

## Making the Case for Preventive Maintenance and Proactive Indoor Air Quality Management: Value Proposition Worksheet

The condition of the indoor environment in schools has a direct impact on health and performance outcomes for students and staff. Although most schools are working hard to provide a safe and healthy learning environment for all, there are times when a focused pitch is needed to help make the case for a specific action or program to an intended audience (e.g., superintendent, school board, teachers, facility director). Your value proposition statement is your “elevator pitch” for quickly describing the benefits of your program. The purpose of your statement is to demonstrate to your intended audience that your proposed activities are critical and worth funding/supporting.

This worksheet provides two tables to help you identify the key components of your value proposition. Once you have obtained your audience’s attention, you can use the other components of your value proposition to secure their support.

### Value Proposition Example:

*The bold goal my program is focused on is creating healthy learning environments for our students, protecting the health of custodial staff, and increasing the lifespan of the facilities by implementing preventive maintenance best practices as part of a comprehensive indoor air quality management program.*

*In addition, implementing preventive maintenance practices keeps our facilities in good working order and helps extend the life of our equipment and assets, which will save money in the long run. **By** developing a preventive maintenance plan and implementing it, **this program saved** \$500,000 in reactive/emergency maintenance costs for Area School District **within** the first 2 years.*

**Get started by filling in Table 1 and Table 2** to determine the benefits of your proposed activities or program. Once those tables are complete, fill in the spaces below to complete your value proposition statement. Remember, every initiative or program is unique; you may have to tailor the template to fit your needs.

### Your Value Proposition:

**The bold goals my program is focused on include** [impacts/long-term outcomes] \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

**For/By** [inputs/investment] \_\_\_\_\_, **my program will** [achieve outcome/short-term and intermediate goal] \_\_\_\_\_ **for** [target population] \_\_\_\_\_ **and will generate** [benefits/cost savings] \_\_\_\_\_ **over/within** [time period] \_\_\_\_\_.

### Filling In Your Value Position Statement:

1. Table 1—Fill in Table 1 to determine your target population, inputs, activities, outputs, outcomes and impact.

You might have several outcomes, so pick the one or two most likely to entice your identified audience. If you have multiple intended audiences, you may have to tailor your value proposition statement for each.

2. Table 2—Fill in Table 2 to determine the potential benefits and cost savings or potential revenue lost as they relate to your specific outcomes.

**Table 1: Value Proposition Components**

This table is based on a [logic model](#) and will help you identify the necessary components of your value proposition. Program evaluation is essential to securing funding and buy-in for the future. As you move through the worksheet, think through the different metrics your program will employ to measure and track progress toward each component. Please fill in the “My Program” row. Depending on your goals, you could focus on any number of activities and outcomes. Examples are inserted for your reference.

**My Target Population:** \_\_\_\_\_

*What is the target population your program is committed to serving? How many individuals are in your target population?*

**Example:**

My program will serve 50,000 students in Area School District.

Inputs	Activities <sup>1</sup>	Outputs	Outcomes	Impact
<b>Investment/Cost/Assets</b> <i>What resources (investment/cost/assets) do I need to put into my program or activities?</i>	<b>Tasks</b> <i>What activities will my program offer to achieve my desired outcomes?</i>	<b>Objectives</b> <i>What outputs can I measure to track my activities?</i>	<b>Short-Term and Intermediate Goals</b> <i>What is my program committed to achieving for my target population? You could focus on outcomes from each category or focus on only one category.</i>	<b>Long-term Mission</b> <i>What benefits will result for my population of focus?</i>
<b>My Program</b>				
<b>Example</b> Staff time: 1 FTE of \$60,000  Funding: \$15,000 grant  Equipment and supplies: \$5,000  Total Investment: \$80,000 ----- # of hours of staff time to train or develop materials  # of available/relevant partners, who could offer training or technical assistance	<b>Organize:</b> Develop and institute a new policy for preventive maintenance and/or proactive IAQ management based on the <i>IAQ Tools for Schools</i> guidance to sustain changes. Designate someone as the IAQ and/or preventive maintenance coordinator.  <b>Plan:</b> Update existing preventive maintenance plans or develop a new plan to ensure everyone knows what is expected and to promote collaboration.  <b>Act:</b> Train 20 teachers and 10 custodial staff to implement preventive maintenance and IAQ best practices or to take other actions to improve IAQ.  <b>Assess:</b> Conduct school walkthrough assessments twice per year using the <a href="#">School IAQ Assessment Mobile App</a> .	# of new policies approved.  # of new plans developed or updated.  # of teachers successfully trained.  # of custodial staff successfully trained.  # of walkthroughs conducted in # of buildings.  (EVALUATING MY PROGRAM: Where can I find the data I need to evaluate my program? With whom can I partner to get the data?)	<b>Health:</b> <ul style="list-style-type: none"> <li>% reduced school nurse visits.</li> <li># of IAQ-related health complaints reduced.</li> <li># of impacted students.</li> <li># of teacher sick days (and substitute teacher days) reduced.</li> <li># of custodial health complaints reduced.</li> </ul> <b>Academic and Staff Performance:</b> <ul style="list-style-type: none"> <li># of school days missed.</li> <li>% improvement in teacher retention.</li> <li>Hours/days instruction time increased.</li> </ul> <b>Facility/Environmental:</b> <ul style="list-style-type: none"> <li># of IAQ-related complaints reduced.</li> <li># of school closings and the need to relocate students reduced.</li> <li>% reduction in the use of potentially toxic chemicals, such as pesticides.</li> <li>% staff time saved using more efficient cleaning procedures.</li> </ul>	<b>Health:</b> <ul style="list-style-type: none"> <li>Healthier environment for students and staff.</li> <li>Reduced asthma exacerbations from asthma triggers in schools.</li> <li>\$ saved from reduced school nurse visits.</li> <li>Reduced liability and fewer lawsuits.</li> </ul> <b>Academic and Staff Performance:</b> <ul style="list-style-type: none"> <li>Gained revenue based on increased attendance.</li> <li>Improved state test scores.</li> <li>Increased scholarships.</li> <li>Improved teacher and staff performance.</li> </ul> <b>Facility/Environmental:</b> <ul style="list-style-type: none"> <li># of IAQ-related repairs reduced.</li> <li># of catastrophic failures.</li> <li>\$ cost of IAQ-related repairs reduced.</li> <li>\$ saved in operating costs.</li> <li>\$ cost per work order on minor repairs.</li> </ul>

<sup>1</sup> Refer to the [Framework for Effective School IAQ Management](#) for activity ideas related to the Key Drivers of Success and Technical Solutions.

**Table 2: Benefits and Value/Potential Loss/Cost Savings**

Use this table to estimate your benefits and cost savings for your specific outcome(s). Please fill in the “My Program” column. One benefit from your program might be an opportunity to realign your spending. For example, your program might save costs in some areas, such as a reduction in spending on emergency repairs, which can be reinvested in other areas, such as, in preventive maintenance.

Benefits and Cost Savings	My Program	Example Benefits and Cost Savings
<p><i>Estimate the benefits and cost savings for your specific outcome(s).</i></p>		<p><b>Attendance Cost Savings:</b>            8,361 (# of children with asthma in the school district)            X 8 (multiplied by avg. # of school days missed by students with asthma)            X \$32 (multiplied by attendance daily rate by state)            = \$2,140,416 (equals potential revenue lost)</p> <p>Reducing avg. # of school days missed by those with asthma by 50% = <b>\$1,070,208/year</b></p> <p>Improving attendance of all students with asthma by only 1 day = <b>\$267,552/year</b></p> <p><b>Facility Cost Savings:</b>            Return on investment (ROI)—For every \$1 invested in preventive maintenance, \$4 is saved in the long run.<sup>2</sup></p> <ul style="list-style-type: none"> <li>• The cost per work order on minor repairs dropped over 200%, from \$400 per work order to \$115 per work order.<sup>3</sup></li> <li>• Using work order data, preventive maintenance schedules have increased 25% with the ability to analyze what equipment requires the most corrective maintenance.<sup>3</sup></li> <li>• Preventive maintenance costs have declined 22% over the past year.<sup>3</sup></li> </ul>
<p><i>Estimate the benefits for your specific outcome(s).</i></p>		<p><b>Increased Academic Instruction Time:</b>  <i>Asthma Related Nurse Visits</i>            Baseline: 176 PRN (when necessary) visits x 26 minutes = 76 hours            4 months later: 28 PRN visits x 26 minutes = 12 hours</p> <p><i>Class Disruption Due to Catastrophic Equipment Failures</i>            Catastrophic failures have ceased to exist and call-in work orders are now small repairs.</p> <p><b>Increased Student Performance:</b>            Students in deteriorating school buildings score between 5 to 11 percentile points lower on standardized achievement tests than students in modern buildings, after controlling for income level.<sup>4</sup></p>

<sup>2</sup> Council of the Great City Schools, “Reversing the Cycle of Deterioration,” (2014), 8, [www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/FacilitiesReport2014.pdf](http://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/87/FacilitiesReport2014.pdf).

<sup>3</sup> <https://www.schoolde.com/community/discover/blogs/creating-a-culture-of-preventive-maintenance>

<sup>4</sup> Council of the Great City Schools, “Reversing the Cycle of Deterioration,” 5.