

Governor's Commission on School Construction  
Meeting Agenda  
**June 6, 2025**  
**10 a.m. – noon**  
[Join the Zoom meeting here.](#)  
Meeting ID: 829 3837 1320  
Passcode: 53007538

**Key Topics**

1. Maintenance
2. Local Contribution

**Desired Outcome**

Commission determines next steps on above topics. Options include identifying additional information or analysis needed for decision-making/recommendations, and/or endorsing a recommendation in concept to be further developed with language for the commission's review and decision.

**Materials for Advance Review/Reference**

- [Rule Chapter 64](#)
- [School Revolving Renovation Fund presentation](#), Anne Pinnette, Maine DOE
- Prince George's County Public Schools [FY2024 Comprehensive Maintenance Plan](#)
- Article: [What to Include in a Long-Term School Facility Maintenance Plan](#)
- Hanover Research webinar: [Navigating Funding Challenges: Strategies for Resource Management in K-12 Education](#)
- [APPA article](#) (re: Total Cost of Ownership)

**Agenda**

*(Times are approximate.)*

- |       |   |
|-------|---|
| 10:00 | Welcome and Introductions                             |
| 10:05 | Commissioner's Update                                 |
| 10:15 | Other announcements<br><i>All</i>                     |
| 10:20 | Topic: Maintenance<br><i>See key questions below.</i> |

11:15	Local Contribution <i>See key questions below.</i>
11:50	Wrap-Up and Next Steps
Noon	Adjourn

### Key Questions

There are two sets of questions below for each major topic on today's agenda. The first set is intended to support discussion at the commission meeting. The second supports continued examination and analysis by commission members, staff, and other subject experts. Please consider the questions below as examples, not exclusive of other questions. Commission members, staff, and interested parties are encouraged to add questions or desired analysis, as needed.

### 1. Maintenance

**Premise:** Maintenance has emerged as an important cost-saving strategy by extending the lifespan of structures and reducing the need for new construction. This area is associated with other strategies such as master planning, asset management, total cost of ownership (TCO), and maintenance planning.

- Asset Management refers to the process of systematically organizing, maintaining, and using the tangible and intangible resources owned by an entity, such as a school district.
- TCO focuses on the financial aspects of the entire cost of the facility—from acquisition and design, to operations, to replacement and/or demolition. It helps in budgeting, decision-making, lifecycle optimization, selection of vendors, and other benefits.
- Maintenance Plans contain both short- and long-term facility objectives, timelines, and costs. They reflect the level of commitment to maintaining the facility over the long term.

### Previously-Identified Potential Strategies

- Establish a TCO approach.
- Establish maintenance plan requirements and corresponding costs of doing so.
- Invest more funds in maintenance and establish minimum requirements.
- Devote a portion of facility cost for maintenance through at least the first half of the bond, with adjustments made in reimbursement for lapses that cannot be justified.
- Identify, bundle, and/or recommend comparable major mechanical systems for greater standardization, support, and lower cost.
- Increase school technician expertise and availability through alliances with Career and Technical Education (CTE), adult education, community colleges, and the state maintenance association's annual summer conference.
- Provide technical support for districts which do not have available technical knowledge to address issues quickly with minimal disruption.

### Examples of Questions for Commission Discussion

- Does the commission want to **pursue analysis** in this area?
- How does **maintenance planning** fit within the larger context of master planning, asset management, and TCO for the 600 schools in Maine?
- What **supporting evidence** exists that the above approach would be cost-saving or improve other aspects, such as health and safety?
- How could the **state play a partnership role with school districts** in achieving a more proactive approach?
- What **resources and expertise** would be needed?
- How could **technical support for mechanical systems** be improved (e.g., pre-bundling, joint purchasing, and/or universal systems to support efficiency, maintenance, and training)?
- How could a **higher concentration of technicians** for this sector be developed?

### Examples of Questions for Additional Examination of Maintenance-Related Strategies

- Specifically, **how could the concepts of Master Planning, Asset Management, TCO, and Maintenance Planning fit together** to bend the cost curve, create efficiencies, establish priorities, and assist both school districts and the state? How would this approach differ from the current state?
- What would be projected **short- and long-term costs and potential savings**? Based on what?
- What **funding sources** could be used to support these elements?
- What **training, support, and expertise** would be needed?
- **What entities have authority or direct involvement** in this area? How will they be involved in design and/or decision-making of the approach?
- What entity or parties could **develop, provide, manage, and adapt the technical expertise** to more effectively and cost-efficiently support the needs of school districts?
- What type of **tracking system** would be needed to measure savings statewide?
- If **maintenance plans** were to be required:
  - What technical support, information, or expertise would be needed to implement and sustain?
  - What would be the cost?
  - Could these costs be offset by reduced long-term costs in new construction/replacement?
  - How would maintenance plans be tracked, recorded, and monitored?
- What **changes in law, statute, or policy** would be needed to implement this strategy?

## **2. Local Contribution**

**Premise:** Local contribution toward construction and renovation would provide funds—in addition to state funds—and thereby expand the pool of available resources.

### Previously-Identified Potential Strategies

- Establish a percentage of sliding scale divided between state and federal appropriations.

#### Examples of Questions for Commission Discussion

- Does the commission want to **pursue further examination** of this strategy?
- What are the potential **upsides, downsides, and unintended consequences**?
- Should the **state contribution be capped**? If so, why?
- Should **some projects be excluded** from the sliding scale (e.g., new construction versus renovation, or if total construction cost of project is within a certain amount)?
- Could the **cost of local contribution be offset** through efficiencies such as prototypes/model schools and/or pre-approved standardized systems?
- How would the **sliding scale be determined** (e.g., property value, unemployment rate, household income, enrollment, population, or other)?

#### Examples of Questions for Additional Examination of Local Contribution

- How could school districts **garner revenue** for local contribution (e.g., property tax, land donation, municipal bonds, capital reserve fund, grants, philanthropy, other)?
- Specifically, **how would districts benefit** from this approach?
- Should **off-sets exist** for consolidation?
- What entity would provide **oversight**?
- What **changes in law, statute, or policy** would be needed to implement this strategy?