State of Maryland

Interagency Commission on School Construction

Fiscal Year 2024 Annual Report

IAC

351 W. Camden Street, Suite 701
Baltimore, MD 21201
(410) 767-0617
iac.pscp@maryland.gov

Table of Contents

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Cover/TOC: Cross Country ES/MS, Baltimore City Public Schools. Photo: City Schools

A Message From
IAC Chair Ed Kasemeyer

As of July 1, 2023, the IAC became an independent unit of State Government. The IAC began in the 1970s as an entity of the Board of Public Works, and then was organized as an independent unit of the Maryland State Department of Education in 2018. With the change in 2023, our staff and Commission members have now embarked on a new journey towards a fiscally sustainable and educationally sufficient statewide portfolio of Pre-Kindergarten through 12th grade public school facilities.

The IAC and its talented staff have worked tirelessly through the last year to bring a 52 year-old commission into fully fledged independence by establishing numerous administrative and operational procedures; moving offices; and taking on tasks that are essential for all State agencies. In addition, this year saw the culmination of a years-long effort to launch our Business Management System (BMS) which will bring the IAC's processes into one web-based access-controlled system. We've also brought to fruition meaningful updates to the Gross Area Baselines, which were developed in collaboration with local school facility experts to support programs included in the Blueprint for Maryland's Future. Our 40-person staff has adapted to these changes with determination, vigor, and a mindset of constant improvement.

Our school construction funding programs awarded approximately $950 million; our Statewide Facilities Assessment entered its third cycle; our Maintenance Effectiveness Assessment completed its 18th year; and we have worked hard to continue growing our capacity and relationships with the Local Education Agencies through our everyday work and our involvement in Workgroups on the local level.

Our Commission members and staff are committed to continuing our challenging work and embrace the positive change that we firmly believe is equitably moving our state's school facilities forward. We are excited to share the contents of this report with you.

Edward Kasemeyer
Chair

The IAC's Third Annual Report

This report is provided, in conjunction with the IAC's website, as a tool for public information regarding the IAC's programs and services. With a shared mission to achieve a safe, healthy, and educationally sufficient learning environment for every child attending a public school in Maryland, the IAC collaborates with Local Education Agencies in an effort for constant improvement and long-term sustainability of our state's portfolio of schools. The IAC's vision is a fiscally sustainable statewide portfolio of PreK-12 school facilities that will remain educationally sufficient for current and future generations of students and teachers.

We hope that you will enjoy, share, and refer back to the IAC's third annual report.

FY 2024

$68B

REPLACEMENT VALUE

= 142.1 M GSF x $481 (FY 2024 construction cost per SF plus site)

1362 **ACTIVE & HOLDING K-12 PUBLIC SCHOOLS**

142.1M **GROSS SQUARE FEET**

885K+ **STUDENTS**

The Commission

IAC Members

Meet the IAC Members

Edward Kasemeyer, Chair
Linda Eberhart, Vice-chair
Atif Chaudhry, Secretary, Maryland Department of General Services
Michael Darenberg, Member of the Public
Rebecca Flora, Secretary, Maryland Department of Planning
Brian Gibbons, Member of the Public
Gloria Lawlah, Member of the Public
Dr. Carey M. Wright, Superintendent, Maryland State Department of Education

The 9 IAC Members are reported to by:

MSDE

MD Dept. of Education

Designee - State Superintendent

- Review Ed Specs for alignment with LEA goals
- Review Feasibility Studies
- Review design submissions for alignment with Ed Specs
- Provide technical assistance and advice on school facilities architecture

MDP

MD Dept. of Planning

Designee - Secretary of Planning

- Develop annual enrollment projections
- Review Educational Facility Master Plans
- Site reviews and recommendations
- Planning advice to IAC and LEAs

DGS

MD Dept. of General Services

Designee - Secretary of General Services

- Review design development and construction documents
- Review eligiblity of items
- Technical advice to the IAC and LEAs

IAC

Interagency Commission

Executive Director & Staff

- Manage programs and fiscal records
- Maintain facilities inventory database
- Facility and maintenance assessments
- Share best practices and provide technical support

Legislative Update

The 2024 legislative session made a number of positive changes and new initiatives for the IAC to tackle in the coming months:

School Facility Mapping

HB 472 allows Local Education Agencies (LEAs) to apply for funding to produce school mapping data, which is data in an electronic format used by first responders in case of emergencies at a school and by facilities management, funding, and oversight personnel. The IAC and the Maryland Center for School Safety are to collaborate on the development of proposed standards, which have a target completion of July 2025.

Workgroup on the Assessment and Funding of School Facilities (AFWG)

Originally established by HB 1783 in 2018, HB 1390 reestablishes the AFWG to develop recommendations on how results of the Statewide Facilities Assessment can be incorporated into school construction funding decisions. The AFWG will meet after June 1, 2025 and report findings by January 1, 2026.

Funding-Related Changes/Clarifications

HB 1390 also delayed the Nancy K. Kopp Public School Facilities Priority Fund by one year to FY 2028 with funding temporarily provided in FY 2027 only for projects related to healthy school environments, removed the sunset date of the School Safety Grant Program so it can continue indefinitely, clarified that the annual overall target of $450M for school construction does not include the Built to Learn Program, and provided for 100% State cost shares for projects that meet specific criteria.

Artificial Intelligence Weapon Detection Systems

The IAC is required by HB 1390 to report by December 15, 2024 of the funding eligibility of AI weapon detection systems.

East MS, Carroll County. Photo: Jim Marks

School Openings

Hillsmere Elementary | Anne Arundel County

Photo: Coyle Studios

Quarterfield Elementary | Anne Arundel County

Rippling Woods Elementary | Anne Arundel County

Photo: Turner Construction, Margaret Hughes

Cross Country Elementary/Middle | Baltimore City

Photo: Baltimore County Public Schools | Murphy & Dittenhafer Architects

Red House Run Elementary | Baltimore County

Summit Park Elementary | Baltimore County

Photo: Oak Contracting, Coyle Studios

Beach Elementary | Calvert County

Photo: Jim Marks, Carroll County

East Middle | Carroll County

Brunswick Elementary | Frederick County

Photo: TCA Architects

Guilford Park High | Howard County

Photo: MCPS

Burnt Mills Elementary | Montgomery County

Photo: MCPS

Cabin Branch Elementary | Montgomery County

Photo: MCPS

South Lake Elementary | Montgomery County

Photo: MCPS

Stonegate Elementary | Montgomery County

Woodlin Elementary | Montgomery County

Photo: Tom Holdsworth | PGCPS

Colin L. Powell Academy | Prince George's County

Photo: PGCPS

Drew-Freeman Middle | Prince George's County

Photo: PGCPS

Hyattsville Middle | Prince George's County

Photo: PGCPS

Kenmoor Middle | Prince George's County

Sonia Sotomayor Middle | Prince George's County

Photo: PGCPS

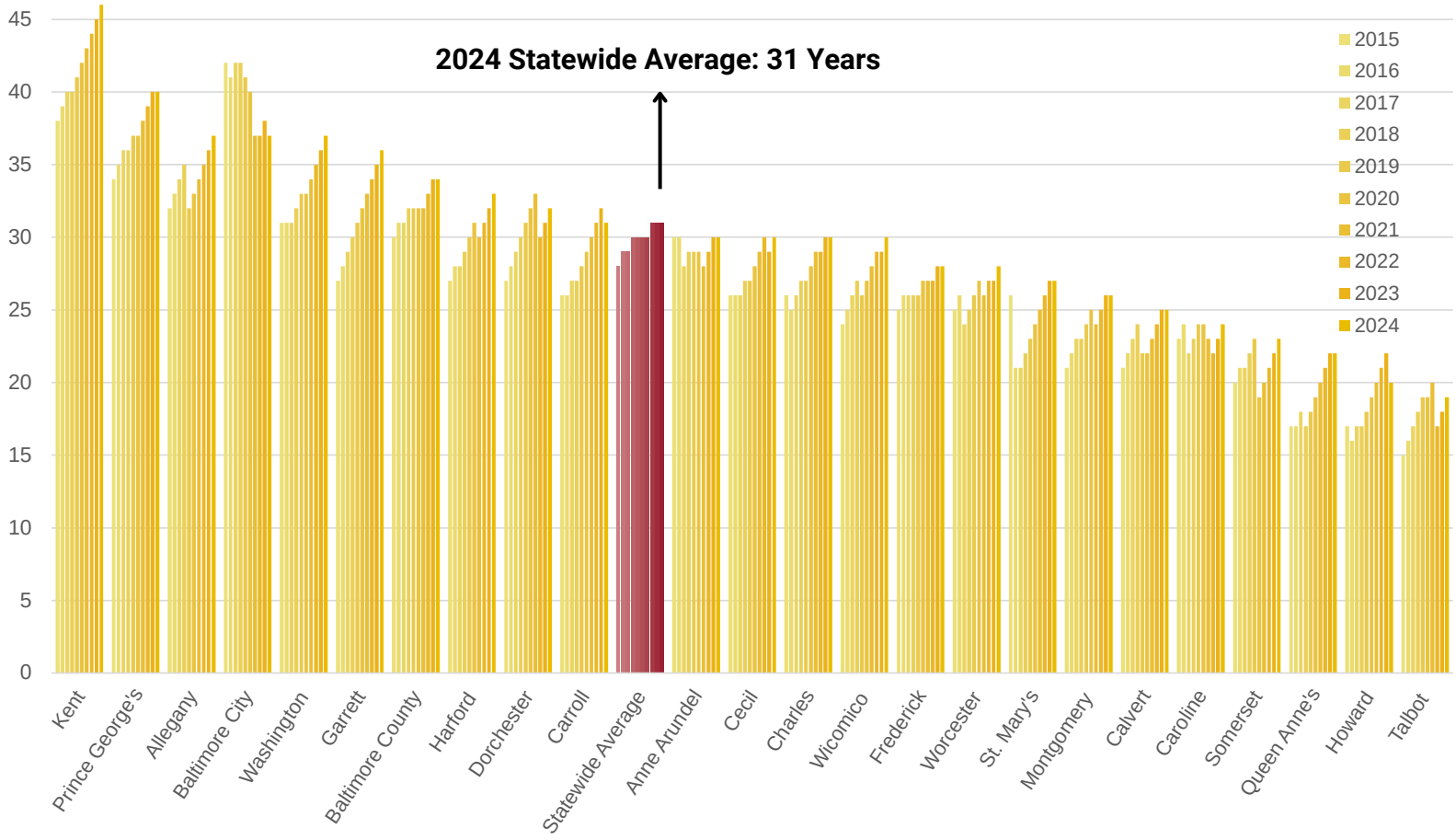
Walker Mill Middle | Prince George's County

Facility Condition & Maintenance

x

School Facility Condition Indicators

Based solely on the **average age of square footage** statewide, the average age of school facilities in Maryland is 31 years.



The “Average Age” of a facility takes into account the construction dates and size of the original facility as well as any additions. For example, if a 50,000 square foot facility built in 1980 had a 50,000 square foot addition in 2000, the average age of that facility would be based on the year 1990. If the original building was 75,000 square feet and the addition was 25,000 square feet, the year would be 1985.

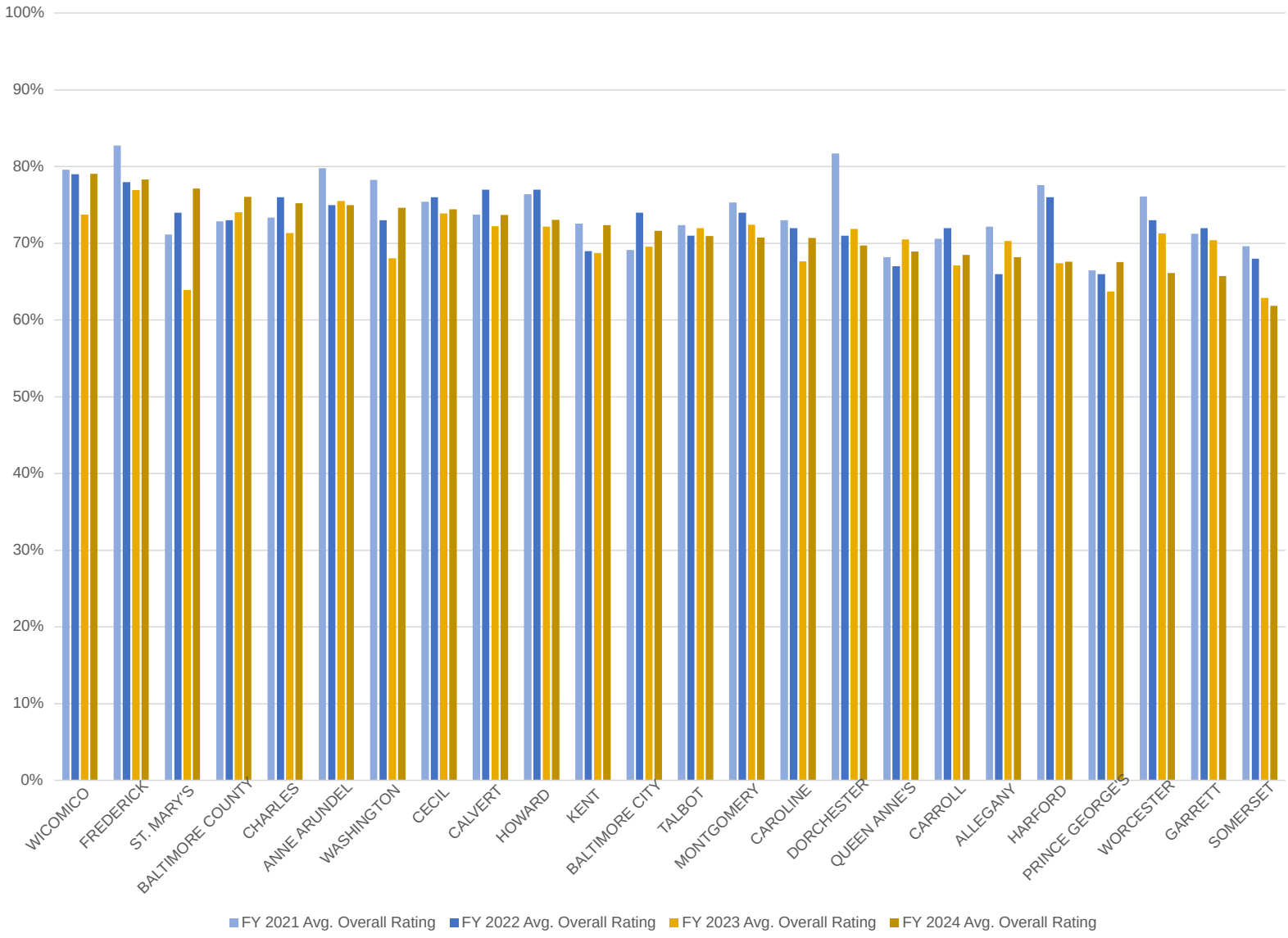
The IAC's two assessments, the **Statewide Facilities Assessment** and the **Maintenance Effectiveness Assessment**, provide more sophisticated and accurate evaluations of the condition and maintenance of Maryland's public school facilities. Those two assessments are detailed on the following pages.

Maintenance Effectiveness Assessment

145 facilities were assessed as part of the Maintenance Effectiveness Assessment (MEA) in FY 2024.

Because of significant changes to the MEA process, results of the FY 2021 and subsequent fiscal year assessments are not comparable to results in prior years. A different sample set of facilities is assessed each year, so results from one year to the next are not necessarily directly comparable.

FY 2021 - FY 2024 Average Overall MEA Ratings



The Annual Maintenance Report is released every October on the IAC website.

Learn more about the MEA through the IAC's Reference Guide and Preventive-Maintenance Task List

Statewide Facilities Assessment

A Day in the Life: Facilities Assessor

The IAC's Statewide Facilities Assessment (SFA) assesses the physical condition and educational sufficiency of all public PreK-12 school facilities so the State can begin to identify the facilities with the highest needs, and to provide data so decision makers can focus capital dollars where they will do the most good.

In 2020-2021, the IAC conducted a baseline assessment of all school facilities in the state and, starting in 2022, a team of IAC staff began what are called "Refresh Cycles," where about 25% of the state's facilities are reassessed each year so the data stays up to date. This fall, the IAC's seven SFA assessors will start Refresh Cycle #4 to finish the first refresh assessment of each facility. As new schools are built and go through a baseline assessment, they'll join the Refresh Cycle Process.

This is what the assessor's days look like from September to June:

Months in advance

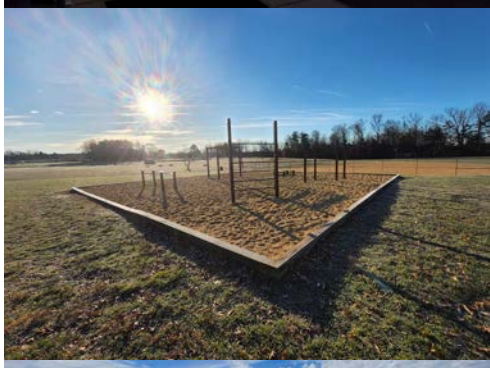
Download the SFA Info Packet to learn more

In each Refresh Cycle, a team of seven assessors (Ken, Dave, Jason, Mark, Soulihe, Ed, and Danny) are responsible for physically assessing approximately 350 facilities in about nine months. The assessment schedule is planned far in advance so this number of assessments, and the prep work required for each, can be accomplished in this time period. Equipped with tablets, solid shoes, safety equipment, and extensive knowledge of building systems from their diverse experiences in construction project management, commercial and public facility maintenance, engineering, carpentry, portfolio analysis, and assessment of facilities for governmental agencies including NASA and multiple branches of the military, they hit the road as early as 5am on an assessment day.

5:00 AM

The SFA team is punctual, methodical, and prepared, so when they arrive at the school, they've already spent about a day reviewing floor plans, construction history, and prior assessment data about the building's systems. This allows the assessors to set a game plan for how they'll walk through the school as efficiently as possible, covering as many spaces as possible before students arrive, and then making every effort to continue their work while not interrupting the delivery of education. After meeting up with a representative from the LEA around 7am, they can get started with their on-site work.

7:00 AM



The SFA uses a visual assessment process that focuses on efficiency and accuracy, covering nearly every area of a facility, inside and out. The assessors go up on the roof and down to the basement; checking out the cafeteria serving line, dance studios, and storage closets. All areas of the school are broken up into 17 systems for the assessment, and then up to 162 different major building-system components (or "assets") in each system. As part of the visual assessment, the assessor determines the Observed Remaining Useful Lifespan of each major building-system component. That figure is important because it identifies approximately how much longer the asset can be expected to function before needing to be replaced. And, when combined with the typical expected useful lifespan for the asset, that figure generates a condition indicator for the asset.

If any questions or immediate concerns pop up while the assessors are in the field, they can reach out to their colleagues, Scott (Maintenance & Assessment Manager), Ken (Lead SFA Assessor), Ben (Data Coordinator), and Brooke (Administrative Officer), for support.

Even with all of the preparation in the world, the assessors can encounter any number of surprises that can range from comedic (flipping a light switch to find a room full of medical training manikins) to heartwarming (class pets) to concerning (very old equipment). But they continue on, recording data and photos meticulously on tablets as they go.

11:00 AM

After two to four hours (depending on the size of the school) spent collecting and verifying 800 data points, the assessor can have a quick lunch and drive back to their workstation to start the assessment report.

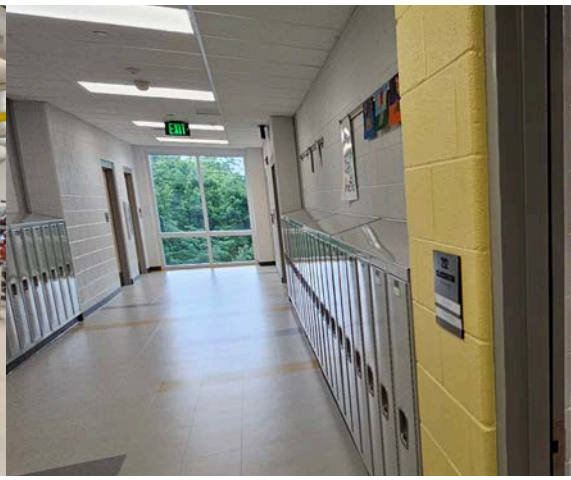
1:00 PM
+ the next 48 hours

After working through the afternoon, they'll finish up the report within 48 hours and then start preparing for their next assessment. With a schedule of 2-3 assessments a week, sticking to the routine is essential.

Over the last four years, this routine has resulted in around three million data points. Just in Refresh Cycle 3, the assessors observed or confirmed five data points for each of 48,148 assets across 322 facilities.

Within 7 days

All of this data undergoes a thorough quality-control procedure by the lead assessor and the data coordinator, and within seven days, the report is sent to the LEA, which has 30 days to review and respond to the IAC's evaluation.



Within 30 days

The assessment produces what is called a Facility Condition Index (FCI) score for each facility, which allows for an apples-to-apples comparable condition ranking of assets, building systems, and facilities regardless of the LEA, the size of the student population served, or the type of school. The end goal is to combine the FCI scores with Educational Sufficiency measures to create a Maryland Condition Index (MDCI) score for each facility. The Workgroup on the Assessment and Funding of School Facilities will begin meeting in Summer of 2025 to determine exactly how that will be done.

The MDCI will be used to generate a ranked list of the school facilities that have the most need for construction projects. That list will be used, starting in FY 2027, for awarding funds through the Nancy K. Kopp Public School Facilities Priority Fund.

The SFA and the Priority Fund are essential parts of Maryland's progress towards our goal of a safe, healthy, and educationally sufficient learning environment for every public school student in the state. To get there, the IAC's assessment team works hard to keep the data collection moving forward. The following pages show the data we've been working on:

How to Visualize Facility Condition Index Scores

52.66%
State Average FCI

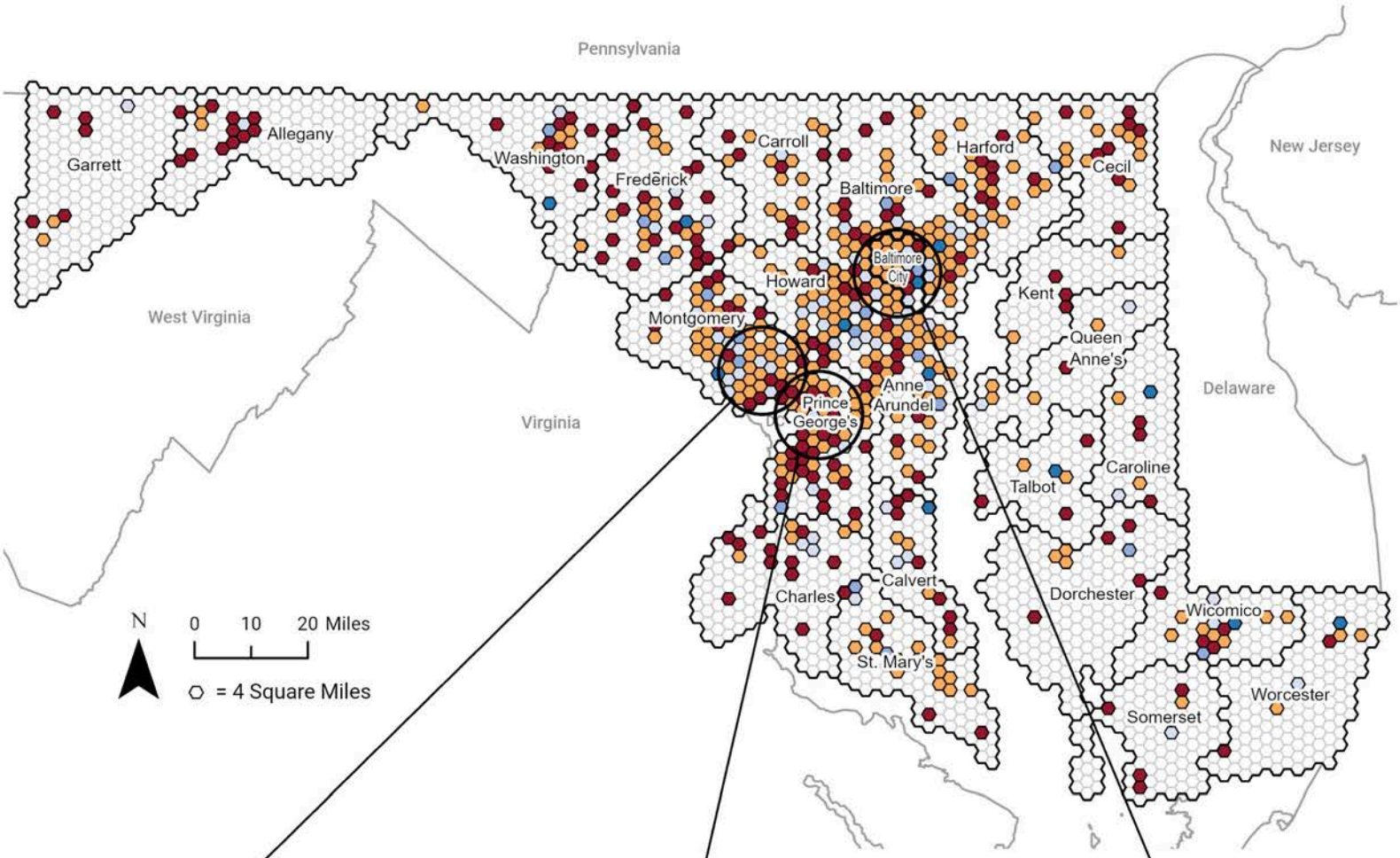
0%

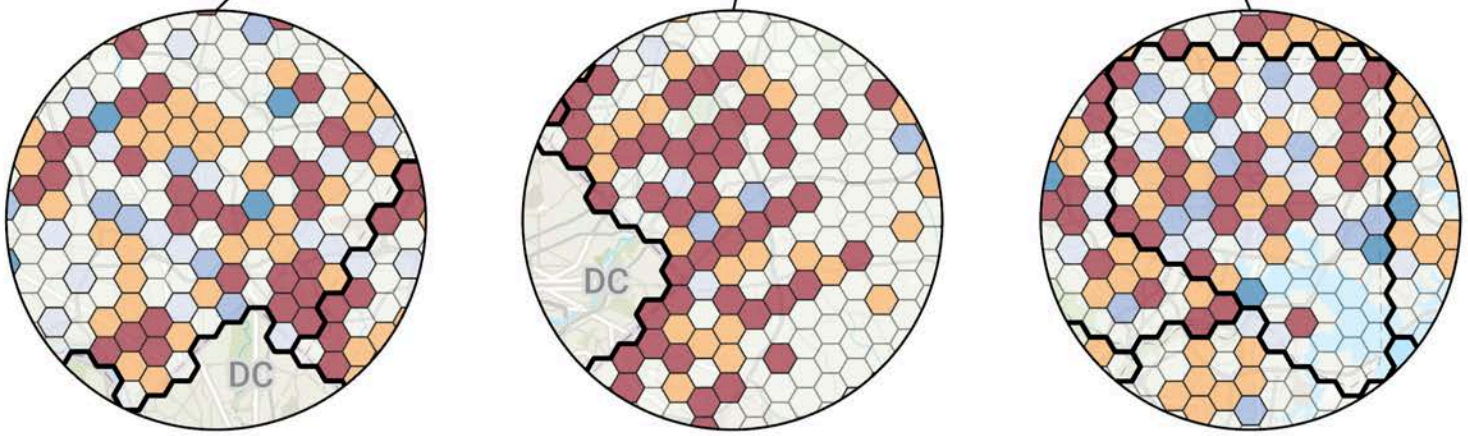
Lower FCI is better

100%

FCI	Common First Perceptions
15% and below	Feels essentially like a new building!
15-30%	Good condition. Comfortable. Appears to be in good overall repair. Generally, everything operates as intended.
30-45%	Condition is satisfactory, although some repairs are needed. Does not generally feel uncomfortable anywhere in the occupied spaces of the facility.
45-60%	Visibly in need of repair. Conditions verge on uncomfortable with some areas of the facility worse than others. Building generally functions OK, but occasionally becomes unreliable. LEA should be considering and planning improvement solutions.
Above 60%	Building functions have become unreliable. Not esthetically or environmentally comfortable in some or all areas of the facility. Should be considered imminently for improvements (including potential renovation/replacement)

FCI Scores Statewide





Montgomery | Prince George's | Baltimore City

Facility Condition Index (FCI)

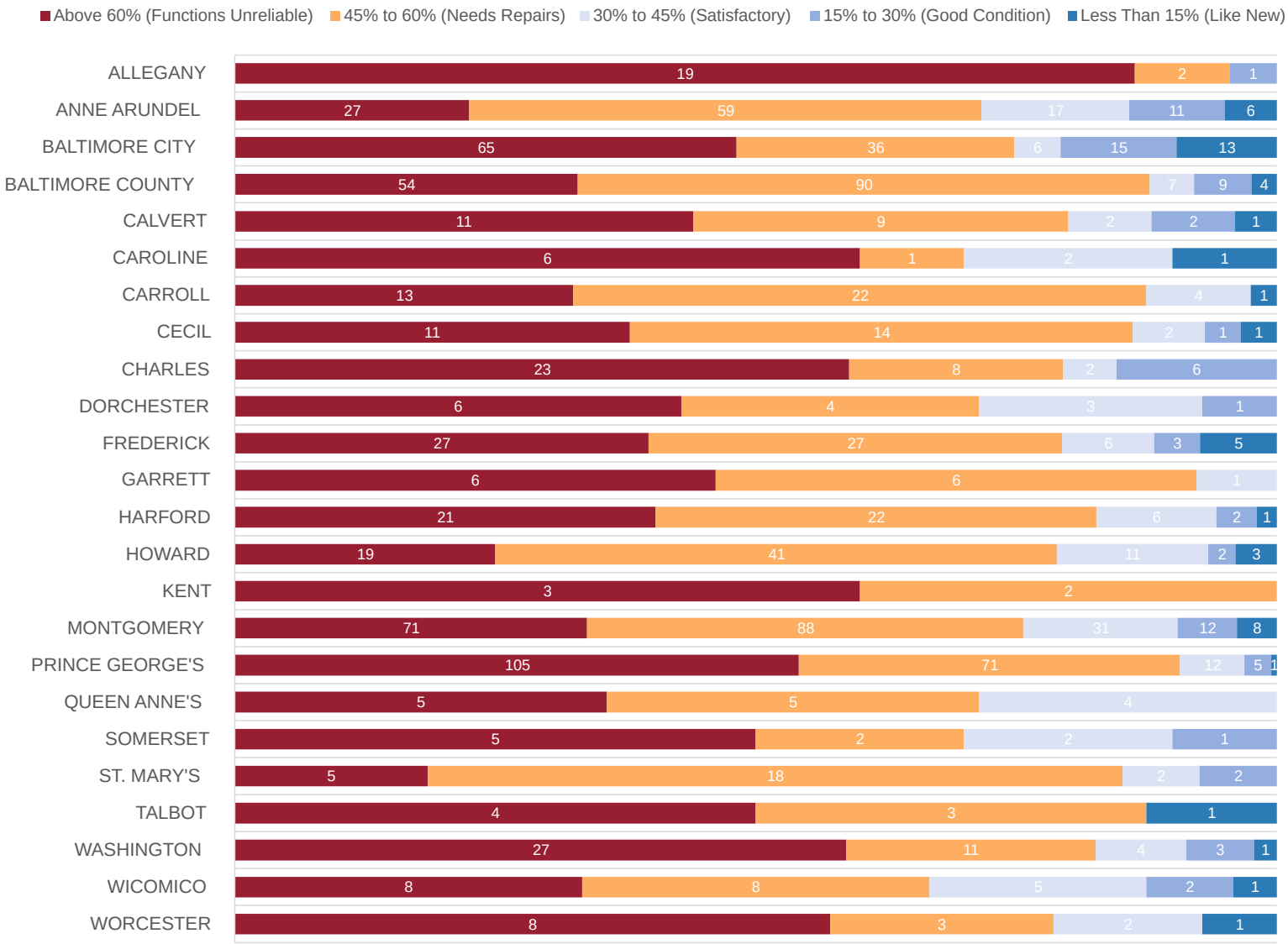
- Less Than 15% (Like New)
- 15% to 30% (Good Condition)
- 30% to 45% (Satisfactory)
- 45% to 60% (Needs Repairs)
- Above 60% (Functions Unreliable)
- No Facility Present

Facility Condition Index (FCI) aggregated by 4 sq. mi. hexagonal grid. Given jurisdiction edges are approximated by the grids; facilities whose true location is outside of their gridded jurisdiction boundary have been reassigned to the nearest grid within the proper jurisdiction.

The three large scale (1 sq mi. hexagonal grid) call-out exhibits display aggregate FCI for high density areas.

FCI scores for individual facilities can be found on the IAC website.

FCI by LEA



Data following Refresh Cycle 3

The baseline assessment, conducted from December 2020 - June 2021 assessed 1,383 facilities.

Refresh Cycle 1 (7/2022 - 10/2022): 392 facilities reassessed
Refresh Cycle 2 (1/2023 - 8/2023): 328 facilities reassessed
Refresh Cycle 3 (10/2023 - 6/2024): 322 facilities reassessed
Refresh Cycle 4 (9/2024 - 6/2025): 362 facilities slated to be reassessed

The IAC's facilities assessment team will continue to conduct physical refresh assessments each year of approximately 25% of school facilities in the state, ensuring that every facility in Maryland is re-assessed at least every four years. Facilities not assessed in a given year will have their scores mathematically updated.

Financial & Program Reports

The IAC administered six funding programs for public school construction and one funding program for non-public school construction in FY 2024. Full details, including procedures guides, eligibility requirements, past year information, and legacy programs, are available on the IAC website.

The Nonpublic Aging Schools Program awarded $3.5 million in FY 2024. Detailed information on the IAC's public funding programs follows.

How does the IAC make funding decisions?

Data, policy, and more data.

Funding amounts for the State's Capital Improvement Program are based on funding targets, which are a combination of the LEA's ten-year funding average and enrollment. Other programs use different allocation methods.

Some IAC programs have statutory minimums for LEAs and/or projects and some are competitive based on need.

All funding awards are granted to the extent that the LEA requests funding for projects that are eligible. Learn more about eligibility and program requirements on the IAC website.

IAC staff work closely with each county to ensure that the IAC's funding programs are taken advantage of with the greatest long-term benefit to the local and statewide portfolios of school facilities.

With 1,362 public PK-12 school facilities, we rely on and generate a lot of data.

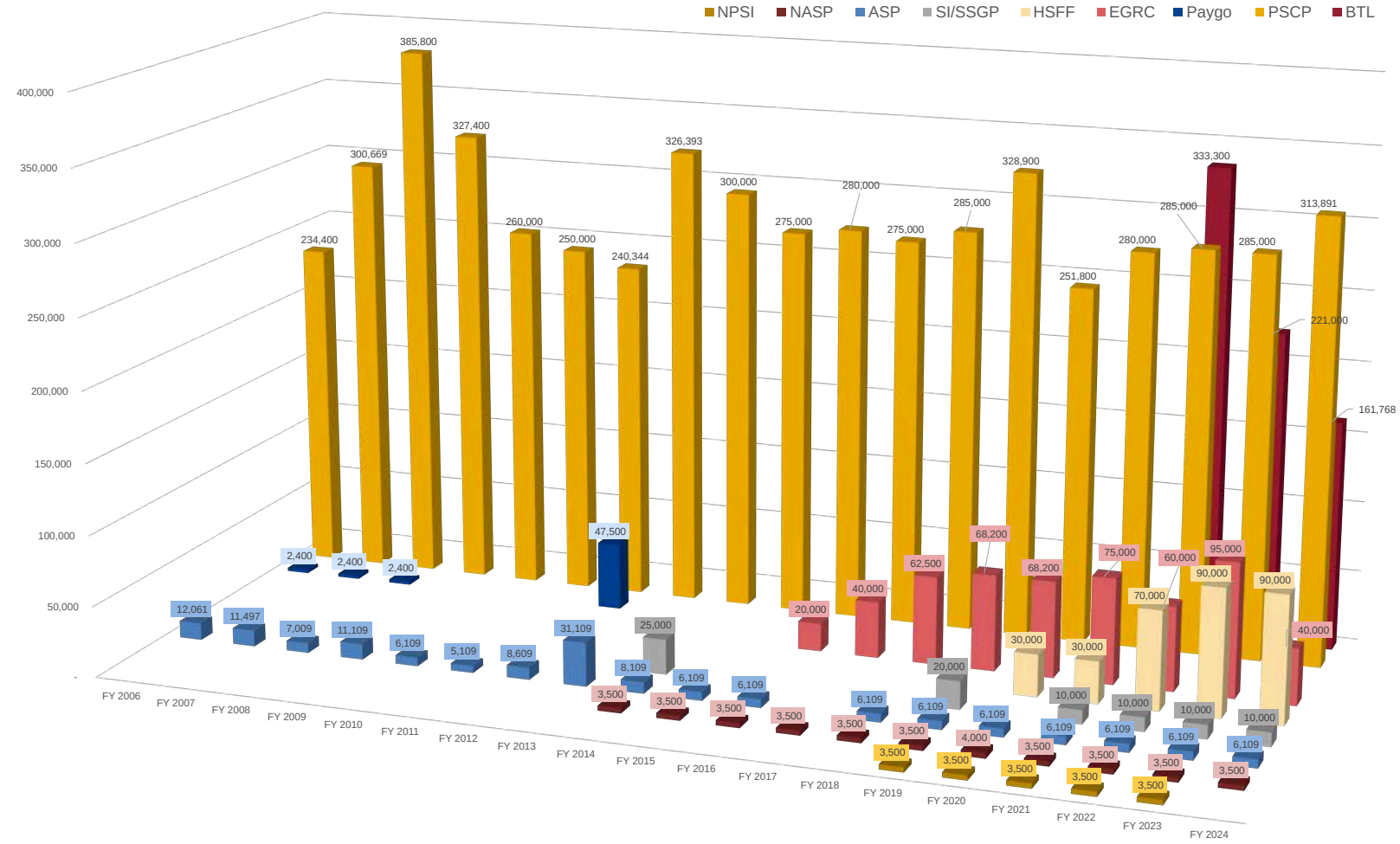
$816,452,160 FY 2024 Appropriations

$950,474,902 FY 2024 Awards

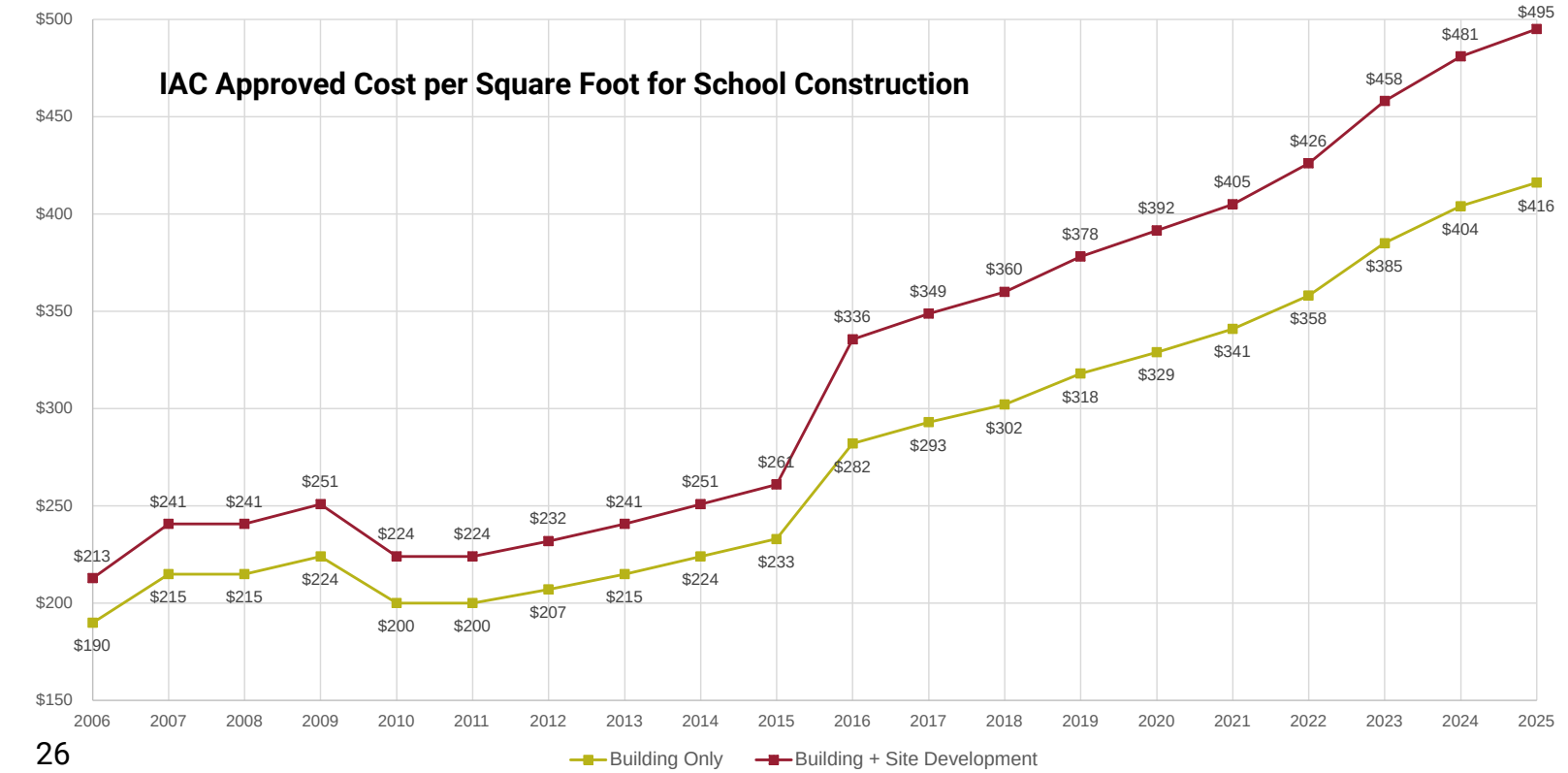
Includes multi-year funding programs, which are not appropriated on a FY basis

Capital Funding by IAC Program FY 2006-2024

(in $ millions)



While the level of State funding has increased over time, cost inflation in the construction industry is an obstacle to completing the quantity of school construction projects needed in Maryland.



Helping School Districts Meet the Need

Just as car owners must periodically replace worn out tires, school facilities require significant periodic investments to ensure that they continue to be a sufficient space for teaching and learning. Maryland's public school districts must put a great deal of money and effort every year into maintaining the physical condition and educational sufficiency of the nearly 1,400 PreK-12 facilities in our state.

There are Five Key Areas of Need

In its work to quantify what our state's school facilities need in order to support decision making at local and State levels regarding both strategies for managing facilities portfolios, the IAC has identified five key areas, or buckets, of need:

Physical Condition

Needs in this category include regular maintenance for normal wear and tear and for replacements (or full modernizations) at the end of a facility's life.

Educational Sufficiency

Includes alterations to facility configurations, spaces, and attributes that are required to meet changing educational requirements.

Capacity to Meet K-12 Enrollment Demand

Needs for additional seats in some areas as a result of increased enrollments.

Space Required for Additional Pre-Kindergarten Under the Blueprint for Maryland's Future

The Blueprint, which was enacted in 2021, requires the expansion of Pre-Kindergarten services, which results in the needs for additional classroom spaces.

Decarbonization and Improvement of Energy Efficiency

Maryland has a goal to reduce the state's greenhouse-gas emissions by at least 60% by 2031, obtain net-zero greenhouse gas emissions by 2045, and attain 100% clean energy by 2035.

Expanding State Supports for School District Projects

The IAC is taking action on multiple levels to support Maryland's school districts in their management of their facilities portfolios. In FY 2024, the IAC undertook significant activities to expand the funding supports that it provides to LEAs' projects, including:

Increased Per-Student Square-Footage Funding

In September 2023, the IAC approved increases to the amount of space per student in which it will participate when it funds additions and major projects. It did so both as a periodic update of its square-feet-per-student Gross Area Baselines (GABs) and to align with requirements in the Blueprint.

In whole, the Blueprint's goal is to make transformational improvements to Maryland's public education system through five pillars:

Pillar 1: Early Childhood Education
Pillar 2: High Quality and Diverse Teachers and Leaders
Pillar 3: College and Career Readiness
Pillar 4: More Resources for all Students to be Successful
Pillar 5: Governance and Accountability

The Gross Area Baselines are the outer boundary of State-supported square footages, based upon traditional practices in facility-space allocations, with additional square footage assigned for Career and Technology Education (CTE) and Special Education programs.

Throughout 2023, the IAC formed and facilitated the Blueprint Facilities Workgroup to hear LEA and State-agency input about how the IAC might implement changes to align funding-allocation policies with the Blueprint. The Workgroup met more than 13 times to explore how school facilities, and our processes for building them, may need to change to support the education initiatives in the Blueprint.

To do this, the Workgroup focused on updates to the GABs. By evaluating data about facility spaces and LEA approaches to designing them, the Workgroup and IAC staff took a deep dive into what school facilities need for several focus areas: Pre-Kindergarten, CTE programs, English Language Learners, small group workspaces, Community Schools and schools with high Concentrations of Poverty, and collaborative teacher spaces.

Approved by the IAC in September of 2023, the updated GABs provide up-to-date square footages for elementary, middle, and high schools, adjusted physical education space components of State-Rated Capacity calculations, and created new square footage add-ons for CTE programs and for schools with high percentages of English Language Learners and Concentrations of Poverty.

These GAB updates, which are a major factor in the State funding that can be applied to each school construction project, allow for additional financial support to LEAs as they implement Blueprint requirements.

To learn more about the overall Blueprint, visit blueprint.marylandpublicschools.org

State Participation in the Cost of Activities Related to School Construction Projects

In 2022, the IAC enacted policy changes that made school construction project development and design costs (up to 10% of the project's construction cost) and furniture, fixtures, and equipment (FF&E) (up to 5% of the project construction cost) eligible for State funding. During FY 2024, IAC staff made strides in implementing this new policy to support the hundreds of millions of dollars of projects that LEAs submitted for State funding through the CIP and Built to Learn Program. LEAs can now obtain more State dollars for each major project, which frees up more local dollars for meeting other needs.

Increased Project Funding Through Add-Ons to State Cost Share of LEAs' Projects

Also in 2022, the General Assembly enacted Chapter 32, which directed that counties receive additional percentage points of State share on eligible costs as follows:

- Ten percentage points if the project is at a school with a Concentration of Poverty level of 80% or greater;
- Five percentage points if the project is at a school with a Concentration of Poverty level of less than 80% but greater than 55%;
- Five percentage points if the project is at a school that received a qualifying high rating on its most recent IAC Maintenance-Effectiveness Assessment; and
- Five percentage points if the project is to build a net-zero-energy school.

During FY 2024, IAC staff worked with each LEA's staff to identify and encourage projects that could qualify for these State-share add-ons. In the FY 2025 100% CIP, the IAC approved allocations to 65 projects that included one or more of these add-ons.

Connecting LEAs with Additional State and Federal Capital Funds

As described above, modifying school facilities to support meeting the State's climate-protection goals will require significant investment over the next two decades, both to increase energy efficiency and to decarbonize facilities.

During FY 2024, IAC staff coordinated extensively with the Maryland Energy Administration (MEA) to bring financial support from the MEA for energy-related planning and construction projects to LEAs. During FY 2024, with the IAC's assistance, the MEA's Decarbonizing Public Schools Program provided eight district-wide technical-assistance grants to support the implementation of clean-energy practices. These awards will allow the recipients to begin a number of projects, from analyzing facility data and integrating Net-Zero Energy practices to providing general technical and planning support for future years. Additionally, 35 facilities received project-specific awards for a variety of scopes: LED relamping, electrification of boilers, ground-mounted and rooftop solar projects, construction of ground-source heat pump systems, and technical studies for future projects like these.

The MEA's decarbonization program will continue in FY 2025 and LEAs are encouraged to apply and take advantage of the added financial and technical support.

Learn more about the MEA's decarbonization program

In addition, IAC staff worked with a national nonprofit organization to deliver informational webinars to Maryland's LEAs and counties to inform them about how to take advantage of federal Inflation Reduction Act (IRA) Direct Pay reimbursements for eligible components that increase energy efficiency and/or decarbonize their facilities.

Technical Assistance to LEAs to Maximize Project-Funding Eligibility

During FY 2024, IAC staff continued to work collaboratively with LEAs to best position the projects in each LEA's project pipeline to both maximize their eligibility for State financial support and optimize the fiscal sustainability of their portfolios. Just a few of these projects are highlighted below:

Cool Spring Elementary School in Prince George's County

Approved for local planning and partial construction funding in the FY 2025 CIP, this PreK-6 replacement project factored in Cooperative Use Space and add-ons to the State cost share for maintenance effectiveness (+5%) as well as a community with a high concentration of poverty (+10%). The State will provide 86% of eligible project costs for a project that would have received 71% without these factors. The IAC anticipates providing additional State funding in future fiscal years.

Furley Elementary School #206 in Baltimore City

This PreK-5 school received prior support from the IAC in FYs 2021-2024, with additional construction funding in the FY 2025 CIP to replace the existing school facility with a LEED Gold certified public school facility. A portion of the construction funding awarded to this project will be used to create community use spaces and collaborative spaces that will be available to the public during and after school hours. In addition, Baltimore City Recreation and Parks has secured separate funding to replace the recreational center adjoined to the school facility.

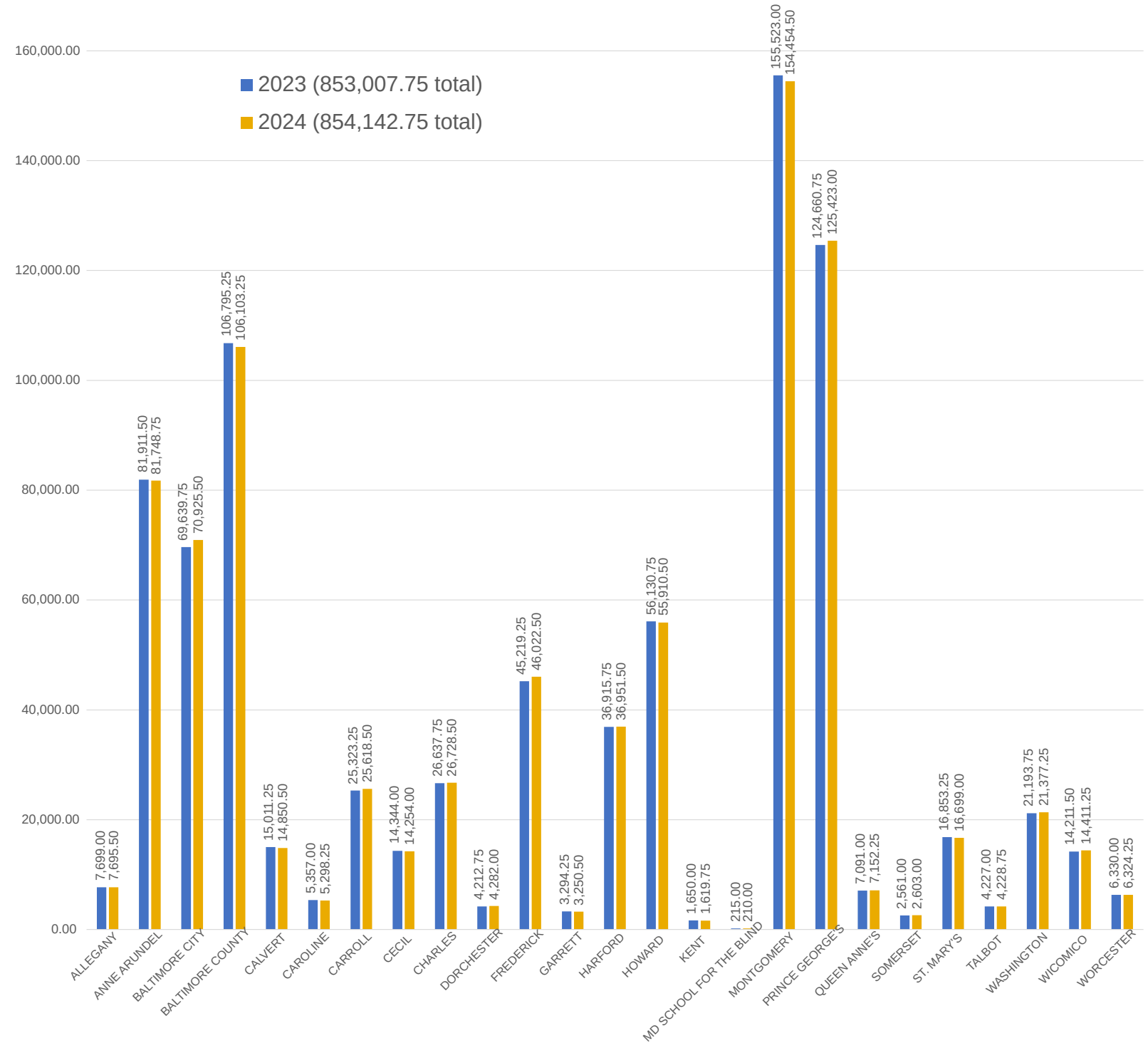
Deer Park Elementary in Baltimore County

The IAC recently approved $34,499,000 in Built to Learn funds for the Deer Park Elementary replacement project. In addition to a 5% add-on to the State cost share for maintenance effectiveness, this project was the first to receive the new 5% add-on for net-zero-energy. Deer Park will become Baltimore County's first net-zero-energy school.

Enrollment by LEA

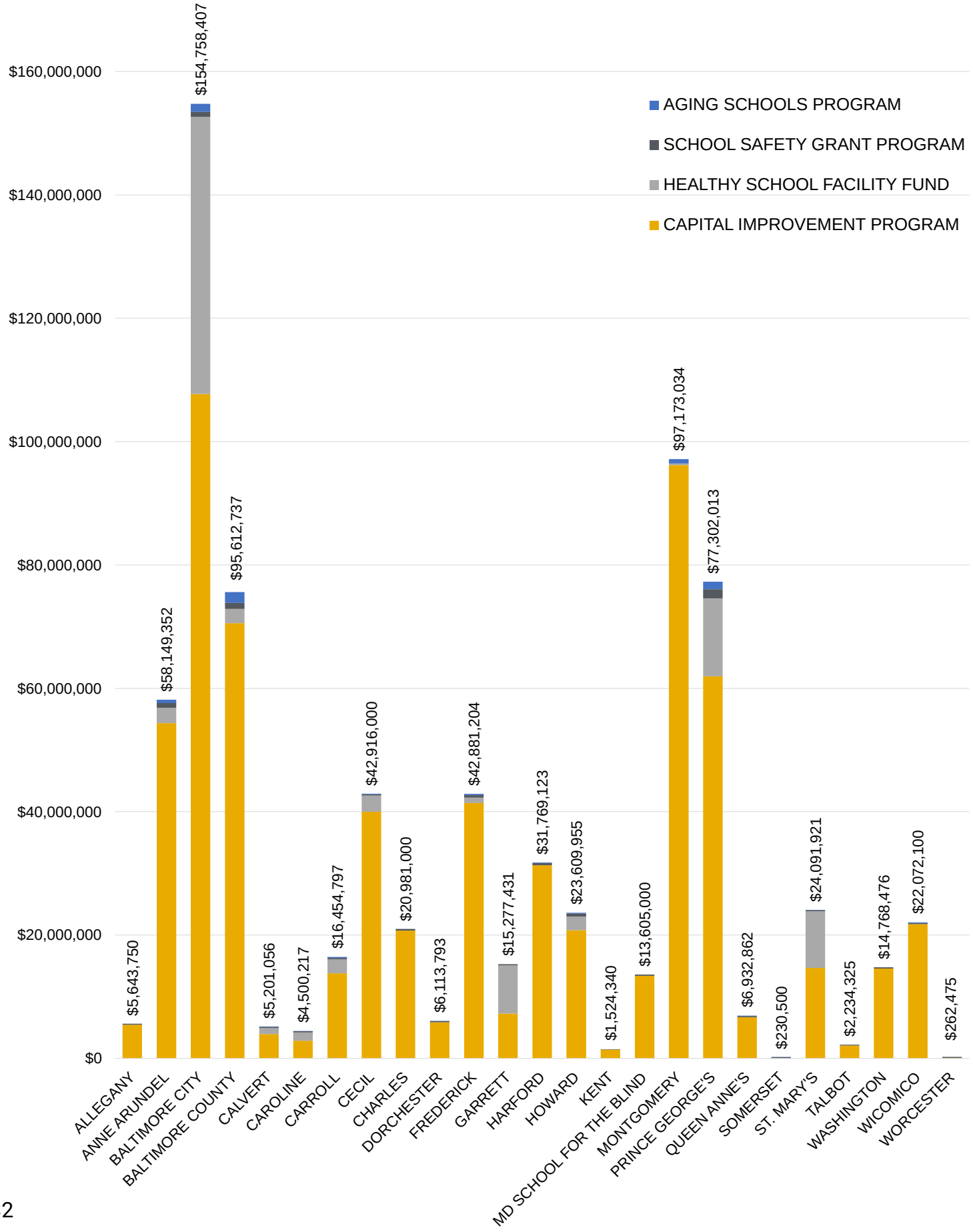
Some, but not all, IAC funding programs and allocations are driven by enrollments, either as a formula like SSGP or as a rough target like the CIP. Compare the enrollment graph below with the funding chart on the following page to see that generally, the distribution of State funding follows enrollments fairly closely.

Enrollments are shown as Full Time Equivalent (FTE) students from Kindergarten through Grade 12.



Annual Funding Programs

Excludes Multi-Year Programs (Pass-Through Grant and Built to Learn)



Capital Improvement Program

$659M Awarded **172** Schools **25** LEAs

The State's largest school construction grant program. Can be used for major new, renewal, replacement, addition, or capital maintenance (systemic renovation) projects and includes add-ons for certain LEAs through the Enrollment Growth and Relocatable Classroom program. The FY 2024 CIP included new authorization funds, prior year funds, and LEA reserve funds.

Healthy School Facility Fund

$90M Awarded **59** Schools **13** LEAs

For projects improving HVAC, mold remediation, temperature regulation, plumbing (including lead in drinking water), roofs, and windows. Priority is given to issues posing an immediate life, safety, or health threat to occupants.

School Safety Grant Program

$10M Awarded **433** Schools **25** LEAs

Provides funds for school security improvements such as access control, new camera surveillance systems, door hardware and improvements, emergency generators, campus lighting, etc. This program is administered in partnership with the Maryland Center for School Safety.

Aging Schools Program

$6M Awarded **45** Schools **17** LEAs

Funds projects in aging facilities for capital improvements, repairs, maintenance, and deferred maintenance. Funds can also be used to address life, safety, and public health risks that may negatively impact building occupants.

Multi-Year Funding Programs

The IAC has two active multi-year funding programs, which involve a one-time infusion of funds to each program to be awarded on a rolling basis over multiple fiscal years until fully awarded.

Pass-Through Grants

2022 Md. Laws, Ch. 344 (SB291) appropriated $237 million to be distributed to specified LEAs for school construction projects selected by each County government. These funds are statutorily required to be allocated as block grants to the LEAs with minimal oversight by the IAC. PTG funding was almost entirely awarded in FY 2023, but FY 2024 saw some adjustments of previously awarded projects and small awards to exhaust remaining allocations in three LEAs.

$20M Awarded **3** Schools **3** LEAs

Built to Learn Program

The program involves revenue bonds issued by the Maryland Stadium Authority (MSA) to fund school construction projects and provides for MSA to optionally manage projects. The total available funding for BTL is based on bond proceeds; the most recent estimate is $1.7 billion. Approximately $551M remains to be awarded.

$162M **11** Schools **6** LEAs

A note about Built to Learn and Public Private Partnerships (P3s)

In FY 2024, Prince George's County opened six new school buildings through a locally-funded P3, which is an alternative financing method that can be used to fund school construction and maintenance. A second P3, which will involve State funding, was closely reviewed by IAC staff during much of FY 2024. In July 2024, the IAC entered into a Memorandum of Understanding (MOU) and approved of the Project Agreement (PA) between Prince George's County Public Schools and the private developer. In accordance with with §4-126.1 of Education Article, these actions will allow for Built to Learn program funding to be used for the State share of projects completed in Prince George's second P3.

Funds Awarded in FY 2024

	Aging Schools Program	School Safety Grant Program	Pass Through Funding	Healthy School Facility Fund	Built to Learn	Capital Improvement Program	Total
Allegany		$200,000				$5,443,750	$5,643,750
Anne Arundel	$515,689	$797,000		$2,480,500		$54,356,163	$58,149,352
Baltimore City	$1,305,712	$806,000		$44,937,198		$107,709,497	$154,758,407
Baltimore County	$1,739,227	$1,001,000	$20,000,000	$2,299,160		$70,573,350	$95,612,737
Calvert	$68,304	$200,000		$989,295	$13,566,212	$3,943,457	$18,767,268
Caroline	$24,134	$200,000	$56,883	$1,355,200		$2,864,000	$4,500,217
Carroll	$161,500	$243,000		$2,240,000		$13,810,297	$16,454,797
Cecil	$100,000	$200,000		$2,616,000		$40,000,000	$42,916,000
Charles		$251,000				$20,730,000	$20,981,000
Dorchester	$38,293	$200,000				$5,875,500	$6,113,793
Frederick	$184,402	$415,000		$880,300		$41,401,502	$42,881,204
Garrett		$199,931		$7,815,500	$3,162,862	$7,262,000	$18,440,293
Harford	$99,000	$353,000				$31,317,123	$31,769,123
Howard	$87,776	$510,000		$2,214,300		$20,797,879	$23,609,955
Kent		$71,881	$18,459		$1,569,659	$1,434,000	$3,093,999
MSB		$200,000				$13,405,000	$13,605,000
Montgomery	$708,700	$1,476,000		$268,084	$139,590,500	$96,196,250	$238,239,534
Prince George's	$1,209,000	$1,141,000		$12,671,192		$61,945,821	$76,967,013
Queen Anne's	$49,800	$199,500				$6,683,562	$6,932,862
Somerset	$30,500	$200,000					$230,500
St. Mary's	$50,272	$199,997		$9,170,469		$14,671,183	$24,091,921
Talbot		$149,325			$3,878,801	$2,085,000	$6,113,126
Washington		$207,000				$14,561,476	$14,768,476
Wicomico	$106,627	$200,000				$21,765,473	$22,072,100
Worcester		$200,000				$62,475	$262,475
Total	$6,478,936	$9,820,634	$20,075,342	$89,937,198	$161,768,034	$658,894,758	**$946,974,902**

An additional $3,499,999 was awarded to nonpublic school facilities in MD through the Nonpublic Aging Schools Program.

Anne Arundel's Quarterfield ES | Photo: Coyle Studios

IAC Staff

Administration

Alex Donahue, Executive Director
Cassandra Viscarra, Deputy Director
Lolita Carter-Ross, Human Resources Manager
Victoria Howard, Policy Analyst
Hannah Sturm, Administrative Services Manager

Programs

Arabia Davis, Funding Programs Manager
Sheron Johnson, Funding Programs Assistant
Deterrion Sims, Funding Programs Assistant

Finance

Sadi Abrar, Chief Financial Officer
Popi Paragios, Finance Manager
Sheronda Gordon, Finance Administrator
Ashley Hicks, Finance & Operations Assistant
Tatyana Tate, Finance & Funding Programs Assistant

Information Technology

Nabhodipta Sil Upadhyay, Director of IT
Brett Stevens, Assistant Director of IT
Mickey Meredith, IT Projects Manager
Robert Davis, Software Engineer
Robert Goetz, Systems Trainer

Assessment & Maintenance

Scott Snyder, Assessment & Maintenance Group Manager
David Bailey, Lead Maintenance Assessor
Kenneth Johnson, Lead School Facilities Assessor
Michael Bitz, Facilities Assessor
Edward Brady, Facilities Assessor
Kyle Connolly, Facilities Assessor
Josh Faby, Facilities Assessor
Jason Johnson, Facilities Assessor
Ben Kaplan, Assessment Data Coordinator
Daniel McBee, Facilities Assessor
Soulihe Nida, Facilities Assessor
Mark Stevens, Facilities Assessor
Brooke Finneran, Maintenance Administrative Officer

Capital Projects

Melissa Wilfong, Capital Projects Director
Gene Shanholtz, Lead Capital Projects Manager
Lisa Vaughn, Capital Projects Manager
Sean Vorsteg, Capital Projects Manager
LaQuay Fleming, Field Operations Administrator

Planning

Jamie Bridges, Planning Manager
Graham Twibell, Regional Planner
Taylor Fitts, Planner

Partner Agency Staff

Office of School Facilities

Jillian Storms, Executive Director
Semaj Tucker, Architect Supervisor
Swapnil Joshi, Architect
Martin Lubin, Architect
Jo Anne Murray, Architect
Maria Prawirodihardjo, Architect
Myron Mason, Program Officer

Department of Planning

Chuck Boyd, Assistant Secretary of Planning Services

Department of General Services

Craig Curtis, Chief of Public Schools & Community Colleges Construction Program
Katie Shaffer, Public Schools Construction Administrator