

Anchorage School District



CHAPTER 6 The Next Steps



CHAPTER 6 THE NEXT STEPS

In this chapter we explore the steps that should be taken for the future development of the West-Romig Campus as a center of community. The logical next step is to move into the master planning phase, followed by the building design and construction phases. Each phase will need further funding. This chapter addresses three issues related to moving forward.

1. What actions can be taken today that support the vision of West-Romig as a center of community and are not incumbent on facility improvements?
2. What steps should be taken in the future master planning effort?
3. What sources of funding, supplemental to the Anchorage School District, might be available to bring the vision to reality?

What actions can be taken today?

One of the great benefits of the visioning process described in this report has been the increased communication between the school district, municipal agencies, area organizations, area business, and community members. The Anchorage community has come together in the context of a pre-planning process to offer insights into how a greater level of cooperation can enhance the educational opportunities for the students and the community.

Some people with current ties to the schools have discussed how they might be able to expand their current programs. Others with no current relationship to the schools have seen new opportunities for partnership. All parties focused foremost on the potential positive impact on the students and have also realized the corollary benefits to their operations.

The following opportunities and programs could be initiated or expanded:

1. Schedule modifications.
 - Add and coordinate between schools to offer additional for credit class hours to increase flexibility to respond to the differing needs of the student body
 - Add broader schedule options including synching Romig and West's bell schedule
2. Summer programming for the community.
 - ESL and World language and literacy
 - Art
 - Fitness/exercise
 - EMT exploration with first aid/CPR/babysitting
 - Keep the library open for extended hours for studying, tutoring, and research
3. Obtain and temporarily locate equipment for student radio and media production.

4. Incorporate Dempsey Anderson Ice Center and the Pool into campus programming and use.
5. Connect with the Chester Creek Aquatic Restoration project and Municipal Parks and Recreation department for possible environmental studies opportunities and internships.
6. Provide financial planning and literacy classes for the students and the community through a financial institution partner.
7. Initiate a senior citizen mentor program at Romig Middle School.
8. Initiate additional community service projects at West High School with an eye towards building a center of community at the campus, especially projects that engage the senior citizens of the area.
9. Investigate options for middle school introductory vocational programs that could lead to West High or KCC vocational offerings.
10. Increase internship/job shadow/apprentice opportunities with area business partners, the Municipality, and the Department of Labor.
11. Ensure that every student on the campus has a public library card.
12. Initiate an inter-loan program between the public library and the West-Romig library as a pilot project.
13. Create a library tech aide program for students and expand the hours of the library at least one night during the week.
14. Initiate a student translators club within the foreign language department to provide services within the school.

These initiatives could be implemented immediately and are not dependent upon the ultimate renewal of the West-Romig Campus. Therefore, they can proceed on independent timelines. Many of these initiatives will build bridges within the community and will influence the development of the campus as a center of community.



SUPPLEMENTAL FUNDING

What steps should be taken in developing a master plan?

A master plan should be initiated as soon as possible to capitalize on the momentum and synergy generated within the school district, Municipality, and the community. A well-conceived master plan is an essential next step in shaping the educational and physical evolution of any school facility, and provides assurance to decision-makers and stakeholders that advancement occurs in concert with the stated vision. Master planning also will help school administrators, the Municipality, and the community to articulate their goals and expectations, and participate in the development and evaluation of multiple options to solve facility expansion and improvement needs.

The master planning will be very process driven. A systematic approach will ensure that the correct information is gathered and analyzed, options are developed which take the long view of the educational and facility needs, and information is shared with all stakeholders throughout the process. Importantly for a school as a center of community, the master planning process will identify not only capital needs but also the ongoing maintenance and operational needs for this kind of campus.

What funding sources are available?

This report promotes the creation of facilities and programs beyond the scope normally delivered by the Anchorage School District. This results in the need to obtain funding in addition to the Anchorage School District to partner in the construction and operation of the facility. No single source of funds will be responsible for developing the campus as center of community. Further, no single source can be relied upon to meet all of the needs; rather multiple sources

and public private partnerships will need to be pursued. A package of funding will have to be developed. The responsibility for capital, operational, and maintenance costs will fall to the Anchorage School District for school functions, to the Municipality for municipal functions, and to the community, including grant, private, and non-profit organizations, for community functions.

There are two separate and distinct needs for supplemental funding: additional facility needs and specialized operations. Both of these categories have multiple funding options to explore.



Construction Financing

The most appropriate funding sources will be determined by the types of spaces that are to be constructed. Facilities envisioned within this report may be within the scope of school district specifications,

may be stand alone public/ private facilities on the campus, or may be separate structures located on an adjacent but accessible property.

- The Anchorage School District is in the process of writing new educational specifications for Schools of the 21st Century. An understanding of the needs outlined in the educational specifications for West Romig coupled with an understanding of the needs for implementing the vision outlined in this report may reveal similar functions. Creative master planning may enable space that would be constructed under a typical renewal program to be utilized for both traditional school purposes and community functions. This would mitigate

the amount of additional space needed solely attributable to The Forum and reduce the amount of supplemental funding necessary.

- Facilities housing police substations, EMT dispatch stations, or other such public facilities would be funded through the traditional public budgetary process.
- There are aspects of this vision for West-Romig as a center of community that should be viewed from the perspective of economic development; therefore, economic development funding sources should be considered. Convenient automobile and pedestrian access to and from the campus site are an important aspect for success. Future road construction, traffic control, and utility improvements related to Minnesota Drive, Northern Lights Boulevard and Hillcrest Drive should take into account the goals of the West-Romig Campus master plan.
- The Forum will be an example of public-private partnerships that benefit both the students and the community. To encourage this type of long-term collaboration and to take advantage of the economic development opportunities incumbent with this program, the State and/or the Municipality should consider specific funding for this community use facility.
- In lieu of one of the potential business partners constructing a stand alone facility, they could contribute to construction funds an appropriate equivalent amount in return for a long term lease. The expenditure for space would be less costly as a component of this larger facility than it would be if they constructed a stand alone facility.
- Because The Forum will be a signature element on the West-Romig Campus, it will offer community public relations opportunities, and naming rights could be used to offset the costs of construction.

OPTIONS FOR FUNDING PUBIC-PRIVATE FACILITY CONSTRUCTION COSTS

Any residual construction funding will require debt service obligations because a space like The Forum will be occupied by multiple entities; one party will serve as the developer of the space and collect lease payments from all occupants. There are at least three options for the role of the developer.

- An outside developer agrees to develop the project. The developer would lease the ground from the Municipality and in turn obtain leases from the Anchorage School District, individual business tenants, and the managing non-profit organization. Leases would be developed on a pro-rata basis. Developers would obtain financing from the private marketplace. One advantage of this option is that competitive proposals could be solicited from various developers. One disadvantage is that lease rates will include developer's profit which might make the leases higher than they might be otherwise. Restrictive covenants would need to be included in the master agreement controlling the types of tenants allowed.
- The Municipality of Anchorage and the Anchorage School District agree to develop the project as a part of the West-Romig Campus renewal program. In this case the Municipality of Anchorage and the Anchorage School District would obtain lease agreements from all business tenants and from the managing non-profit organization. One subset of this option is for a master lease to be entered into with the managing non-profit organization and all

subsequent business tenants to sublease space from the non-profit organization. This would create single source responsibility for the Municipality and the Anchorage School District. Constructed in concert with the overall renewal of the West-Romig Campus, the construction costs would be significantly less due to the buying power of a larger project. Operational and maintenance costs, if provided by the District under a joint use agreement, would also likely be lower due to existing services being already in place. To protect the Municipality and the District, the master plan for The Forum would need to have alternative educational uses identified for all spaces.

- A managing non-profit organization serves as the developer of the project. Leases would be obtained from all business tenants and from the Anchorage School District. A subsequent joint use agreement would be developed for maintenance and utility costs. A strong business pro forma will be required in order for this group to be able to secure financing. Cooperation with the Municipality will be required in order for this entity to sell tax free bonds.

Note: In all these scenarios, Joint Use Agreements are necessary in order to clearly delineate the requirements of public and private entities. These documents are complex by nature and must be developed specifically for each relationship. Examples of Joint Use Agreements are included in the Appendix of this report but are included for illustration purposes only. Advice of legal counsel should be obtained in the creation of agreements developed for this program.

FUNDING PUBLIC-PRIVATE FACILITY OPERATIONAL COSTS

Successfully managing the programs outlined in this report requires accounting for operational costs. Operational costs include hard costs such as lease payments, maintenance and utility costs, supplies and tele-connectivity, as well as soft costs such as salaries, training costs and professional services.

The responsibility for obtaining operational and maintenance funding will fall proportionately for school functions to the Anchorage School District, for municipal functions to the Municipality, and for community functions to the community including nonprofits, foundations, and business entities. A managing non-profit organization with a Board of Directors and an Executive Director is a method for ensuring that ongoing operational and maintenance needs are met. It is recommended that in addition to securing funding to cover annual operating costs, that an endowment be created. The goal should be that the endowment be of sufficient size that the earnings would be enough to cover typical annual operating costs. The Alaska Community Foundation would be a good resource to use in administering such an endowment.



Professional services

Regulations involving the creation and maintenance of a 501 (c) 3 non-profit organization are increasingly complex. Obtaining pro bono legal and accounting services would eliminate these costs.

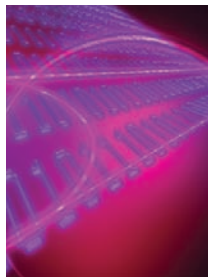
Additionally, these professional service firms should be included as General Educational Enterprise Partners exposing students to careers in law and accounting.



Office supplies and equipment

The need for office equipment, such as copiers, scanners, facsimile machines, desks, chairs, and file cabinets along with conventional consumable office supplies, is apparent.

By collaborating with the business partners, this program should be able to leverage contributions for its minimal needs.



Bandwidth

When fully developed, The Forum will have a significant need for telecommunications bandwidth. Partnering with local service providers, while providing recognition for their services, opens the possibility for free or

reduced service fees. This is an opportunity for a partner to collaborate with the schools by exposing students to and educating them about networks and other technology related careers.



Artwork

The common areas of The Forum should be used as an art gallery and informal performing space as a means of emphasizing the connection between West-Romig and the fine arts community.

Student work performed and displayed side by side with works from local professional artists portrays this important aspect of West-Romig's culture.

In addition to in-kind contributions there is a need for other operational funding. Utility and maintenance costs should be built into the lease structure for all of the tenants. Depending on the community use spaces that are ultimately developed, demand for rental opportunities could provide an income stream to offset some operational expenses.

GOVERNMENT GRANTS

Grants can be good sources for construction and operational funding. Sources for grants and loans are constantly evolving. The following list includes some of the government programs and foundations that support educational programs such as those being outlined in this report.

Alaska Native Education Equity

The overall purpose is to meet the unique education needs of Alaska Natives and to support supplemental education programs to benefit Alaska Natives. Allowable activities include, but are not limited to, the development of curricula and education programs that address the education needs of Alaska Native students, and the development and operation of student enrichment programs in science and mathematics. Eligible activities also include professional development for educators, activities carried out through Even Start (# 84.213) programs and Head Start programs, family literacy services, and dropout prevention programs.

<http://www.ed.gov/programs/alaskanative/applicant.html>

Cultural Partnership for At-Risk Children and Youths-Arts in Education

This program supports school-community partnership programs designed to improve the education performance of at-risk children by providing arts education services and programs, especially programs incorporating arts education standards. These include school-community arts partnerships that support arts education and enrichment activities for at-risk children and youth.

<http://www.ed.gov/programs/artscp/index.html>

Grants for the Integration of Schools and Mental Health Systems

This program provides grants for the purpose of increasing student access to quality mental health care by developing innovative programs that link school systems with local mental health systems.

<http://www.ed.gov/programs/mentalhealth/index.html>

Indian Education-Formula Grants to Local Education Agencies

This program is designed to address the unique education and culturally related academic needs of American Indian and Alaska Native students, so that these students can achieve to the same challenging state performance standards expected of all students. The program is the Department's principal vehicle for addressing the particular needs of Indian children. Funds support such activities as after-school programs, early childhood education, tutoring, and dropout prevention.

<http://www.ed.gov/programs/indianformula/index.html>

Innovative Program Grants

The program provides funding for 27 allowable program areas, including instructional and educational materials, technology, school improvement, school and education reform, and meeting the education needs of at-risk students.

<http://www.ed.gov/programs/innovative/index.html>

Mentoring Grants (Romig Middle School)

Grant funds must be used to support school-based mentoring programs and activities to serve children with the greatest need in one or more of grades 4 through 8 living in rural areas, high-crime areas, or troubled-home environments, or who attend schools with violence problems.

<http://www.ed.gov/programs/dvmentoring/index.html>

Native American and Alaska Native Children in School Program

Projects may include teacher training, curriculum development, and evaluation and assessment to support the core program of student instruction and parent-community participation. Student instruction may comprise preschool, elementary, secondary, and postsecondary levels or combinations of these levels.

<http://www.ed.gov/programs/naancs/index.html>

Career and Technical Education - Grants to Native Americans and Alaska Natives

The Native American Career and Technical Education Program provides grants that improve the quality of career and technical education programs by providing professional development for teachers, faculty, administrators, and counselors. Programs are designed to provide certificates and/or associate degrees, prepare students for high-skill, high-wage jobs, or high-demand occupations in emerging or established professions

<http://www.ed.gov/programs/ctenavtep/index.html>

DEPARTMENT OF EDUCATION**Office of Innovation and Improvement**

The Full-Service Community Schools (FSCS) program, encourages coordination of educational, developmental, family, health, and other services through partnerships between public elementary and secondary schools and community-based organizations and public or private entities.

<http://a257.g.akamaitech.net/7/257/2422/01jan20081800/edocket.access.gpo.gov/2008/E8-2934.htm>

Discretionary Funds from the Secretary of Education

Requires assistance from Senators and Representatives

FOUNDATION GRANTS

Rasmuson Foundation

The Rasmuson Foundation continues a tradition of supporting non-profit organizations that strive to improve the quality of life for people throughout Alaska. By assisting these groups that address basic needs, special circumstances, the arts, and education, the Rasmuson Foundation contributes to healthy, enriched, and productive lives for Alaskans of all ages.

<http://www.rasmuson.org/index.php>

The Broad Foundation

The Broad Foundation supports public school efforts in improving governance and management. They may view the Executive Director position as a creative management strategy worth supporting.

<http://www.broadfoundation.org>

AT&T Foundation

Education is the primary funding area for the AT&T Foundation. The AT&T Foundation invests in educational programs that support successful community-based programs and prepare students to succeed in college and in the workforce.

<http://www.att.com/gen/corporate-citizenship?pid=7742>

The Coca-Cola Foundation

The Coca-Cola Foundation helps by partnering with organizations around the globe to support initiatives and programs that respond in a meaningful way to community needs and priorities.

http://www.thecocacola.com/citizenship/foundation_coke.html

Dollar General Grant Program

The Dollar General Back-to-School Grants provide funding to assist schools in meeting some of the financial challenges they face in implementing new programs or purchasing new equipment, materials or software for their school library or literacy program.

http://www.dollargeneral.com/community/community_investments.aspx

General Electric Foundation

The GE Foundation, the philanthropic organization of the General Electric Company, invests in initiatives that improve educational opportunity and strengthen community organizations in GE communities around the world.

http://www.ge.com/foundation/about_us.html

American Honda Foundation

Grants are provided in the fields of youth education and science education to the following: educational institutions and non-profit, tax-exempt organizations in the fields of youth education and scientific education; and programs pertaining to academic or curriculum developments that emphasize innovative educational methods and techniques.

<http://corporate.honda.com/america/philanthropy.aspx?id=ahf>

Lowe's Charitable and Educational Foundation

The Lowe's Charitable and Educational Foundation (LCEF) has a long and proud history of contributing to grassroots community projects. In 2006, LCEF awarded grants to diverse organizations and schools across the United States where Lowe's operates stores and distribution centers. The Foundation's primary philanthropic focus areas include K-12 public schools and non-profit, community-based organizations.

<http://www.lowes.com/lowes/lkn?action=pg&p=AboutLowe/Community>

Motorola Foundation

The Motorola Foundation focuses its funding on education, especially programs that support math and science teacher-training programs and charitable organizations that excite young people about these subjects. Through the foundation, Motorola nurtures relationships with local, national, and international non-profit organizations - to extend resources to communities in need and to help expand the scope of their missions. They support important causes in three ways: 1) Through cash donations; 2) Through product donations; and, 3) By enabling employees to participate in volunteer and charitable-giving programs.

<http://www.motorola.com/content.jsp?globalObjectId=8145>

State Farm Companies Foundation

State Farm Companies Foundation is primarily committed to education, helping to raise the level of student achievement in our elementary and secondary schools, as well as supporting key higher education initiatives.

http://www.statefarm.com/about/part_spos/grants/foundati.asp

Target Foundation Local Stores Arts Grants

These grants are awarded to programs that bring the arts to schools or make it affordable for families to participate in cultural experiences.

<http://sites.target.com/site/en/corporate/page.jsp?contentId=PRD03-001818>