.55
St. Mary's	59.7%	0.0%	0.0%	4.9%	1.5%	66%	34%	73,985	2.001%	1.48
Somerset	69.8%	11.2%	6.3%	0.0%	0.2%	87%	13%	3,111	0.615%	0.45
Talbot	25.0%	0.0%	0.0%	0.0%	1.7%	27%	73%	25,118	1.018%	0.75
Washington	58.9%	0.0%	0.1%	0.0%	2.3%	61%	39%	65,235	1.349%	1.00
Wicomico	65.8%	5.6%	1.7%	0.0%	2.6%	76%	24%	$60,002	2.137%	1.58
Worcester	25.0%	0.0%	0.7%	0.0%	0.6%	26%	74%	59,999	1.456%	1.07
Total								**$3,312,240**	**1.354%**	**1.00**

Estimated State Share of High Impact Costs: $1,608,348
Index Values Below 0.75: 4
Index Values between 0.75 and 0.9: 2

Index Values between 0.9 and 1.1: 9
Index Values between 1.1 and 1.25: 2
Index Values above 1.25: 7

Note: The table assumes that the enhanced State shares for Baltimore City and Prince George's County (90 and 75 percent, respectively) apply to all State school construction funding.

Comparison of Option 7 "Comprehensive Model" Local Share to Current Local Share

County	Current Local Share	Option 7 Local Share	Difference
Allegany	25%	17%	-8%
Anne Arundel	50%	58%	8%
Baltimore City	10%	4%	-6%
Baltimore	50%	49%	-1%
Calvert	45%	31%	-14%
Caroline	25%	18%	-7%
Carroll	35%	39%	4%
Cecil	30%	31%	1%
Charles	35%	29%	-6%
Dorchester	30%	33%	3%
Frederick	35%	35%	0%
Garrett	30%	39%	9%
Harford	35%	40%	5%
Howard	50%	46%	-4%
Kent	50%	57%	7%
Montgomery	50%	66%	16%
Prince George's	25%	27%	2%
Queen Anne's	45%	42%	-3%
St. Mary's	30%	34%	4%
Somerset	20%	13%	-7%
Talbot	50%	73%	23%
Washington	35%	39%	4%
Wicomico	30%	24%	-6%
Worcester	50%	74%	24%

Option 8
Comprehensive Model #2
(S in thousands)

County	FY 2004 State Share Foundation	Guaranteed Tax Base Add-On*	20% of FRPM% Above State Avg	Distressed County Add-On	Enrollment Growth 97-02 Beyond State Avg	FY 2001 Local Debt Above 1% of Local Wealth	Percent State Share with Add-ons or 50% Floor	Percent Local Share with Add-ons	Est. Local Share of High Impact Need	Debt Outstanding	Outstanding Debt Plus Local High Impact Cost	Percent of FY05 Wealth	Resulting Effort Index
Allegany	69.6%	7.7%	3.0%	10.0%	0.0%	0.0%	90%	10%	10,262	13,900	$24,161	1.354%	1.02
Anne Arundel	39.6%	0.0%	0.0%	0.0%	0.0%	0.0%	50%	50%	151,446	137,474	288,920	1.089%	0.82
Baltimore City	73.6%	10.2%	7.6%	5.0%	0.0%	0.0%	96%	4%	73,748	119,160	192,908	1.395%	1.05
Baltimore	45.4%	0.0%	0.0%	0.0%	0.0%	0.0%	50%	50%	128,199	104,432	232,631	0.706%	0.53
Calvert	57.2%	0.0%	0.0%	0.0%	11.6%	0.0%	69%	31%	41,165	19,194	60,358	1.374%	1.03
Caroline	71.0%	5.5%	2.7%	5.0%	0.0%	4.4%	89%	11%	807	11,530	12,337	1.364%	1.03
Carroll	57.3%	0.0%	0.0%	0.0%	1.5%	3.1%	62%	38%	54,342	79,406	133,747	1.870%	1.41
Cecil	62.7%	2.3%	0.0%	0.0%	1.3%	1.8%	68%	32%	13,507	35,195	48,702	1.392%	1.05
Charles	59.8%	0.0%	0.0%	0.0%	10.3%	0.0%	70%	30%	71,137	31,557	102,694	1.754%	1.32
Dorchester	62.0%	1.3%	3.4%	10.0%	0.0%	0.0%	77%	23%	8,191	7,262	15,453	1.455%	1.10
Frederick	56.1%	0.0%	0.0%	0.0%	7.3%	7.7%	71%	29%	55,084	146,719	201,802	2.049%	1.54
Garrett	57.2%	0.0%	2.4%	10.0%	0.0%	0.0%	70%	30%	5,470	2,109	7,580	0.608%	0.46
Harford	58.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58%	42%	62,524	62,695	125,219	1.288%	0.97
Howard	41.8%	0.0%	0.0%	0.0%	12.1%	4.3%	58%	42%	80,470	197,386	277,856	1.726%	1.30
Kent	39.5%	0.0%	1.5%	0.0%	0.0%	0.0%	50%	50%	43	929	973	0.109%	0.08
Montgomery	25.0%	0.0%	0.0%	0.0%	7.0%	1.7%	50%	50%	151,738	629,326	781,064	1.283%	0.97
Prince George's	62.3%	2.2%	2.9%	0.0%	1.1%	0.0%	69%	31%	262,978	185,037	448,014	1.549%	1.17
Queen Anne's	46.2%	0.0%	0.0%	0.0%	9.5%	13.5%	69%	31%	3,817	44,962	48,780	2.056%	1.55
St. Mary's	59.7%	0.0%	0.0%	0.0%	4.9%	6.6%	71%	29%	19,851	52,007	71,857	1.944%	1.46
Somerset	69.8%	11.2%	6.3%	10.0%	0.0%	0.0%	97%	3%	914	1,754	2,668	0.527%	0.40
Talbot	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%	50%	50%	9,186	12,809	21,995	0.892%	0.67
Washington	58.9%	0.0%	0.1%	0.0%	0.0%	0.0%	59%	41%	30,403	35,869	66,272	1.370%	1.03
Wicomico	65.8%	5.6%	1.7%	0.0%	0.0%	7.8%	81%	19%	13,708	$44,425	58,132	2.070%	1.56
Worcester	25.0%	0.0%	0.7%	5.0%	0.0%	0.0%	50%	50%	27,664	22,521	50,185	1.218%	0.92
Total									**$1,276,653**	**$1,997,655**	**$3,274,308**	**1.329%**	**1.00**

Estimated State Share of High Impact Costs: $1,671,279
Index Values Below 0.75: 5
Index Values between 0.75 and 0.9: 1

Index Values between 0.9 and 1.1: 10
Index Values between 1.1 and 1.25: 1
Index Values above 1.25: 7

* This analysis assumes the add-on would be based on the additional aid that counties would receive if the guaranteed tax base program was fully implemented in FY 2004. The program is scheduled to start in FY 2005 and be fully implemented by FY 2008

Comparison of Option 8 to Current State Share

County	Current State Share	Revised State Share		Difference
Allegany	75%	90%	+	15%
Anne Arundel	50%	50%		0%
Baltimore City	90%/75%	96%	+	6%/21%
Baltimore	50%	50%		0%
Calvert	55%	69%	+	14%
Caroline	75%	89%	+	14%
Carroll	65%	62%	-	3%
Cecil	70%	68%	-	2%
Charles	65%	70%	+	5%
Dorchester	70%	77%	+	7%
Frederick	65%	71%	+	6%
Garrett	70%	70%		0%
Harford	65%	58%	-	7%
Howard	50%	58%	+	8%
Kent	50%	50%		0%
Montgomery	50%	50%		0%
Prince George's	75%/65%/60%	69%	-	6%/+4%/+9%
Queen Anne's	55%	69%	+	14%
St. Mary's	70%	71%	+	1%
Somerset	80%	97%	+	17%
Talbot	50%	50%		0%
Washington	65%	59%	-	6%
Wicomico	70%	81%	+	11%
Worcester	50%	50%		0%

APPENDIX 8

Alternative Financing Workgroup
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