



# **Review of the Purchasing and Warehouse Department of the Anchorage School District**

## **November 2024**

Andy Ratliff, Chief Financial Officer of the Anchorage School District (ASD), requested that the Council of the Great City Schools (CGCS, or the Council) provide a high-level management review of the district's Purchasing and Warehouse Department (PWD). Specifically, it was requested that the Council<sup>1</sup> --

- Review the structure, policies, and operations of the district's purchasing and warehouse activities, including the use of industry benchmarks and key performance indicators, to identify opportunities for enhancements, service optimization, and cost efficiencies.
- Assess purchasing and warehouse processes, internal controls, and organizational structures to strengthen data-driven decision-making, enhance transparency, ensure compliance, and streamline organizational workflows.
- Develop actionable recommendations with roadmaps to modernize PWD operations, increase operational effectiveness and service delivery, and maximize the department's strategic value to the district.

In response to this request, the Council assembled a Strategic Support Team (the team) of senior managers with extensive experience in procurement, warehousing, materials management, distribution, and operations from other major urban city school systems across the country. The team was composed of the following individuals. (Attachment A provides brief biographical sketches of the team members.)

Willie Burroughs, Project Director  
Director, Management Services  
Council of the Great City Schools (Washington, D.C.)

David Palmer, Principal Investigator  
Deputy Director (Retired)  
Los Angeles Unified School District (California)

---

<sup>1</sup> The Council has conducted over 350 instructional, management, and operational reviews in over 65 big city school districts over the last 25 years. The reports generated by these reviews are often critical, but they also have been the foundation for improving the operations, organization, instruction, and management of many urban school systems nationally. In other cases, the reports are complimentary and form the basis for identifying "best practices" for other urban school systems to replicate. (Attachment G lists the reviews that the Council has conducted.)

Review of the Purchasing and Warehouse Department of the Anchorage School District

Sung Yon Lee  
Deputy Chief Business Officer  
Los Angeles Unified School District (California)

Charisma Montfort  
Chief Procurement Officer  
Miami-Dade County Public Schools (Florida)

Edward Romero  
Executive Director, Operations & Business Services  
San Antonio Independent School District (Texas)

Robert Waremburg  
Senior Manager of Procurement Services  
City of Jacksonville (Florida)

David Wheeler  
Senior Director, Procurement Services  
Orange County Public Schools (Florida)

The team reviewed documents provided by the district prior to, during, and after a four-day site visit to Anchorage School District, Alaska, from October 27, 2024, to October 30, 2024. The general schedule for the site visit is described below, and the complete working agenda is presented in Attachment B.

The team met with Superintendent Jharrett Bryantt and Chief Financial Officer Ratliff during the evening of the first day of the site visit to discuss expectations and objectives for the review and make final adjustments to the work schedule. The team used the second and third days of the site visit to conduct interviews with key staff members (a list of individuals interviewed is included in Attachment C) and examine additional documents and data (a complete list of documents reviewed is included in Attachment D).<sup>2</sup>

The final day of the visit was devoted to synthesizing and refining the team's findings and recommendations and briefing Superintendent Bryantt and Chief Financial Officer Ratliff on the team's preliminary findings.

The Council sent the draft of this document to the team members for their review to affirm the report's accuracy and obtain their concurrence with the final recommendations. This management letter contains the findings and recommendations the team has designed to help improve the operational efficiencies, effectiveness, and sustainability of the Purchasing and Warehouse Department of the Anchorage School District.

---

<sup>2</sup> The Council's reports are based on interviews with District staff and others, a review of documents, observations of operations, and professional judgment. The team conducting the interviews must rely on the willingness of those interviewed to be truthful and forthcoming but cannot always judge the accuracy of statements made by interviewees.

## Previous Anchorage School District Reviews

A December 2021 audit by the Municipality of Anchorage Internal Audit Department found that the change orders examined appeared appropriate, properly authorized, and properly recorded. However, ASD policies related to contract change orders/modifications/amendments needed revision to strengthen reporting and exception requirements. It appeared that a contractor artificially reduced (“low-balled”) the initial bid and later benefitted from a change order that modified the pricing structure. There were two recommendations in connection with this audit. Management was responsive to the findings and recommendations. Exhibit 1 below highlights the status of the two recommendations.<sup>3</sup>

### **Exhibit 1. Audit of the Anchorage School District Purchasing and Warehouse Department**

Recommendations from the ASD Internal Audit Report 2021-02; Contract Change Orders; Purchasing and Warehouse Department;	Fully Implemented	Partially Implemented	Not Implemented	District Comments
<p>Recommendation #1. The Anchorage School District Superintendent should consider adding clarifying language to contracting policies related to the reporting of change orders/modifications/amendments and if exceptions to approval limits should be permitted.</p>	X			<p>In 2022, AR 3312.1 PROCUREMENT ORGANIZATION AND OPERATIONAL PROCEDURES was updated to include the requirement that "The Administration will provide monthly reports to the Board detailing contract change orders/amendments for A/E Design and Construction contracts by project, with notations if cumulative change orders exceed two hundred fifty thousand dollars (\$250,000) or greater than ten (10) percent of the initial Board approved contracts which exceed one million dollars (\$1,000,000). If the cumulative cost of all contract change orders on a project exceeds two hundred fifty thousand dollars (\$250,000), the report shall also state the new cumulative cost resulting from the project's contract change orders reported that month."</p> <p>We did consider making exceptions to School Board approval limits but did not see a reason to do so, so we did not propose any changes to School Board approval limits.</p>
<p>Recommendation #2. The Senior Director of Purchasing should remind contract administrators to review invoices for contract compliance before approving payment or approving contract change orders.</p>	X			<p>It is Purchasing's standard practice to remind contract administrators to review invoices for contract compliance before approving payment or approving contract change orders. Purchasing will continue this practice.</p>

Source: CGCS, Using Data Provided by the ASD Purchasing and Warehouse Department

A February 2012 audit also conducted by the Municipality of Anchorage Internal Audit Department found that the Purchasing/Warehouse Department generally complied with Policy 725 for acquiring goods and services. Purchasing/Warehouse Department personnel were able to

<sup>3</sup> The Internal Audit Report can be found at [https://www.muni.org/Departments/internal\\_audit/ASD%20Audit%20Library/ASD%20Internal%20Audit%20Report%202021-02.pdf](https://www.muni.org/Departments/internal_audit/ASD%20Audit%20Library/ASD%20Internal%20Audit%20Report%202021-02.pdf) .

provide all contract files selected for audit, and the files were generally well organized and complete. However, the audit found that Anchorage School Board approval was not always obtained for purchases exceeding \$500,000, some parts of Policy 725 could be clarified, delegation of authority was not documented, the requirement for Anchorage School Board approval of exempted items and direct payments was not clear, the number of reports to the Anchorage School Board may be duplicative, contract change orders were not required to be approved by the Anchorage School Board, Anchorage School Board Memorandums approving contracts were not always clear, the Purchasing/Warehouse Internal Procedures Manual was out of date, and the use of procurement cards could reduce the Purchasing/Warehouse Department's workload. Recommendations were presented to the district for action.<sup>4</sup>

A March 2010 Purchasing Management Review and Analysis, conducted by a third-party to determine whether the policy allows the district to properly manage the procurement function and provide recommendations to update current procurement procedures and board policy to implement best practices for a public education entity. Secondary objectives were to --

- Provide best practices and recommendations for procuring goods and services for a public education entity.
- Provide recommendations for a process to determine when standardization of items should be used on a district-wide scale.
- Provide recommendations for future technology and e-commerce opportunities to enhance the district's procurement function.

Forty-nine (49) recommendations were developed reflecting best public procurement practices, supported management strategic objectives, and simplified and streamlined existing processes. All recommendations contributed directly to allow the district to manage the procurement function properly, enable operational improvements, and improve and increase accountability. To serve as a roadmap for improvement, recommendations were detailed as *short-term* (0 – 6 months), *medium-term* (6 – 12 months), and *long-term* (12 - 24 months), each with an indication of whether it would be best carried out with internal or external resources.<sup>5</sup>

Given that the recommendations from the 2010 and 2012 audits were outdated, the team chose not to request an update on their implementation status.

---

<sup>4</sup> Source: <https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1225/Purchasing-Audit-Report.pdf> .

<sup>5</sup> Source: <https://www.asdk12.org/cms/lib/AK02207157/Centricity/Domain/1225/Draft-Report-Procurement-Review-2010.pdf> .

## Procurement, Warehousing, and Distribution Landscape in Public Schools

Large urban school districts' procurement, purchasing, warehousing, and distribution landscape faces unique complexities due to scale, diverse stakeholder needs, and intricate regulatory requirements. These districts typically manage annual procurement budgets of millions of dollars, supporting tens of thousands of students across numerous schools and programs with significant supply chain disruptions and inflationary pressures.

The transition to modern e-procurement platforms and P-Card programs has become critical, enabling streamlined purchasing processes and reduced transaction costs while maintaining strict controls. Districts must navigate federal and state regulations, competitive bidding thresholds, and supplier diversity mandates while pursuing cost efficiencies through strategic sourcing and cooperative purchasing agreements.<sup>6</sup>

Current trends emphasize sustainability, technology integration, and service optimization through warehouse management systems and just-in-time inventory practices. Strategic priorities include reducing costs, improving order accuracy, and enhancing stakeholder satisfaction. The movement toward data-driven operations has become paramount, with districts investing in systems that provide real-time visibility into procurement processes, inventory levels, and distribution metrics.<sup>7</sup>

### Anchorage School District

The Anchorage School District, serving Alaska's largest city, began with a single public school in 1915 that employed four teachers and educated over a hundred students.<sup>8</sup> The district was formally established under the Municipality of Anchorage's Home Rule Charter on September 16, 1975,<sup>9</sup> and has grown to become Alaska's largest public school system among the state's 54 districts.

The ASD delivers a wide range of educational programs across 95 schools distributed among fifty-six (56) elementary schools, ten (10) middle schools, eight (8) high schools, thirteen (13) alternative schools, and eight (8) charter schools. The district covers an impressive geographic

---

<sup>6</sup> Cooperative agreements in school district procurement are pre-negotiated contracts that allow districts to purchase goods and services without individual bidding. These agreements leverage collective buying power, streamline processes, ensure compliance, and often result in cost savings. They provide efficiency, access to a broader range of vendors, and flexibility in purchasing decisions for participating districts.

<sup>7</sup> An excellent resource in procurement best practices is the CGCS publication, *Best Practices in Urban Public School Procurement: Guidelines, Standards, and Lessons*, dated October 2018, available at <https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/35/Best%20Practices%20in%20Procurement.pdf&ved=2ahUKEwjR5ZzXn9CJAxVgIkQIHrf4NI8QFnoECB0QAQ&usq=AOvVaw3qUbKNDz88i7SZ3C089qz>. Other resources include [www.asbintl.org](http://www.asbintl.org) (Association of School Business Officials International), and [www.nigp.org](http://www.nigp.org) (National Institute of Government Procurement).

<sup>8</sup> Source: <https://www.alaskahistory.org/anchorage-timeline/>.

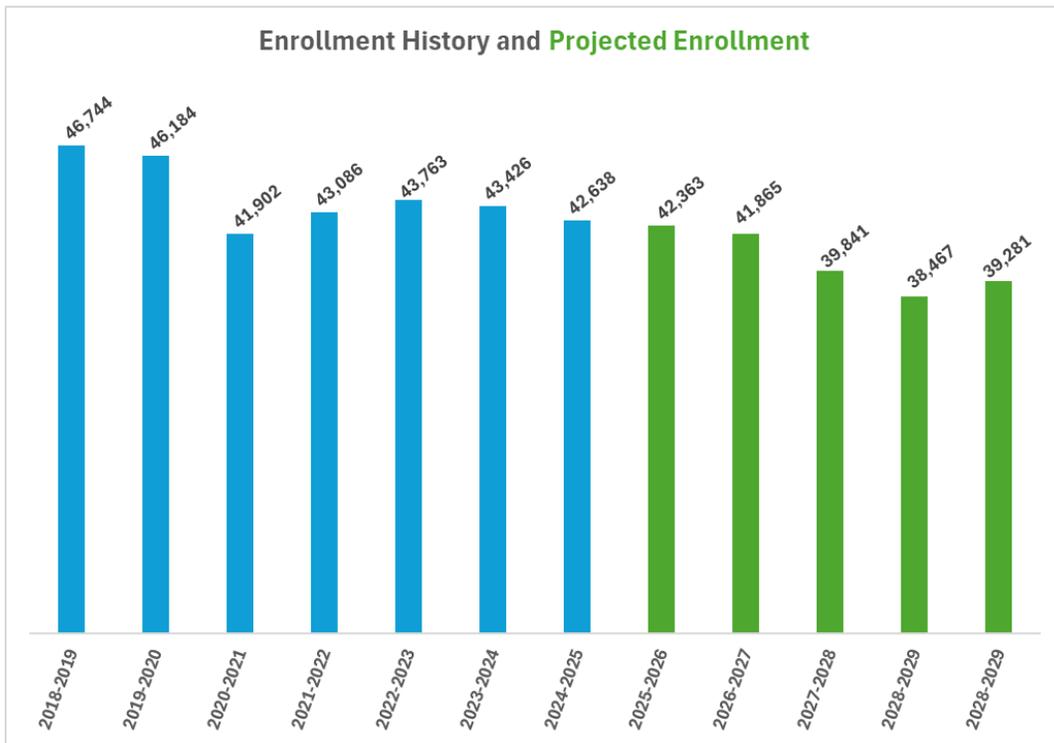
<sup>9</sup> Source: <https://www.asdk12.org/site/default.aspx?PageType=3&ModuleInstanceID=21494&ViewID=7b97f7ed-8e5e-4120-848f-a8b4987d588f&RenderLoc=0&FlexDataID=83099&PageID=13589> (FY 2023 Annual Comprehensive Financial Report, p.x).

area encompassing 1,706 square miles of land and 240 square miles of water areas.<sup>10</sup>

The district serves a diverse<sup>11</sup> student population of approximately 42,638 students.<sup>12</sup> Nearly 7,885 employees support the district’s students in 5,788 budgeted full-time equivalent (FTE) positions, of which approximately 2,444 are in-classroom teachers.<sup>13</sup>

Exhibit 2 below displays seven (7) years of enrollment history and five (5) years of projected enrollment through the 2028-2029 school year.<sup>14</sup> The high enrollment decline from 2019-2020 to 2020-2021 was likely due to the COVID-19 pandemic (a decrease of 4,282 students or 9.3%). In addition, across the country, school districts have experienced student losses due to declines in birth rate and private school attendance, as ASD reflects this trend. The downward trend suggests the continued need for strategic planning in response to the decrease in enrollment that will potentially impact resource allocation, staffing, and facility planning.

**Exhibit 2. Anchorage School District Enrollment History and Projections**



Source: CGCS, Using data from the Alaska Department of Education and Early Development and ASD

<sup>10</sup> Source: <https://censusreporter.org/profiles/97000US0200180-anchorage-school-district-ak/>, and the ASD.

<sup>11</sup> According to the ASD, most ASD families — 75 percent — speak English at home. The remaining 25 percent speak 100 other languages. A diverse student population allows students to interact with peers from many diverse backgrounds, expanding their knowledge of other cultures and preparing for life in a global society. Also, according to the ASD, they operate some of the most diverse schools in the nation at all levels.

<sup>12</sup>Source: ASD Office of the Chief Financial Officer.

<sup>13</sup> Source: <https://www.asdk12.org/domain/1254>.

<sup>14</sup> Source: ASD Human Resources Division.

## Review of the Purchasing and Warehouse Department of the Anchorage School District

The ASD School Board is comprised of seven voting members who are elected for a three-(3) year staggered term.<sup>15</sup> The Board's responsibilities include hiring the Superintendent of Schools, setting district policy, approving the district budget, and establishing goals and accountability standards.

The Board has set clear and ambitious goals, accompanied by robust guardrails, to guide the district's educational activities. The Board's goals center around reading, math, college, career, and life readiness proficiency. The Board's guardrails are based on the community's values and are aligned with the vision and goals. Current guardrails are: *Superintendent will not leave underrepresentation in lottery/application-based programs unaddressed; Superintendent will not operate without a plan to develop a qualified, diverse, and culturally responsive workforce; Superintendent will not allow unsatisfactory employee performance to go unidentified or unaddressed; and Superintendent will not operate elementary schools without mental health services.*

The ASD Mission reads: *In order to meet its mission, Educating All Students for Success in Life, Anchorage School District (ASD) is committed to strategic initiatives and goals. Goals are SMART as they are Specific, Measurable, Attainable, Realistic, and Timely, and the ASD Vision reads: Building the ideal student experience. Student learning, achievement, and lifelong success are the focus of ASD. Within the District, families have many academic choices to meet a variety of student needs. Equitable access and opportunity are keys to building a successful learning path for each student. ASD celebrates our differences and is committed to inclusion of all our community's languages, cultures, and perspectives.*

The district's total general fund budget for FY25 is \$637.8 million, an increase of 4.4 percent from the FY24 budget. The district's general fund revenue is derived from a combination of state resources (55.3 percent of total revenue), local resources (34.6 percent of total revenue), other resources (7.4 percent of total revenue), and federal revenue (2.7 percent of total revenue).

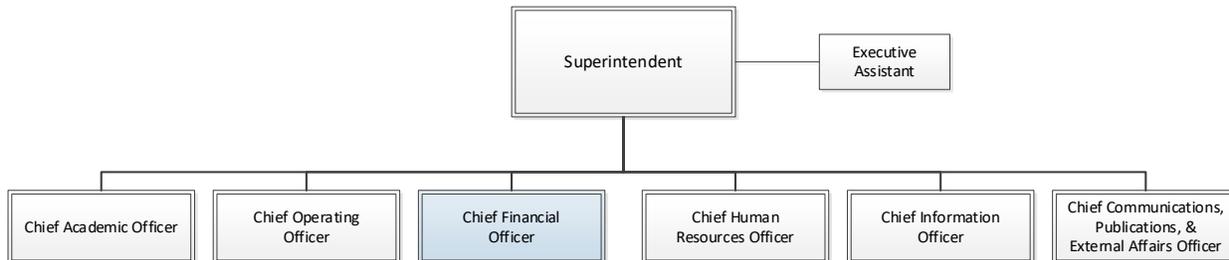
As the district's chief executive officer and educational leader, the superintendent executes board decisions and manages the district in accordance with board policies.<sup>16</sup> The superintendent is responsible for the effective operation of the school system and its resources, supported by six (6) direct reports, as shown in Exhibit 3 below.

---

<sup>15</sup> Source: Board policy at: <https://www.boardpolicyonline.com/?b=anchorage> - Article 9, BB9220.

<sup>16</sup> Source: Board policy at: <https://www.boardpolicyonline.com/?b=anchorage> - Article 2, BP2120.

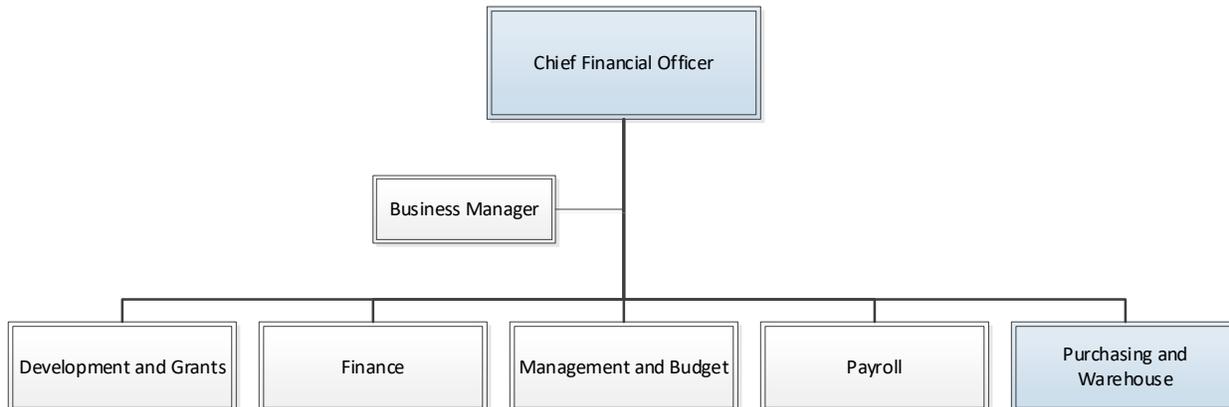
**Exhibit 3. Office of the Superintendent**



Source: CGCS, Using Data Provided by the Anchorage School District

The Chief Financial Officer, who directly reports to the Superintendent, is responsible for the following offices and departments: Business Manager, Development and Grants, Finance, Office of Management and Budget, Payroll, and Purchasing and Warehouse. The Chief Financial Officer and the six (6) direct reports are shown below in Exhibit 4.

**Exhibit 4. Chief Financial Officer Organizational Chart**



Source: CGCS, Using Data Provided by the Anchorage School District

**Department of Purchasing and Warehouse**

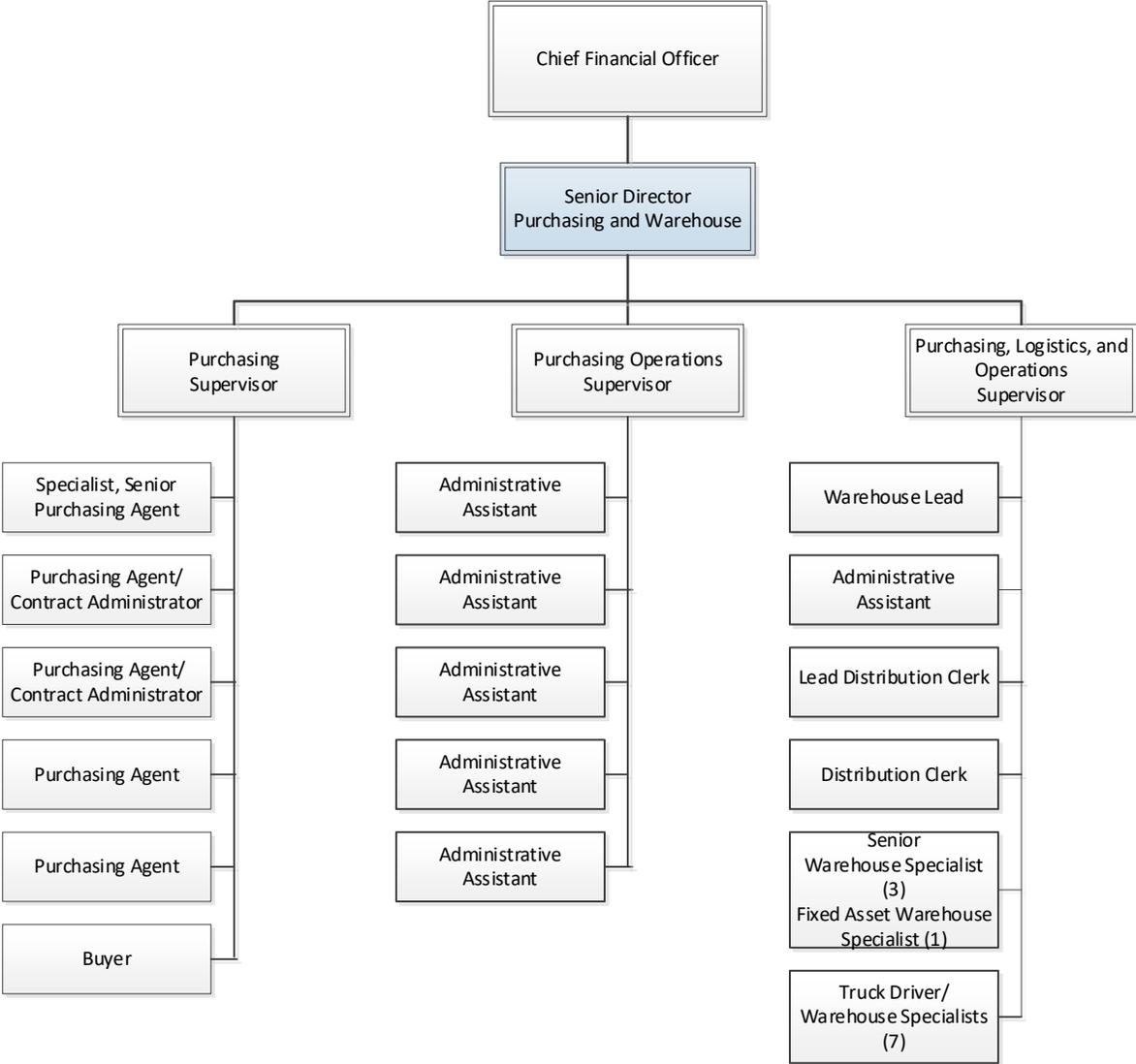
The Purchasing and Warehouse Department (PWD) oversees the procurement<sup>17</sup> of supplies and related services, lease management, and receiving and distribution operations. The department also manages the store’s inventory and district archives while coordinating surplus property distribution or sale. Additionally, PWD is the compliance office for procurement policy and conflict of interest matters.

The department overview reads: *Our mission is the purchase and delivery of all required supplies and services to the schools and business units of the Anchorage School District, in compliance*

<sup>17</sup> In this report, "purchasing" and "procurement" are used interchangeably to refer to the processes involved in acquiring goods and services. Generally, procurement is a more comprehensive and strategic process, whereas purchasing is more reactive, tactical, and transactional. Both terms encompass the activities of working together in relation to sourcing, negotiating, and obtaining necessary resources for school district operations.

with all applicable statutes, regulations, and policies. These purchases provide the District with the proper resources to execute the district’s initiatives as outlined by the superintendent.<sup>18</sup> Exhibit 5 below presents a high-level overview of the department’s current organizational structure with three (3) direct reports to the Senior Director of Purchasing and Warehouse.

**Exhibit 5. Purchasing and Warehouse Organizational Chart**



Source: CGCS, Using Data Provided by the Anchorage School District

The Senior Director of Purchasing and Warehouse oversees all procurement activities for the ASD, directing the procurement of supplies, materials, equipment, construction, and services. This role involves developing and establishing purchasing procedures, methods, and record-keeping

<sup>18</sup> Source: <https://www.asdk12.org/Page/1428>.

Review of the Purchasing and Warehouse Department of the Anchorage School District

systems in compliance with laws, regulations, and policies. The senior director leads the review of requisitions, prepares bids and purchase specifications, solicits, evaluates, and awards competitive bids and proposals, and negotiates contracts on behalf of the district. Market research will be conducted to find better quality merchandise, economical sources, and viable substitutes, while market conditions are surveyed to determine optimal timing for large-scale purchases.

The senior director encourages vendor participation, manages ongoing supplier relationships, monitors and evaluates vendor performance, and resolves disputes. Additional responsibilities include selecting, training, and evaluating supervisory staff; coordinating with other departments for product testing; managing distribution and inventory procedures to maximize customer satisfaction; overseeing conflict of interest waivers and ethics compliance; implementing training programs on procurement policies; preparing and managing departmental budgets; department staffing; and representing the department at school board meetings and within the community.<sup>19</sup>

Exhibit 6 below summarizes the PWD budget, actual spend, and staffing since FY23. As indicated in the exhibit, PWD budget growth over the past three years increased from \$4 million to \$4.5 million. The department manages its resources effectively, using over 94% of allocated funds annually. While staffing levels have remained stable at about 30 full-time positions, operational costs per employee have increased significantly. The warehouse operations area experienced the most budget changes, with a notable increase followed by a slight decrease, while mail services maintained the most stable budget.

**Exhibit 6. Purchasing and Warehouse - Staffing and Budget History**

Purchasing and Warehouse Department Budget (by Object) and Staffing History	FY23		FY24		FY25		
	Budget	Actual Spend Including Encumbrances	Budget	Actual Spend Including Encumbrances	Budget	Year To Date Spend	FY25 Remaining Budget
Purchasing Department	\$ 1,579,940	\$ 1,434,693	\$ 1,617,271	\$ 1,575,223	\$ 1,718,763	\$ 345,981	\$ 1,372,782
Purchasing Ops and Maint	6,444	14,878	16,316	14,775.07	9,118	3,514	5,604
Mailroom Services	271,193	267,101	279,484	270,476	322,193	72,587	249,606
<b>Sub Total</b>	<b>\$ 1,857,577</b>	<b>\$ 1,716,672</b>	<b>\$ 1,913,071</b>	<b>\$ 1,860,474</b>	<b>\$ 2,050,074</b>	<b>\$ 422,083</b>	<b>\$ 1,627,991</b>
Warehouse	1,908,238	1,871,767	2,349,057	2,205,906	2,199,100	549,918	1,649,182
Warehouse Ops and Maint	227,594	179,025	233,838	217,976	253,955	69,955	184,000
<b>Sub Total</b>	<b>\$ 2,135,832</b>	<b>\$ 2,050,792</b>	<b>\$ 2,582,895</b>	<b>\$ 2,423,882</b>	<b>\$ 2,453,055</b>	<b>\$ 619,872</b>	<b>\$ 1,833,183</b>
<b>Grand Total</b>	<b>\$ 3,993,409</b>	<b>\$ 3,767,464</b>	<b>\$ 4,495,966</b>	<b>\$ 4,284,356</b>	<b>\$ 4,503,129</b>	<b>\$ 1,041,955</b>	<b>\$ 3,461,174</b>
Staffing FTEs - Purchasing	13.00		13.00		13.00		
Staffing FTEs - Mail Distribution	2.00		2.00		2.00		
Staffing FTEs - Warehouse	14.50		16.50		14.50		
<b>Total FTEs</b>	<b>29.50</b>		<b>31.50</b>		<b>29.50</b>		

Source: CGCS, Using Data Provided by the Anchorage School District

The department is guided by board policies (BP) and administrative regulations (AR), establishing comprehensive procurement, contracting, and vendor management policies and practices. The policies cover the various procurement methods, including competitive sealed bids, competitive sealed proposals, multi-step bidding, and alternatives like sole source and limited competition procurement. These practices can ensure that the district adheres to both local and federal

<sup>19</sup> Source: The Senior Director Purchasing and Warehouse job description, revised January 13, 2017.

standards, promotes competition, and achieves value for taxpayer dollars in its purchases. Specialized provisions are made for emergency procurement to protect public health, safety, or welfare, demonstrating the flexibility needed in urgent circumstances. The policies also emphasize ethical conduct, conflict-of-interest prevention, and non-discrimination requirements to ensure fairness and equity across all vendors. This ethical focus, combined with policies and regulations promoting the use of local products, aligns with the district's sustainability and equity goals.

For construction projects, the policies and regulations provide detailed guidance on architectural/engineering services, project development, facility design, and construction processes, including specific requirements for Student Community Workforce Agreements on projects over \$1,000,000 and apprenticeship utilization. The structure also addresses specialized areas such as electronic transactions, environmental sustainability, and cooperative purchasing through intergovernmental relations.

Administrative controls are also included throughout the policies and regulations, establishing clear procedures for procurement organization, legal remedies, payment terms, and ethics enforcement. The policies and regulations emphasize oversight, competitive processes, and ethical conduct, with specific provisions for conflicts of interest, debarment procedures, and vendor restrictions. Bond and security requirements are also detailed for construction projects, along with specific bid procedures and documentation requirements. Lastly, the policies include provisions for emergency procurement, exemptions,<sup>20</sup> electronic transactions, and environmental sustainability considerations that can promote the district's commitment to efficient operations and responsible procurement practices. For reference, Exhibit 7 below summarizes purchasing thresholds established by the district.

**Exhibit 7. Purchasing Thresholds by Purchase Type**

---

<sup>20</sup> Policy AR3312.2 outlines the board's authority to exempt certain purchases from standard procurement procedures, particularly for items \$100,000 and above. Key exemptions include educational materials (both digital and physical), student-related services and educational goods, software purchases and maintenance, and professional consulting services. The Board maintains discretion to both grant and withdraw these exemptions, which must be documented in internal procedures.

Review of the Purchasing and Warehouse Department of the Anchorage School District

Purchase Type	Dollar Value	Vendor Selection Method	Procurement Review
Products	Under \$2,500	P-Card - End user determines if the items or services are “price reasonable”. All P-card policies should be followed.	No
	\$2,500-\$5,000	Single Quote/Firm Price - Open Market	Yes
	\$5,000-\$25,000	Daily Quote - Purchasing will solicit to at least three (3) vendors.	Yes
	\$25,000-\$100,000	Written Request for Quote - Purchasing will post to ASD website.	Yes
	\$100,000 or more	Invitation to Bid - Purchasing will post to ASD website. Board approval is required if the contract is over \$500,000.	Yes
Services	Under \$5,000	Single Proposal - Most will have a Service Contract.	Yes
	\$5,000-\$25,000	Letter of Interest Purchasing will solicit to at least three (3) vendors	Yes
	\$25,000 or more	Request for Proposal Purchasing will post to ASD website. Board approval is required if the contract is over \$500,000	Yes
Construction Contracts	Under \$25,000	Single Quote, Open Market Quote must conform to Open Market Terms & Conditions. Over \$5,000 requires approval of CP&C Construction Manager/Director of Maintenance and the Purchasing Sr. Director.	Yes
	\$25,000-\$100,000	Written Request for Quote - Purchasing will post to ASD website.	Yes
	Over \$100,000	Invitation to Bid - Purchasing will post to ASD website. Board Approval is required if the contract is over \$500,000.	Yes

Source: CGCS, Using data Provided by the Anchorage School District

## Commendations and Findings<sup>21</sup>

### Commendations

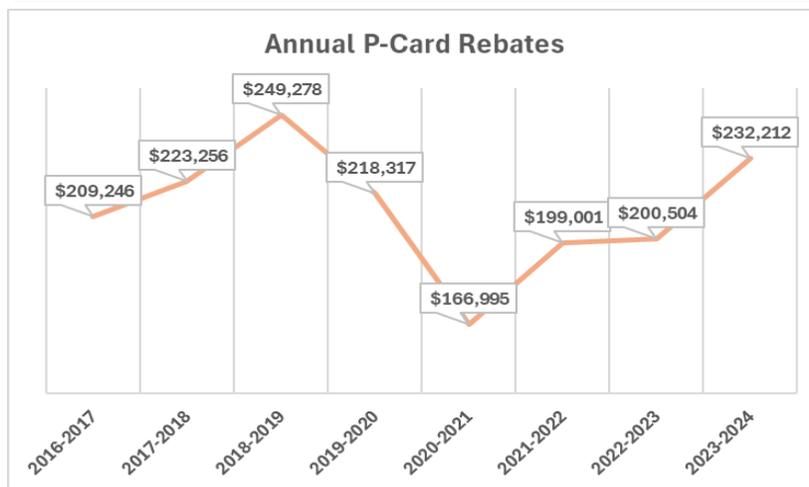
- Purchasing team members shared that they receive excellent support from their leadership, describing it as one of the best groups they have worked with while navigating situations together. This rapport fosters teamwork, problem-solving, and a positive work environment.
- Purchasing team meetings are conducted weekly. This “all hands on deck” approach helps facilitate departmental communication and coordination, leading to more efficient procurement processes and often improved organizational outcomes.
- Purchasing and information technology departments have successfully limited annual increases in contracted software agreements to a maximum of three (3) percent.
- ASD has procured a visitor management system that enhances student and staff security at school sites by reading a visitor’s driver’s license (or other approved government-issued ID) and comparing information against a sex offender database to alert school administrators and district police if a match is found. Once cleared through the system, a visitor badge is issued that includes a photo, the visitor’s name, date and time, and

<sup>21</sup> Review teams often identify areas of concern that may go beyond the intended scope of the review. As a service to our member districts, any concern that rises to a high-level is included in the report.

destination.

- Many staff interviewed were passionate about their overall work, and department leadership expressed confidence in their abilities. This alignment between staff enthusiasm and leadership trust is essential as engaged employees consistently deliver better outcomes and improve employee retention.
- There is a robust software governance process with regularly scheduled meetings with all relevant stakeholders at the table. This oversight helps ensure that procured software aligns with the district’s needs and maintains compliance with security and privacy requirements.
- The district used several cooperative organizations to expedite sourcing and leverage the national buying power of some contracts. This practice attempts to maximize ASD’s purchasing power to ensure better value for taxpayer dollars.
- The warehouse staff were helpful and responsive, enhancing operational efficiency and service quality.
- P-Card holders must complete annual refresher training and pass a written test before card reactivation. This practice ensures that cardholders remain knowledgeable about compliance requirements and best practices.
- The district has earned over \$2,000,000 in P-Card rebates since 2016-2017. While rebates peaked at \$249,278 in 2018-2019, they declined to \$166,996 in 2020-2021, likely due to reduced spending during the pandemic. However, recent years show a recovery trend, with rebates increasing to \$232,212 in 2023-2024, showing a positive trajectory in P-Card revenue benefits. Exhibit 8 below illustrates these trends.

**Exhibit 8. P-Card Rebate Revenue Trends Since 2016-2017**



Source: CGCS, Using Data Provided by the Anchorage School District

## Leadership and Management Findings

- The PWD lacked a structured approach to goal setting and strategic alignment, as evidenced by the absence of well-defined departmental objectives linked to the district's strategic plan. Staff tended to operate on task-based directives from supervisors without measurable metrics or understanding how their work impacted student outcomes.
- The department exhibited a culture lacking accountability and data-driven decision-making, compounded by ineffective performance monitoring tools. As a result --
  - The lack of robust performance data hindered the department's ability to make informed, data-driven decisions;
  - It remained unclear whether key performance indicators are effectively communicated to staff;
  - Without dashboards, department leadership lacks the tools necessary to monitor the department's performance in real-time; and
  - The absence of practical monitoring tools made it challenging to quickly identify trends, patterns, or areas needing improvement.
- The team identified several concerns regarding employees' understanding and application of the district's conflict of interest and ethics policies. For example --
  - Employees interviewed could not clearly articulate the district's conflict of interest and ethics policies. This lack of understanding could lead to unintentional violations or oversight issues;
  - Board Policy 3310, which prohibits conflicts of interest, appears not to have been followed as the team was told that an employee (or a member of their immediate family) had a financial interest in a firm being considered for a contract;
  - While annual ethics training is provided, the conflict of interest process lacks consistency in its application. Purchasing staff reported that the disclosure procedures for both employees and vendors are unclear, and specific steps for identifying and reporting potential conflicts are not effectively communicated;
  - Although staff noted annual related training, the specific steps to disclose and define conflicts of interest are not effectively communicated; and

- Although the Municipality of Anchorage has an ombudsman program,<sup>22</sup> the absence of an ASD whistleblower hotline limits employees' ability to safely and anonymously report potential violations or ethical concerns directly to district leadership.
- The team found that the PWD lacked a comprehensive manual consolidating all department standard operating procedures (SOPs). While the department has developed check-box forms that function like flow charts, these do not replace formal SOPs. The absence of documented SOPs hindered consistent workflows, clear guidance for staff – especially new employees – and operational efficiency across the department.
- PWD does not utilize internal or external customer satisfaction surveys or customer focus groups to --
  - Better understand customers' needs and perceptions;
  - Measure the degree of customer satisfaction with the day-to-day PWD services provided or received; and
  - Leverage survey and focus group data to initiate needed change, establish future priorities, and design training opportunities.
- Annual performance evaluations were issued inconsistently, creating challenges in personnel management. This inconsistency hindered justifications for promotions, tracking professional development, and addressing performance issues, leading to documentation gaps critical for HR decisions. Regular evaluations are a best practice for maintaining fair and transparent workforce management.
- The department lacked a *Supplier Marketplace*<sup>23</sup> model featuring bid-awarded vendors to improve the ordering of frequently purchased items like classroom supplies, office supplies, technology items, peripherals, art supplies, and science supplies, streamlining the procurement process for schools and offices.
- The PWD's current procurement training failed to provide principals and authorized staff

---

<sup>22</sup> The Municipal Ombudsman's Office was established in addition to other remedies or rights of appeal, as an independent, impartial municipal office, readily available to the public, responsible to the Assembly, empowered to investigate the acts of Municipal agencies and the Anchorage School District, and to recommend appropriate changes toward the goals of safeguarding the rights of persons and of promoting higher standards of competency, efficiency, and equity in the provision of municipal services (<https://www.muni.org/Departments/Assembly/Ombudsman/Pages/default.aspx>).

<sup>23</sup> A Supplier Marketplace is a “one-stop” shopping online platform or system that serves as a centralized hub for procurement activities. The advantages for a school district could include increased efficiency in that staff can quickly find and order needed items without having to search for approved vendors, and limiting purchases to pre-approved vendors and items to ensure compliance with district policies and state regulations.

with clear, practical guidance for purchasing supplies and services. Specifically --

- Training lacks context and is not designed to be easily understood by principals and staff authorized to place orders; and
- Staff struggles to efficiently and correctly purchase necessary supplies and services for their schools or train others to purchase the required supplies timely and efficiently.
- The team found a lack of a clear and consistent understanding of what constitutes an emergency contract within the department. Based on written criteria, decisions were more subjective than objective. This ambiguity could lead to procedural inconsistencies and potential policy violations depending upon the value of the emergency contract. To illustrate --
  - Without a clear understanding of an emergency, contracts might be inappropriately fast-tracked, bypassing normal procurement procedures and oversight; and
  - Emergency contracts are not consistently reported to the board promptly, violating ASD Administrative Regulation 3312.1. This regulation requires the superintendent or designee to report all emergency contracts of \$100,000 or above at the next board meeting. However, the team heard and found that these board reports were frequently delayed well beyond the required timeframe.
- The team was told of an existing PWD retirement-eligible workforce. Still, the department had not developed a proactive succession plan or a capacity-building effort in critical functions to ensure continuity in the event of leave, retirement, promotion, or resignation of crucial department staff.
- There was minimal purchasing staff articulation of the goal or intent of the apprenticeship programs, making goal achievement difficult. For example --
  - Verifying contractor-certified payroll did not require verifying ASD alumni;
  - Staff spent an excessive amount of time reviewing certified payroll; and
  - Apprenticeship requirements may have limited the number of contractors doing business with the district.
- The procurement department lacked supplier diversity, as “some” procurements offered bidding opportunities for small businesses and minority-owned enterprises (e.g., HUB,

MBE, WMBE, SBE).<sup>24</sup> This inconsistency limited diversity in vendor selection and potentially missed opportunities to support local economic development and inclusivity while meeting procurement needs. Furthermore, the participation of these businesses was not monitored or tracked, hindering efforts to promote inclusivity and assess the effectiveness of supplier diversity initiatives.

- Despite district policies allowing P-Card transactions up to \$2,500, a review of FY24 purchase orders (POs) revealed that 70.91 percent of all 9,414 POs issued during FY24 were at or under \$2,500. The fiscal impact was alarming in that processing POs was dramatically more expensive than P-Card transactions, resulting in significant unnecessary expenditures and the loss of rebate revenue. Exhibit 9 below illustrates an overview of all FY24 PO activity, Exhibit 10 illustrates a breakdown of all FY24 low-value POs issued, and Exhibit 11 demonstrates the potential for substantial cost savings by shifting more transactions to P-Cards. Even with conservative estimates based on FY24 data, the financial benefits of increasing P-Card usage were considerable.<sup>25</sup>

**Exhibit 9. FY24 Purchase Order Issuance Activity**

FY24 Purchase Order Value	Total Dollars	Percent of Total Dollars	Number of Purchase Orders Issued	Running Total of Purchase Orders Issued	Percent of Total Purchase Orders
Up to \$500	\$ 860,624	0.43%	4,008	4,008	42.57%
\$500-\$2,500	\$ 3,165,853	1.60%	2,667	6,675	28.33%
\$2,500-\$5,000	\$ 3,677,803	1.86%	1,010	7,685	10.73%
\$5,000-\$10,000	\$ 4,445,105	2.24%	599	8,284	6.36%
\$10,000-\$25,000	\$ 8,032,916	4.06%	502	8,786	5.33%
\$25,000-\$50,000	\$ 9,224,203	4.66%	251	9,037	2.67%
\$50,000-\$100,000	\$ 10,814,477	5.46%	153	9,190	1.63%
\$100,000-\$200,000	\$ 15,608,390	7.88%	111	9,301	1.18%
\$200,000-\$300,000	\$ 8,623,579	4.35%	36	9,337	0.38%
\$300,000-\$400,000	\$ 7,073,185	3.57%	20	9,357	0.21%
\$400,000-\$500,000	\$ 7,708,314	3.89%	17	9,374	0.18%
\$500,000 or Greater	\$ 118,852,050	60.00%	40	9,414	0.42%
<b>Totals</b>	<b>\$ 198,086,499</b>	<b>100.00%</b>	<b>9,414</b>		<b>100.00%</b>

Source: CGCS, Using Data Provided by the Anchorage School District

<sup>24</sup> These designations (HUB: Historically Underutilized Business, MBE: Minority-owned Business Enterprise, WMBE: Women and Minority-owned Business Enterprise, and SBE: Small Business Enterprise) are used to identify and promote businesses owned by historically disadvantaged groups or those of smaller scale.

<sup>25</sup> The team acknowledges that not all reimbursements can be eliminated using P-Cards or other specialized programs. However, staff should consistently seek opportunities to increase P-Card usage as an alternative to purchase orders whenever possible.

**Exhibit 10. FY24 \*Low-Value\* Purchase Order Issuance Activity**

FY24 Count of POs at or Under \$2,500		
Purchase Order Value Range	Count	Running Total
Zero to \$20	129	129
\$20.01 - \$40	184	313
\$40.01 - \$60	196	509
\$60.01 - \$80	251	760
\$80.01 - \$100	370	1130
\$100.01 - \$200	981	2111
\$200.01 - \$300	849	2960
\$300.01 - \$400	589	3549
\$400.01 - \$500	459	4008
\$500.01 - \$600	366	4374
\$600.01 - \$700	274	4648
\$700.01 - \$800	240	4888
\$800.01 - \$900	173	5061
\$900.01 - \$1,000	238	5299
\$1,000.01 - \$1,500	666	5965
\$1,500.01 - \$2,000	412	6377
\$2,000.01 - \$2,500	298	6675

Source: CGCS, Using Data Provided by the Anchorage School District

**Exhibit 11. Potential Savings by Increasing P-Card Usage**

Potential Savings	
Average Cost to Process a PO Transaction	\$95.00
Number of Purchase Orders at or Under \$2,500	6,675
Total Cost to Process 6,675 Purchase Orders	\$634,125
Average Cost to Process a P-Card Transaction	\$10.00
(-) Number of Purchase Orders at or Under \$2,500	6,675
	\$66,750
<b>Potential Savings Using P-Cards</b>	<b>\$567,375</b>

Source: CGCS, Using Data Provided by the Anchorage School District

## Organization Findings

- The department lacked dedicated positions for essential functions such as continuous improvement, training, and contractor/vendor management.
- The team identified supervisors and subordinate staff in the same bargaining unit. This condition could create conflicts of interest, blurred lines of authority, and hinder effective and appropriate supervision.
- The team was unaware of any recent staffing-level analysis to determine if each unit had the appropriate personnel to ensure efficient operations and high-quality service delivery. Without such an analysis, there is a risk of overreliance on adding staff rather than optimizing existing resources.
- The team identified a gap in PWD's strategic workforce management, noting the absence of a comprehensive, data-driven approach to optimizing staffing, skill building, and organizational structure. Specifically, --
  - No apparent talent assessment of existing staff has taken place to determine optimal organization or reorganization for improved service delivery;
  - There is a lack of cross-functional training opportunities to build employee bandwidth and diverse skills to enhance flexibility and ensure operational continuity; and
  - Organizational structure and workflows are not examined to identify opportunities for repurposing staff or positions to achieve efficiencies and effectiveness.

## Operations Findings

- Procurement customers interviewed (principals) rated the PWD services an average score of 6.5 (on a scale of 1 to 10, with 10 being high). Principals shared that --
  - The 48-hour maximum response time to telephone calls, voicemail, and email is often not honored;<sup>26</sup>
  - Principals receive different answers from different PWD staff for the same question (inconsistent responses);
  - The April P-Card shutdown creates havoc for end-of-year activities (i.e., graduation);

---

<sup>26</sup> The team attempted but could not verify if the 48-hour response time was a district-wide requirement.

## Review of the Purchasing and Warehouse Department of the Anchorage School District

- Budget and procurement training for principals and other appropriate staff is lacking;
  - We (principals) are “talked down” to by some PWD staff;
  - There continues to be a real challenge in procuring specific commodities for special needs students;
  - When seeking PWD help, we are told to “watch the video;”
  - “We receive rude email responses to questions;”
  - “We have to pay for staples where the previous copier contract included staples (this is an unbudgeted school site expense);”
  - Each school has unique needs, and PWD staff may not be sensitive to that fact (it is not a one-size-fits-all);
  - School principals are frustrated about having to provide additional justification for purchases, even though they have already approved these items and have sufficient funds in their budgets available; and
  - Some principals shared that they found it more efficient to go directly to the CFO or treasurer to get timely answers to their questions.
- The PWD faced technology challenges related to software systems and data integration within the organization that impacted the staff’s ability to provide high levels of customer service. For example --
    - The team was informed that the PWD may not be fully leveraging all procurement-related ERP<sup>27</sup> modules. These modules could enhance efficiency by reducing manual, labor-intensive processes, streamline procurement workflows, improve data accuracy, and optimize overall performance;
    - The department lacks an easily accessible centralized contract database, making it difficult for staff and schools to identify approved vendors and contracted pricing;
    - PWD lacks a back-end infrastructure and management system to manage vendor records effectively. Specifically, there is no repository of vendor records with associated commodity codes. This lack of records impacts the team’s ability to cast a wider net to firms as they advertise for potential contracting opportunities;

---

<sup>27</sup> A modern Enterprise Resource Planning (ERP) system manages and integrates distinct software modules such as finance, budget, procurement, HR, and materials management. When information is updated in one module, data is sent to a central database, which shares the appropriate information with other modules.

## Review of the Purchasing and Warehouse Department of the Anchorage School District

- The department lacks current procurement technology features, including punch-out catalogs<sup>28</sup> and an available online marketplace;
- The district's bid management process is a manual transactional procedure that lacks modern automation and broad market reach. This manual approach limits vendor participation and reduces market competition while increasing the administrative burden and costs. As a result --
  - No electronic bid distribution system is used, either through the district's ERP or an external bid notification service;
  - Quote submissions are limited to email delivery; and
  - Formal bids have to be physically delivered in person by hand.
- The team learned that food delivery truck drivers were responsible for collecting cash directly from schools, raising concerns about employee safety, financial accountability, risk, and liability.
- The review identified other inefficiencies and inconsistencies in the district's procurement practices, leading to missed opportunities for cost savings, operational enhancements, and improved customer service. To illustrate --
  - The department relied solely on its internal procurement website to advertise bidding opportunities, limiting its ability to attract new vendors to maximize competition. The absence of external advertising channels potentially reduces the vendor pool and may prevent the district from obtaining the best value through a broader market approach and expanded participation;
  - The PWD has not established a *centralized* business account for major nationally-known suppliers, limiting spend visibility and control needed to track, monitor, and analyze all purchasing activity;<sup>29</sup>
  - Although cooperative agreements are used, purchasing staff shared an inconsistent

---

<sup>28</sup> Punch-out catalogs are online product catalogs provided by suppliers that integrate directly with a buyer's e-procurement system. They allow procurement professionals to access a supplier's catalog from within their procurement application or the district's ERP. This integration streamlines the purchasing process, ensures up-to-date information such as pricing and inventory, and maintains compliance with organizational policies.

<sup>29</sup> A lack of spend visibility and control impacts the district's purchasing power and efficiency. Without comprehensive spending data, the PWD cannot easily and accurately track total expenditures with specific vendors, often missing opportunities for volume discounts and better pricing. This limitation makes identifying and managing rogue spending difficult while preventing the department from effectively leveraging its buying power. Additionally, the absence of clear spending patterns hampers strategic forecasting and planning, reducing the district's ability to negotiate more favorable terms with vendors.

- understanding of the effective utilization of cooperative agreements. Failing to leverage these agreements can result in missed opportunities for operational efficiency and cost savings;
- The PWD's minimal use of term/bench<sup>30</sup> contracts and the lack of a systematic approach to pool contracts for pre-qualified vendors results in a project-by-project approach to vendor selection, which slows response times and limits vendor participation;
  - Procurement workflow suffers from inefficient, manual processes, particularly in document handling. Multiple handoffs between administrative assistants, buyers, and purchasing agents create unnecessary delays, especially when developing bid specifications;
  - There is no process in place for reviewing and analyzing aggregate spending data to identify repetitive purchases or determine when competitive purchasing might be advantageous. Purchases are typically reviewed individually, leading to missed opportunities for volume discounts, better pricing, and economies of scale. Additionally, the department does not track the items schools purchased most frequently, resulting in lost opportunities to save funds by buying commonly used items in bulk, stocking popular products in the warehouse to make purchasing more convenient for schools, and establishing beneficial vendor partnerships for frequently purchased goods;
  - Purchase orders take months to process and complete, leading to significant delays and staff spending substantial time manually checking the status of purchase orders, which consumes valuable resources and time;
  - There is a lack of coordination between purchasing and accounting teams in tracking P-Card purchasing patterns, missing opportunities for competitive bidding based on spending analysis; and
  - These organizational deficiencies lead to missed cost-saving opportunities, duplication of effort, extended procurement times, and diminished operational efficiency, affecting project completion and student outcomes.
- There is a lack of backup support for the mailroom during staff absences. Consequently, students are used to assist with mail distribution, which poses a liability risk to the district

---

<sup>30</sup> A bench contract is an agreement that establishes a pool of pre-qualified vendors or contractors who are ready to provide services or goods when needed. Instead of initiating a full procurement process for each new project, a school district can quickly select from this "bench" of approved vendors. Bench contracts outline general terms, conditions, and pricing but do not guarantee a specific amount of work. This approach streamlines vendor selection, reduces response times, and increases operational efficiency by having qualified vendors readily available for various projects.

in the event of injury.

- During the warehouse site visit, the team documented several concerns regarding safety protocols, security measures, and operational procedures. For Example --
  - The team observed objects stored in front of the eyewash station, potentially obstructing access in an emergency. According to OSHA<sup>31</sup> regulations, eyewash stations must be accessible and reachable within 10 seconds (approximately 55 feet) from any hazardous area. The path to the eye wash station must always remain clear of obstructions to ensure quick emergency access and use. Exhibit 12 below captures this concern;

**Exhibit 12. Clutter Around the Eye Wash Station at PWD Warehouse**



Source: CGCS Review Team

- The team observed payroll records stored in an unsecured manner, and unusable (broken) equipment, pianos, and clutter occupied usable space as illustrated in Exhibit 13 below;

---

<sup>31</sup> The Occupational Safety and Health Administration's (OSHA) mission is to assure America's workers have safe and healthful working conditions free from unlawful retaliation. OSHA carries out its mission by setting and enforcing standards; enforcing anti-retaliation provisions of the OSH Act and other federal whistleblower laws; providing and supporting training, outreach, education, and assistance; and working collaboratively with our state OSHA programs as well as ensuring that they are at least as effective as federal OSHA, furthering a national system of worker safety and health protections. Source: <https://www.osha.gov/aboutosha>.

**Exhibit 13. Unsecured Payroll Records and Clutter Observed at the PWD Warehouse**



Source: CGCS Review Team

- The team was told that no auction system was established to sell lower-value surplus property, which could have generated additional revenue for the district. It is not clear, however, what methodology the PWD uses to determine what is considered lower value;
- The team was told that the property disposal process requires board approval for items valued at \$250 or above, but there are no clear guidelines for how the PWD should determine these values. This absence of standardized valuation procedures could lead to inconsistent practices and unnecessary delays in the disposal process; and
- The team was told there was a delay in warehouse deliveries, particularly the pickup of furniture during the first few months of school, which negatively impacted school openings.
- Exhibit 14 below compared the district’s self-reported procurement and warehouse KPI<sup>32</sup> data to other CGCS districts nationwide.<sup>33</sup> Scores are presented for comparison purposes and to identify opportunities for improvements.<sup>34</sup> Noteworthy ASD KPI comparative data indicated that --
  - ASD procurement costs per \$100K spent were nearly triple the national CGCS median (\$833.16 vs. \$281.28), while purchase order processing costs were five times higher than the CGCS median (\$315.43 vs. \$62.79);

<sup>32</sup> A key performance indicator (KPI) is a type of performance measurement.

<sup>33</sup> CGCS must rely on the accuracy and consistency of the data reported by school districts when making comparisons.

<sup>34</sup> Source: Results from Fiscal Year 2022-2023, CGCS *Managing for Results* Publication, released October 2024.

## Review of the Purchasing and Warehouse Department of the Anchorage School District

- ASD processing times (PALT) for both informal and formal solicitations consistently exceeded CGCS median timeframes, with RFP processing being problematic at 165.61 days compared to the national CGCS median of 87 days;
- ASD staffing structure generally aligned with national medians, maintaining similar ratios for professional staff (47.46%) and support staff (33.90%). Staff costs per FTE were comparable to the national median (\$76,386 vs \$78,965); and
- Data marked as NDS in the chart below represented “No Data Submitted,” or the submitted data did not have all the information needed to calculate the KPI.

**Exhibit 14. PWD Key Performance Indicator Comparisons**

CGCS Procurement 2022-2023 KPI Measures	ASD	CGCS National Median	Notes
Competition-Eligible Procurements - Percent Emergency	0.62245%	0.01752%	Lower is Better
Competition-Eligible Procurements - Percent Non-Authorized	0.02421%	0.07309%	Lower is Better
Competition-Eligible Procurements - Percent Sole-Source	0.9417%	0.3754%	Lower is Better
Competition-Eligible Procurements Percent Of Total Spending	108.6860%	72.3106%	Higher is Better
Competitive Procurements Ratio	71.1641%	78.3732%	Higher is Better
Construction - Percent Of Purchasing	25.5833%	23.2713%	
Cooperative Purchasing Ratio	11.6233%	11.4627%	Higher is Better
Cooperative Purchasing Ratio - Excluding P-Cards	12.3223%	12.3223%	
M/WBE Vendor Utilization	NDS	8.5244%	Higher is Better
PALT For Informal Solicitations	34	10	Least Desired Quartile
PALT For Invitations for Bids	94.37	78	Lower is Better
PALT For Invitations for Bids - (A) Days to Prepare	13.61	22.5	Lower is Better
PALT For Invitations for Bids - (B) Days of Advertising And Open Bidding	25.42	21	Lower is Better
PALT For Invitations for Bids - (C) Days to Issue After Close	55.34	30	Lower is Better
PALT For Requests for Proposals	165.61	87	Least Desired Quartile
PALT For Requests for Proposals - (A) Days to Prepare	47.68	21	Lower is Better
PALT For Requests for Proposals - (B) Days Proposals Accepted	20.43	25	
PALT For Requests for Proposals - (C) Days to Issue After Close	97.5	40	Lower is Better
P-Card Average Transaction Amount	\$186.35	\$333.50	
P-Card Purchasing Ratio	12.15%	2.38%	Higher is Better
P-Card Single Transaction Limit	\$2,017.76	\$2,908.67	
Procurement Cost Per \$100K Spend	\$833.16	\$281.28	Lower is Better
Procurement Cost Per Purchase Order	\$315.43	\$62.79	Least Desired Quartile
Procurement Costs Per \$100K Revenue	\$147.62	\$86.70	Least Desired Quartile
Procurement Costs Ratio - Outsourced Services	1.00%	4.61%	
Procurement Costs Ratio - Personnel	97.30%	94.19%	Lower is Better
Procurement Savings - Percent Through Informal Solicitations	2.93%	3.52%	Higher is Better
Procurement Savings - Percent Through Invitations For Bids	97.07%	75.45%	Higher is Better
Procurement Savings - Percent Through Requests For Proposals	NDS	61.37%	Higher is Better
Procurement Savings Ratio	3.57%	2.62%	Higher is Better
Procurement Staff - Cost Per FTE	\$76,386.40	\$78,965	
Procurement Staff - District FTEs Per Procurement FTE	NDS	921.8395	Higher is Better
Procurement Staff With Professional Certificate	0.00%	14.64%	Least Desired Quartile
Procurement Staffing Ratio - Professional Staff	47.46%	50.00%	Higher is Better
Procurement Staffing Ratio - Supervisors And Managers	18.64%	20.00%	
Procurement Staffing Ratio - Support And Clerical	33.90%	33.62%	
Strategic Sourcing Ratio	16.79%	16.79%	Higher is Better
Threshold for Formal Proposal	\$80,710.30	\$52,127.85	
Threshold for Formal Sealed Bid	\$80,710.30	\$50,853.85	
Threshold for School Board Approval	NDS	\$53,135.00	
Warehouse Number Of Unique Items	NDS	8,876.00	
Warehouse Number Of Unique Items - Facility Maintenance	2432	2,162.50	
Warehouse Number Of Unique Items - Food Services	285	333	
Warehouse Number Of Unique Items - School/office Supplies	161	169.5	
Warehouse Number Of Unique Items - Textbooks	NDS	1090.5	
Warehouse Number Of Unique Items - Transportation Maintenance	NDS	2,111.50	
Warehouse Operating Expense Ratio	NDS	29.43%	Lower is Better
Warehouse Operating Expense Ratio - Facility Maintenance	NDS	39.33%	Lower is Better
Warehouse Operating Expense Ratio - Food Services	12.14%	23.99%	Lower is Better
Warehouse Operating Expense Ratio - School/Office Supplies	24.23%	73.76%	Lower is Better
Warehouse Operating Expense Ratio - Textbooks	NDS	11.77%	Lower is Better
Warehouse Operating Expense Ratio - Transportation Maintenance	NDS	10.61%	Lower is Better
Warehouse Stock Turn Ratio	NDS	3.43567	Higher is Better
Warehouse Stock Turn Ratio - Facility Maintenance	NDS	1.6775	Higher is Better
Warehouse Stock Turn Ratio - Food Services	3.04828	5.01709	Higher is Better
Warehouse Stock Turn Ratio - School/Office Supplies	4.06756	4.060205	Higher is Better
Warehouse Stock Turn Ratio - Textbooks	NDS	8.091225	Higher is Better
Warehouse Stock Turn Ratio - Transportation Maintenance	NDS	4.537615	Higher is Better

Source: CGCS KPI Project

## Recommendations

The CGCS Strategic Support Team developed the following recommendations<sup>35</sup> to improve the Anchorage School District Purchasing and Warehouse Department's strategic value to the district:

1. Charge the Senior Director of Purchasing and Warehouse with developing and articulating a coherent and focused action plan that embraces and supports the district's *Mission, Vision, Strategic Goals, and Guardrails*.<sup>36</sup> This strategic approach will help foster a more proactive, forward-thinking operational environment that enhances student outcomes. The plan must include --
  - a. The development of a realistic five-year strategic and business plan focused on customer service and *data-driven decision-making*. Collaborate with staff and stakeholders to develop a plan that includes quantifiable goals, performance measures, benchmarks, accountabilities, targets, and timelines. Incorporate robust data validation and quality control measures to ensure accuracy and reliability in goal-setting, performance tracking, and decision-making. Refresh the plan annually to maintain relevance and effectiveness in guiding departmental operations and future direction;
  - b. Yearly department initiatives that include identifying which district offices need to be at the table to support each initiative;
  - c. Modernizing and leveraging current technology across the department to improve efficiency, asset management, and service delivery;
  - d. Addressing findings in this report that identified potential liability and/or risk to the district;
  - e. Focusing on and correcting ASD KPIs that landed in the *Least Desired Quartile*;
  - f. Building a culture of professionalism, responsiveness, and exceptional customer service through comprehensive training for department personnel. Establish and enforce clear service standards and address principals' comments and concerns highlighted in this report;
  - g. Requiring annual performance evaluations and assessments for all department staff, ensuring performance is aligned with department goals and job descriptions;<sup>37</sup>
  - h. Budget priorities, including annual vehicle and equipment replacement funds;
  - i. An ongoing continuous improvement program that incorporates and encourages

---

<sup>35</sup> Recommendations are not listed in any specific order or priority.

<sup>36</sup> See: <https://www.asdk12.org/domain/1254>, and <https://www.asdk12.org/Page/18195>.

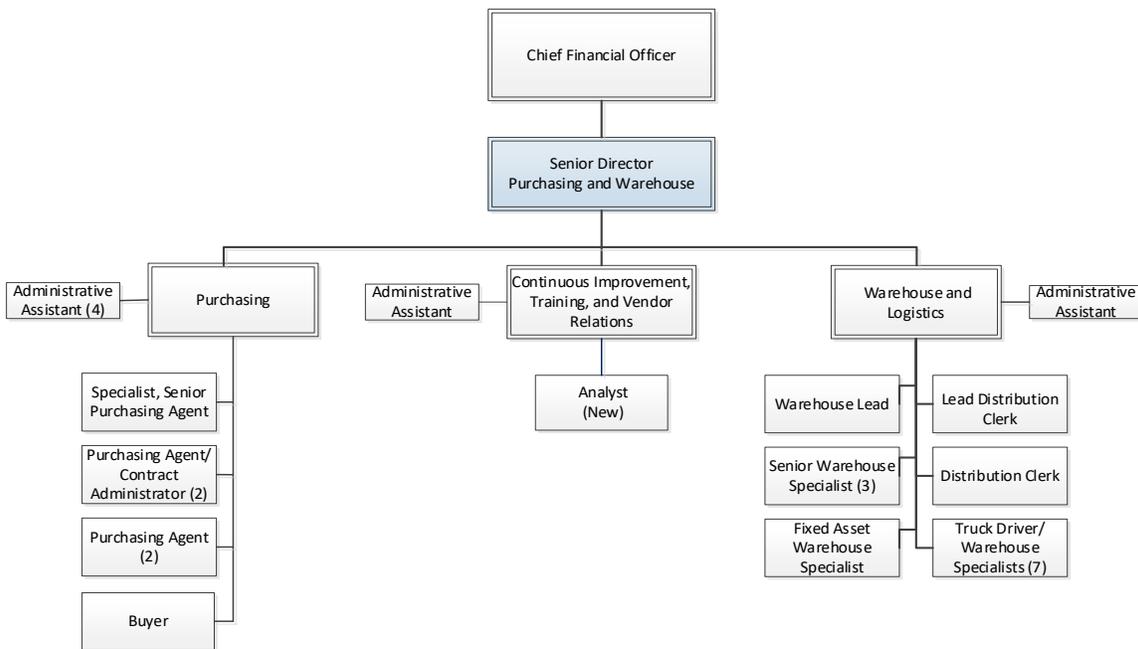
<sup>37</sup> It is recommended that staff responsible for conducting evaluations receive training from experienced human resources personnel on how to effectively lead performance evaluation conferences with their team members.

innovation, as well as solicits and values input from all team members (see Recommendations #2. a. ii, and #12);

- j. A culture that relies upon fact-based and analysis-centric justifications for decisions and techniques such as –
  - i. Continued use of defined performance measures, KPIs, and performance standards for all primary functions of the department, including supervisor accountability for achieving these measures;
  - ii. Cost-benefit analysis, risk assessment, and business case rationalizations for proposed initiatives and significant procurements needed to move the department forward; and
  - iii. Root-cause analyses and corrective action plans to address operational issues.

2. Moderately reorganize the Purchasing and Warehouse Department to align with industry best practices and enhance operational performance. This reconfiguration will improve focus and oversight, strengthen internal and external communication, streamline processes, enable data-driven decision-making, and promote improved service delivery. Exhibit 15 below illustrates a potential high-level functional reorganization for the department. Under this reorganization --

**Exhibit 15. Proposed Functional Reorganization of the Purchasing and Warehouse Department**



Source: CGCS Review Team

Review of the Purchasing and Warehouse Department of the Anchorage School District

- a. Repurpose the current *Purchasing Operations* function into a *Continuous Improvement, Training, and Vendor Relations* function to enhance operational efficiency and deliver strategic value across the organization. This newly focused team will be responsible for --
    - i. Developing and implementing targeted training to improve procurement skills and capacity for both internal staff and external stakeholders, such as school site administrators and central office staff;
    - ii. Conducting customer satisfaction surveys and focus groups to gather feedback, understand stakeholder needs, and improve services and training;
    - iii. Creating and maintaining Standard Operating Procedures (SOPs) for all departmental functions to provide employees with clear guidance on what to do and how to do it, ensuring consistency and operational efficiency;
    - iv. Collecting, analyzing, and reporting on procurement and warehousing data to support informed data-driven decision-making;
    - v. Developing and maintaining dashboards and performance metrics, including KPIs, to provide real-time insights to guide strategic and operational adjustments;
    - vi. Strengthening vendor relations and outreach by establishing and nurturing partnerships with vendors, including small and minority-owned businesses. This effort will include conducting regular outreach to enhance collaboration and improving vendor access to ensure the ASD secures the best value and service levels (see Recommendations #5. b. and #13);
    - vii. Creating an analyst position to support the continuous improvement efforts. This position will be funded through anticipated cost savings and increased rebate income from enhanced P-Card activity.
  - b. The *Purchasing* function will continue to manage end-to-end processing of purchase requests and purchase order issuance. With the added staff from *purchasing operations*, the team can enhance accuracy and timeliness in procuring goods and services, coordinating with suppliers and other ASD departments as needed, maintaining proper documentation and records; and
  - c. The *Warehouse and Logistics* function will remain unchanged but with a renewed urgency to address warehouse-related findings identified in this report.
3. Introduce the following organizational change management strategies to ensure an efficient and effective reorganization of the department, stressing customer service, operational excellence, and employee-centric practices that contribute to enhanced educational outcomes

for students --

- a. Partner with the Human Resources Division to initiate a comprehensive staffing study of all PWD sections/units to verify appropriate staffing levels;
  - b. Routinely recognize staff when they display quality work products and hold all staff accountable for results;
  - c. Implement organizational change strategies to address and manage adverse employee impacts from altering the organizational structure (reorganization) and changing processes. Develop a comprehensive communication plan to keep all stakeholders informed throughout the reorganization process. If needed, provide resources for employee well-being and support during the transition period; and
  - d. Create feedback mechanisms for employees at all levels to contribute insights and suggestions for ongoing improvement.
4. Implement the following measures to address concerns regarding employees' understanding and application of the district's conflict of interest and ethics policies. Specifically, --
- a. Develop training materials that clearly explain the district's conflict of interest and ethics policies, including Board Policy 3310. Training materials should include definitions, examples of potential conflicts, case studies, and guidelines for ethical decision-making;
  - b. Require annual ethics training for all employees and timely training for newly onboarded employees and vendors. To ensure understanding, include pre-and post-training assessments at each session;
  - c. Ensure that all ethics policies, procedures, and disclosure forms are easily accessible on the district's web pages and are included in employee handbooks and vendor contracts. Design an FAQ element for the appropriate district webpage;
  - d. Consider establishing an ASD-specific whistleblower hotline that allows employees and other stakeholders to safely and anonymously report potential violations or ethical concerns directly to district leadership. Design protection protocols for those who report concerns;
  - e. Promote a culture of transparency and ethical behavior by incorporating ethics and conflict of interest discussions into regular team meetings; and
  - f. Create a monitoring system to track all reported conflicts of interest, document the resolution of potential conflicts, and report violations to appropriate leadership.

5. Conduct a policy (not process) review to address current weaknesses to better align with industry best practices.<sup>38</sup> Empower a task force to conduct a comprehensive review of purchasing procedures using board policies 3270-3440 as the baseline. Analyze current policies, identify areas of concern, engage stakeholders for input, draft revised policies as necessary, and seek legal review to ensure compliance with relevant laws and regulations. After legal review, forward suggested revisions to the School Board for review and approval. Additionally, the task force should --
  - a. Launch a thorough review of all existing forms to identify redundancies. Consolidate multiple forms into single, comprehensive documents where possible and fully implement digital signatures to replace physical signatures on all forms;
  - b. Develop and implement a comprehensive *Vendor Relations and Outreach Program* to expand and diversify the vendor pool. This strategic initiative should --
    - i. Maximize efforts to expand and manage supplier and vendor relationships. Designate a team to serve as primary contact points, fostering open communication and promptly addressing issues. Regular check-ins and performance reviews with suppliers will help maintain service quality;
    - ii. Consider organizing annual vendor forums and networking events to develop and strengthen partnerships. Streamline the vendor onboarding process and provide training sessions on the district's procurement processes and requirements;
    - iii. Enhance transparency and accessibility by providing clear guidelines on how to do business with the district and maintaining an up-to-date vendor portal with relevant information and resources;
    - iv. Establish clear channels for vendors to provide input on procurement processes and suggest improvements. Regularly review this feedback and incorporate relevant suggestions to create a responsive and collaborative procurement environment;
  - c. Evaluate the feasibility of implementing an e-procurement/supplier marketplace system with integrated supplier management. Set up automated workflows for routine procurement tasks, integrate the e-procurement system with existing ERP and financial systems wherever possible, and provide mobile access for on-the-go approvals and monitoring;

---

<sup>38</sup> An excellent resource in procurement best practices is the CGCS publication, *Best Practices in Urban Public School Procurement: Guidelines, Standards, and Lessons*, dated October 2018, available at <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/35/Best%20Practices%20in%20Procurement.pdf>.

- d. Develop policy with safeguards that address end-of-the-school-year “spending freezes”<sup>39</sup> to allow for exceptions, including but not limited to graduation-related expenses, student recognition events, required end-of-year testing material, and pre-planning for extended school year or summer school activities. Site administrators impacted may need immediate access to P-Cards or purchase orders to ensure program continuity;
- e. Establish additional procedures for emergency procurements to maintain continuity during urgent situations. These procedures should include --
  - i. Ensuring complete alignment with ASD Administrative Regulation (AR) 3312.1 and industry best practices;
  - ii. Providing mandatory training for all relevant staff on emergency procurement criteria and procedures, using specific examples and case studies to improve understanding and compliance;
  - iii. Creating and maintaining a list of pre-approved suppliers/vendors for everyday emergency needs;
  - iv. Designing and implementing a tracking system to monitor all emergency contracts, ensuring prompt reporting to the board in compliance with AR 3312.1 for contracts exceeding \$100,000; and
  - v. Implementing a post-emergency review process to ensure proper documentation and lessons learned from each incident and make necessary adjustments to improve future responses.
6. Develop succession planning and cross-training within PWD to ensure knowledge transfer and the orderly transition of responsibilities. Avoid creating organizational dependence on any individual by designing workflow sharing and cross-functional training to ensure continuity of service in the event of employee unavailability. This is especially important if the department is experiencing a retirement-eligible workforce.
7. Enhance purchasing operations by implementing targeted strategies to increase efficiency, strengthen controls, and maximize value for the district. To illustrate --
  - a. Establish centralized business accounts with major nationally-known suppliers to improve spend visibility, enhance control, and enable the tracking, monitoring, and analysis of all purchasing activity for better financial oversight and cost management;
  - b. Provide targeted training for purchasing staff on the effective use of cooperative

---

<sup>39</sup> This practice is commonly known as a "spending freeze," is a strategy districts typically implement near the end of the fiscal year (often in spring) to ensure the district can accurately close their books, prevent overspending, and maintain budget compliance.

## Review of the Purchasing and Warehouse Department of the Anchorage School District

agreements to ensure consistent application to maximize operational efficiency and capitalize on cost-saving opportunities;

- c. Implement a systematic approach to term/bench contracts by establishing pre-qualified vendor pools for common services to streamline project assignments and reduce response times while expanding vendor participation opportunities;
  - d. Automate procurement workflows, particularly document handling, to reduce manual processes and eliminate unnecessary handoffs, streamlining bid specification development and improving overall efficiency and response times;
  - e. Establish a process to review and analyze aggregate spending data (school and central office) to identify opportunities for competitive purchasing, enabling the district to secure volume discounts, negotiate better pricing, and improve overall procurement efficiency;
  - f. Streamline purchase order processing by automating workflows and securing real-time status tracking systems to reduce delays, minimize manual follow-ups, and free staff to focus on higher-value procurement activities; and
  - g. Enhance coordination between purchasing and accounting teams to track P-Card purchasing patterns, enabling spending analysis and identifying opportunities for competitive bidding to achieve cost savings and improve efficiency.
8. Review and clarify apprenticeship program goals, aligning with district objectives and board policies. Evaluate and adjust apprenticeship requirements to balance program goals with contractor participation. Streamline certified payroll verification processes by focusing on key metrics, including ASD alumni participation, and provide staff training on efficient payroll review techniques.
  9. Continue regular staff meetings at all levels to promote knowledge sharing, collaboration, and inclusion. Solicit agenda items, in advance, from meeting participants, with documented minutes of discussions, decisions, and follow-up activities, so employees at all levels know --
    - a. The PWD's overarching goals and how they align with the district's strategic plan, as well as specific objectives for each department function and how they will be achieved;
    - b. The KPIs the department is tracking, explaining their relevance to operational success and how they support department and district-wide goals;
    - c. That collaboration is taking place across PWD office units with all appropriate stakeholders and subject matter experts at the table;
    - d. How personnel in the PWD department will be held accountable and evaluated using

performance monitoring metrics aligned with the superintendent's goals and the ASD strategic plan;

- e. That leadership at all levels of the department is held responsible for ensuring that information and feedback are disseminated up-and-down and side-by-side within and between functions and units; and
  - f. Employee feedback and suggestions from all levels of the PWD are welcomed and considered, fostering an ongoing process improvement program that encourages innovation across the department.
10. Begin the conversation to reclassify supervisory positions into a separate bargaining unit, acknowledging that this change may require negotiation. Separating supervisors from subordinates ensures clear lines of authority, reduces conflicts of interest, enhances accountability, and strengthens effective leadership and supervision across the organization.
11. Maximize the use of P-Cards for purchases under \$2,500 to significantly reduce purchase order processing costs and increase rebate revenue by --
- a. Creating guidelines requiring staff to use P-Cards instead of purchase orders (POs) for all eligible purchases under \$2,500 unless specific exceptions apply;
  - b. Strengthening P-Card training programs to help staff understand P-Card policies, proper usage, and documentation requirements;
  - c. Implementing monitoring procedures and targets to track compliance and identify areas where POs are still being used unnecessarily for low-value purchases;
  - d. Providing regular feedback to schools and departments about their P-Card usage versus PO processing, including potential cost savings and missed rebate opportunities;
  - e. Acknowledging that not all reimbursements and specific programs can eliminate the need for some purchase orders, staff should actively and consistently seek opportunities to increase P-Card usage as an alternative to purchase orders whenever feasible;
  - f. Exploring incentives for schools and departments that achieve high compliance with P-Card policies, such as recognition programs or reinvestment of savings and rebates into their school or department resources; and
  - g. Considering increasing the P-Card transaction limit above \$2,500 based on analysis of PO patterns and potential additional savings and revenue income.
12. Implement a comprehensive program to measure and enhance PWD customer service delivery.

Utilize surveys, assessments, and focus groups to identify areas for improvement and training. Actively solicit input from diverse stakeholder groups such as school site staff, central office staff, vendors, and PWD personnel. Use this input to establish future priorities, development opportunities, and process improvements.

13. Develop and implement a comprehensive supplier diversity program to consistently include small businesses and minority-owned enterprises—such as Historically Underutilized Businesses (HUBs), Minority Business Enterprises (MBEs), Women and Minority Business Enterprises (WMBEs), and Small Business Enterprises (SBEs)—in all procurement opportunities. To achieve greater diversity, the department should --
  - a. Establish clear goals, metrics, and standardized procedures to include diverse suppliers in bidding opportunities;
  - b. Implement a process to track and monitor diverse supplier participation, contract awards, and spending, with regular reporting to assess effectiveness;
  - c. Provide outreach and support to help diverse suppliers navigate the procurement process, including partnerships with local chambers of commerce and business organizations; and
  - d. Train procurement staff on supplier diversity best practices and program requirements to ensure diversity outreach becomes an integral part of the procurement process rather than an occasional consideration.
  
14. Collaborate with the Chief Information Officer to transform procurement operations by implementing targeted technology solutions that address key department challenges, enhance efficiency, and improve service delivery. Focus on automating bidding processes, improving vendor management, and fully utilizing existing ERP modules. Engage key stakeholders and subject matter experts early in the planning process to ensure needs assessment and informed decision-making are in place for a successful implementation. Specifically --
  - a. Leverage ERP procurement modules by conducting a comprehensive assessment of current capabilities. Implement unused modules to automate manual processes and streamline workflows. Provide staff training on new features to ensure optimal utilization and improved efficiency across the department;
  - b. Evaluate options to develop a centralized, easily accessible digital contract database. Include robust search functionality for vendors and pricing. Ensure regular updates and maintenance of the system are included in the contract. This investment will enable staff and schools to identify contracted vendors and associated pricing information quickly;
  - c. Design and implement a comprehensive vendor management system with a database of vendor records and associated commodity codes. Develop an easy-to-use system for

vendor registration and information updates. Utilize this system to broaden outreach for contracting opportunities, increasing vendor participation and competition;

- d. Modernize procurement technology by implementing punch-out catalogs and an online marketplace. Integrate these features with the existing ERP to create a seamless procurement experience. Provide training for staff and end-users on the new procurement tools and processes;
  - e. Automate the bid management process by implementing an electronic bid distribution system. Enable online quote submissions and develop a secure digital platform for formal bid submissions. Integrate with external bid notification services to increase vendor participation and outreach;
  - f. Provide comprehensive training programs for staff on all new systems and processes. Offer ongoing support and regular refresher courses to ensure continued proficiency. Develop user guides and resources to facilitate the smooth adoption and utilization of new technologies; and
  - g. Establish a technology roadmap for continuous improvement of procurement technology. Regularly review and update the roadmap based on emerging technologies and ASD needs. Include milestones for implementation and metrics for measuring success in enhancing procurement efficiency and effectiveness.
15. Develop a streamlined surplus property disposal system to maximize revenue, enhance transparency, reduce delays, and eliminate clutter. Incorporate a clear and consistent methodology for accurately determining surplus property value and meeting required reporting standards to the School Board.

## ATTACHMENT A. STRATEGIC SUPPORT TEAM

### Willie Burroughs

**Willie Burroughs**, a veteran school business official, is Director of Management Services for the Council of the Great City Schools. In this position, he conducts strategic support teams and manages operational reviews for superintendents and senior managers; convenes annual meetings of chief financial officers, chief operating officers, human resources directors, chief information officers and technology directors; and field requests for management information. Prior to joining the CGCS, Mr. Burroughs served as the COO for the San Antonio Independent School District, heading the operations services division with more than 1,600 employees. He also served in the Dallas Independent School District as executive director with responsibilities for maintenance, HVAC, grounds, environmental services, custodial, capital improvement, and energy management. In addition, Mr. Burroughs held several positions with the Houston Independent School District for nearly 11 years, including general manager of construction services (bond), senior manager of contract administration, and senior manager of special projects. Mr. Burroughs holds a Bachelor of Science degree in industrial engineering and an MBA from Clemson University. He was commissioned as an officer in the United States Army Signal Corps.

### David M. Palmer

**David Palmer** is a forty-year-plus school business operations administration veteran, retired from the Los Angeles Unified School District (LAUSD). Mr. Palmer's executive responsibilities included managing and overseeing operations, strategic planning and execution, budget development and oversight, and contract administration. In addition, Mr. Palmer led the design and implementation of staff performance standards, benchmarks, and accountabilities for staff. He advised the Council of Great City Schools on the *Key Performance Indicator* project. Mr. Palmer was also an instructor in the School Business Management Certificate Program at the University of Southern California. After retirement, Mr. Palmer continued working with LAUSD as a professional expert with the HR Division in grievance resolution and guiding administrators on contract interpretation and employee disciplinary matters. Mr. Palmer also advised the LAUSD Office of Labor Relations on negotiation strategy and impacts on proposed contract language changes. Mr. Palmer currently provides consulting services for school districts and other governmental agencies, is a very active member of the CGCS's Strategic Support Teams, and has served as the CGCS's Principal Investigator on numerous management and operational reviews.

### Sung Yon Lee

**Sung Yon Lee** currently serves as the Deputy Chief Business Officer (DCBO) at the Los Angeles Unified School District (LAUSD). Before stepping into this role, Ms. Lee built a distinguished legal career, practicing as an attorney on the Business and Government, and later the Facilities Teams, within the Office of General Counsel at both LAUSD and the Los Angeles County Office of Education. Ms. Lee's expertise extends beyond the legal field. She also held the position of

Chief Procurement Officer for LAUSD, where she demonstrated leadership in managing district-wide procurement operations. A proud graduate of the University of Southern California, Ms. Lee holds dual degrees in English Literature and Political Science. She furthered her academic credentials by earning a Juris Doctorate from Loyola Law School, Los Angeles. She is currently pursuing certification as a Chief Business Official through the FCMAT CBO Mentor Program, reflecting her commitment to continuous professional development and excellence in school business operations.

### **Charisma Montfort**

**Charisma Montfort** is the Chief Procurement Officer with Miami-Dade County Public Schools. Her responsibilities include overseeing Procurement Management, Stores and Mail Distributions, Surplus Property, Maintenance Materials Management and Furniture Fixtures and Equipment. She was raised in Washington DC. Charisma pursued a Bachelor's degree in History from Grinnell College in Iowa. Charisma's ultimate goal was to assist in closing the achievement gap in urban education. Charisma went on to pursue a master's degree in organizational development and Knowledge Management from George Mason University in Fairfax, VA. In addition, she obtained a master's degree in educational leadership from St. Thomas University in Miami, FL. Charisma quickly realized that the way she could impact education was through her business acumen. Thus, when relocating from Washington DC, Charisma joined Miami-Dade County Public Schools' Procurement team. The total annualized spend is in excess of \$600 million. Charisma has over 11 years' experience in strategic business operations, with expertise specific to education, public procurement, compliance and contract management. Charisma prides herself on living up to her name.

### **Edward Romero**

**Edward Romero** is the Executive Director of Operations & Business Services at the San Antonio Independent School District, Texas. Mr. Romero has over 20 years of expertise in Procurement, Supply Chain, business diversity, Financial and Operations Management serving in a variety of pivotal roles including Director of Purchasing & Risk Management, Purchasing Agent, and as an Information Systems Business Consultant specializing in school business administration and management services at the Education Service Center, Region 20, supporting 89 districts across Texas. Edward is a Certified Procurement Professional recognized by NIGP (NIGP-CPP). Mr. Romero previously served on the Board of Directors for the South Central Texas Regional Certification Agency and as an elected official for the Edgewood Independent School District Board of Trustees.

### **David Wheeler**

**David Wheeler** is the Senior Director of Procurement Services for Orange County Public Schools in Orlando, Florida which is the eighth-largest school district in the nation serving almost 200,000 students and 25,000 employees. In this role, he has executive leadership responsibilities for all

Procurement functions, including all contracting processes to include construction, supplier diversity programs, surplus operations, printing services, and mail and courier services. David holds CPPO, CPPB, and NIGP-CPP certifications in addition to holding both a bachelor's and master's degree in business administration from the University of Central Florida. David is actively involved with the Florida Association of Public Procurement Officials (FAPPO), NIGP, the Council of the Great City Schools (CGCS), and the Universal Public Procurement Certification Council (UPPCC) serving on the board of examiners, the CPPB question writing committee and the CPPO cut score committee. Under David's leadership, the OCPS procurement department has won numerous recognitions from the Florida Association of Public Procurement Officials (FAPPO) for excellence and best practices, the National Procurement Institute (NPI), the NIGP Quality Public Procurement Department (QPPD) accreditation, and the NIGP Agency Advancement Award. David currently serves in the United States Army Reserve.

### **Robert N. Waremburg**

**Robert N. Waremburg**, NIGP-CPP, CPPO currently serves as Senior Manager of Procurement for the City of Jacksonville, Florida. He has previously served as an operations and procurement leader in four school districts across Florida including Duval, Broward, and Clay before retiring from Orange County Schools in 2023. Over his 36-year career, Procurement Departments he has led have been recognized by the National Procurement Institute (NPI) and Florida Association of Public Procurement Officials (FAPPO) with numerous Awards for Excellence in Public Procurement for innovative strategies which improve processes, drive greater efficiencies and create tremendous value for the organizations he has served. Mr. Waremburg is certified by the National Institute of Governmental Procurement, the Universal Professional Procurement Certification Council, has a Bachelor's degree and MBA from the University of North Florida.

**ATTACHMENT B. WORKING AGENDA**

**Strategic Support Team Review  
Anchorage School District  
Procurement**

October 27-30, 2024  
5530 E Northern Lights Boulevard  
Anchorage, Alaska 99504

**Working Agenda (subject to change)**

Sunday, October 27		
5:30 pm	<b>SST Members meets in hotel lobby:</b>	<b>Willie Burroughs</b> , <i>Director Management Services, Council of the Great City Schools (CGCS)</i> <b>Sung Yon Lee</b> , <i>Deputy Chief Business Officer, Los Angeles Unified School District</i> <b>Charisma Montfort</b> , <i>Chief Procurement Officer, Miami-Dade County Public Schools</i> <b>David Palmer</b> , <i>Consultant, CGCS</i> <b>Edward Romero</b> , <i>Executive Director of Operations – Business Services</i> <b>Robert Waremburg</b> , <i>Senior Manager of Procurement Services, City of Jacksonville, Florida</i> <b>David Wheeler</b> , <i>Senior Director of Procurement, Orange County Public Schools</i>
6:00 pm	<b>Kickoff Meeting:</b>	<b>SST Members &amp; Jharrett Bryantt</b> , <i>Superintendent</i> <b>Andy Ratliff</b> , <i>Chief Financial Officer</i>
Monday, October 28		
7:00 am	SST Members meet in hotel lobby	
7:30 am – 8:00 am	Continental Breakfast	SST Members
8:15 am – 9:15 am	Team Interviews <b>Ray Hart (via Zoom)</b> , <i>Executive Director, CGCS</i>	<b>Governance Committee</b>
9:15 am – 10:15 am	Team Interviews	<b>Andy Ratliff</b> , <i>Chief Financial Officer</i> <b>Charles Flint</b> , <i>Business Manager</i>
10:30 am – 11:15 am	Team Interview	<b>David Whiting</b> , <i>Senior Director, Purchasing &amp; Warehouse</i>
11:15 am – 12:00 pm	Team Interview	<b>James Anderson</b> , <i>Chief Operating Officer</i>
12:15 pm – 1:00 pm	Lunch	SST Members
1:15 pm – 2:00 pm	Team Interview	<b>Bart Kendall</b> , <i>Logistics Supervisor</i>
2:00 pm – 2:45 pm	Team Interview	<b>Dane Sutterfield</b> , <i>Purchasing Supervisor</i>
3:00 pm – 3:45 pm	Team Interview	<b>Sven Gustafson</b> , <i>Chief Academic Officer</i>
3:45 pm – 4:30 pm	Team Interview	<b>Shannon Powers</b> , <i>Senior Purchasing Agent</i>
4:30 pm	Team Discussion of Work Plan	
Tuesday, October 29		

Review of the Purchasing and Warehouse Department of the Anchorage School District

7:00 am – 7:30 am	Continental Breakfast at Marriott Downtown Anchorage	SST Members
7:45 am – 8:00 am	<i>Team will travel to: Warehouse/Purchasing Offices 4919 Van Buren Street</i>	SST Members
8:00 am – 10:00 am	Tour Warehouse/Purchasing offices	SST Members
10:00 am – 10:15 am	<i>Team will travel to: 5530 E. Northern Lights to continue interviews</i>	SST Members
10:15 am -11:00 am	Team Interviews	<b>Julie Mclean, Contract Administrator</b> <b>Lillian Lobato, Contract Administrator</b>
11:00 am – 11:45 am	Team Interviews	<b>Glenda Cameron, Lead Distribution Clerk</b> <b>John Ives, Distribution Clerk</b>
12: 00 pm – 1:00 pm	Lunch	SST Members
1:15 pm – 2:00 pm	Team Interviews	<b>Sylvia Smith, Purchasing Agent</b> <b>Lisa Young, Purchasing Agent</b> <b>Fatou Jagne, Buyer</b>
2:15 pm – 3:30 pm	Team Interview	<b>Thomas Johns, Operations Supervisor</b>
3:30 pm – 4:30 pm	Team Interviews	<b>Principals (all levels)</b>
4:30 pm	Team Discussion of Work Plan	
<b>Wednesday, October 30</b>		
7:00 am	SST Members meet in hotel lobby	
7:30 am – 8:15 am	Continental Breakfast	
8:30 am – 11:45 am	Team Meeting (SST Members)	
12:00 pm – 1:00 pm	Debrief Luncheon Meeting	Superintendent Bryantt, Chief Financial Officer Ratliff, and SST members
1:15 pm	Team Departures	

## **ATTACHMENT C. DISTRICT PERSONNEL INTERVIEWED**

- Jharrett Bryantt, Superintendent
- Andy Ratliff, Chief Financial Officer
- James Anderson, Chief Operating Officer
- Sven Gustafson, Chief Academic Officer
- Mike Fleckenstein, Chief Information Officer
- Charles Flint, Business Manager
- Dave Whiting, Senior Director, Purchasing & Warehouse
- Dane Sutterfield, Purchasing Supervisor
- Bart Kendall, Logistics Supervisor
- Dane Sutterfield, Purchasing Supervisor
- Shannon Powers, Senior Purchasing Agent
- Julie Mclean, Contract Administrator
- Lillian Lobato, Contract Administrator
- Glenda Cameron, Lead Distribution Clerk
- John Ives, Distribution Clerk
- Sylvia Smith, Purchasing Agent
- Lisa Young, Purchasing Agent
- Fatou Jagne, Buyer
- Thomas Johns, Operations Supervisor
  
- Principals
  - Deiman Szymanski-Kelsey, Klatt Elementary School
  - Gerald Finkler, Frontier Charter School
  - Megan Hatswell, Chugiak High School
  - Maria Hernandez, Steller Secondary School
  - Abby Oneil, North Star Elementary School
  - Brittanny Nerland, Aquarian Charter School
  - Azzam Imtiaz, Service High School
  - Bennetta Orchitt, Clark Middle School
  
- Governance Committee:
  - Carl Jacobs
  - Dora Wilson
  - Pat Higgins

## ATTACHMENT D. DOCUMENTS REVIEWED

- **Budget**
  - Adopted Budget, Fiscal Year 2024-2025
  - Purchasing Budget for the Period Ending September 13, 2024
  - Purchasing Budget for the Period Ending June 30, 2024
  - Purchasing Budget for the Period Ending June 30, 2023
  - Warehouse Budget for the Period Ending September 13, 2024
  - Warehouse Budget for the Period Ending June 30, 2024
  - Warehouse Budget for the Period Ending June 30, 2023
  - Purchasing and Warehouse Budget FTE, Fiscal Year 2023, 2024, and 2025
  
- **Audits**
  - Procurement Card Purchases, ASD Internal Audit Report, 2024-01, dated May 01, 2024
  - Procurement Card Purchases, ASD Internal Audit Report, 2022-01, dated September 2, 2022
  - Procurement Card Purchases, ASD Internal Audit Report, 2020-04(A), dated December 22, 2020
  - Contract Change Orders, ASD Internal Audit Report, 2021-02, dated December 9, 2021
  - Purchasing/Warehouse Department, ASD Internal Audit Report, dated February 7, 2012
  - Review of P-Card Processes and Transactions Identified in Internal Audit, P-Card Audit Follow-Up Analysis, dated April 24, 2015, amended June 2, 2015
  - Purchasing Management Review and Analysis Report, dated March 2010
  
- **Board Policies**
  - Purchasing Board Policy, Table of Contents
  - BP 3270 Sale and Disposal of Books, Equipment and Supplies, dated September 1992
  - BP 3280 Sale or Lease of School Facilities and Real Property, dated September 1992
  - BP 3290 Gifts, Grants and Bequests, dated September 1992
  - BP Expenditures/Expending Authority, dated September 1992
  - BP 3305 Electronic Fund Transactions, dated September 1992
  - BP 3310 Purchasing Procedures, dated September 1992
  - BP 3311 Bids, dated September 1992
  - BP 3311.1.2 Use of Apprentices
  - BP 3311.2 Student Community Workforce Agreement Requirements for Construction Projects Over Million Dollars, added March 2022
  - BP 3312 Contracts, revised March 2022
  - BP 3314 Payment for Goods and Services, dated September 1992
  - BP 3315 Relations with Vendors, revised February 2011

Review of the Purchasing and Warehouse Department of the Anchorage School District

- AR 3270 Sale and Disposal of Books, Equipment and Supplies (Personal Property)
- AR 3300 Expenditures/Expending Authority
- AR 3310 Purchasing Procedures
- AR 3311(a) Good Faith
- AR 3311(b) Payment
- AR 3311(c) Electronic Transactions
- AR 3311(d) Environmental Sustainability
- AR 3311.1(a) Bids: Procurement Methods and Contract Formation, revised April 2022
- AR 3311.1(a).1 Competitive Sealed Bids
- AR 3311.1(a).2 Multi-Step Sealed Bids
- AR 3311.1(a).3 Competitive Sealed Proposals
- AR 3311.1(a).4 Small Purchases
- AR 3311.1(a).5 Single Source Procurement
- AR 3311.1(a).6 Sole Source Procurement
- AR 3311.1(a).7 Limited Competition Procurement
- AR 3311.1(a).8 Emergency Procurement
- AR 3311.1(a).9 General Requirements and Conditions for All District Purchases
- AR 3311.1(a).10 Bid Bonds/Security
- AR 3311.1(a).11 Pre-Bid/Pre-Proposal Conference and Addenda
- AR 3311.1(a).12 Bids/Proposals Submittal, Withdrawal and Late Bids
- AR 3311.1(a).13 Rejection of Bids/Proposals
- AR 3311.1(a).14 Notification of Award to Bidders/Offerors
- AR 3311.1(b) Solicitations: Specification and Standards
- AR 3311.1(b).1 Acquisition of Construction Projects and Architectural/Engineering Design Services
- AR 3311.1(b).2 Projects Valued at \$100,000 and Above by Use of Alternative Techniques
- AR 3311.1(b).3 Construction Projects and Design Services Valued Less than \$100,000
- AR 3311.1(c).1 Legal and Contractual Remedies
- AR 3311.1(c).2 Debarment and Suspension
- AR 3311.1(c).3 Suspension
- AR 3311.1(d) Intergovernmental Relations
- AR 3311.1(e).1 Ethics and Conflicts of Interest
- AR 3311.1(e).2 Waiver for Board Members and Employees
- AR 3311.1(e).3 Sanctions
- AR 3311.1(f).1 Project Development Design and Construction
- AR 3311.1(f).2 Facility/Site Design and Construction Procedures
- AR 3311.1(f).3 Construction Scope and Process
- AR 3311.2(a) Use of Apprentices
- AR 3312 Contracts

## Review of the Purchasing and Warehouse Department of the Anchorage School District

- AR 3312.1 Procurement Organization and Operational Procedures
- AR 3312.2 Exemption from Formal Competitive Procedures
  
- **Jobs Descriptions**
  - Chief Financial Officer, dated April 27, 2017
  - Chief Information Officer, dated April 27, 2017
  - Chief Operating Officer, dated April 15, 2022
  - Truck Driver/Warehouse Specialist, Purchasing, revised May 21, 2021
  - Senior Warehouse Specialist, revised May 21, 2021
  - Purchasing Agent/Contract Administrator, dated September 03, 2021
  - Distribution Clerk, revised March 29, 2017
  - Lead Distribution Clerk, revised March 29, 2017
  - Administrative Assistant, revised April 19, 2017
  - Senior Director Purchasing/Warehouse, revised January 13, 2017
  - Specialist, Senior Purchasing Agent, revised April 13, 2017
  - Supervisor, Purchasing, revised November 12, 2018
  - Supervisor Purchasing, Logistics and Operations, revised November 12, 2018
  - Supervisor Purchasing, Operations, revised November 12, 2018
  - Supervisor, Purchasing, revised November 12, 2018
  - Truck Driver Warehouse Specialist, Purchasing, revised May 21, 2021
  - Buyer, revised April 6, 2027
  - Fixed Asset Warehouse Specialist, revised May 21, 2021
  - Lead, Warehouse, revised May 21, 2017
  - Purchasing Agent, revised April 10, 2017
  
- **Organization Charts**
  - Office of the Superintendent, 2024-2025, dated August 6, 2024
  - Business Management Organization Chart, edits November 11, 2024
  
- **Operational Work Plans and Manuals**
  - Architect and Engineer (A/E) Contracts Worksheet, updated June 02, 2018
  - A/E Design RFP Worksheet, revised May 19, 2013
  - Addendum Worksheet, updated November 03, 2021
  - Business Plus Apprentice Utilization Follow-Up Process, updated November 22, 2019
  - Business Plus Processing Purchasing Requisitions, dated June 25, 2022
  - Business Plus Vendor Maintenance, updated March 11, 2024
  - PR Processing for Buyers, undated
  - Construction Contracts Worksheet, updated January 6, 2023
  - Construction ITB Solicitation Worksheet, updated September 03, 2024
  - Construction RFQ (Under \$100K) Solicitation Worksheet, revised September 03, 2024

## Review of the Purchasing and Warehouse Department of the Anchorage School District

- ITB Worksheet, dated November 02, 2022
- Purchasing Solicitation Matrix, revised October 2023
- RFP Worksheet, revised May 19, 2023
- RFQ Worksheet, dated September 03, 2024
- Term Contract (Cradle to Grave) Form of Contract Worksheet, updated April 18, 2016
  
- **Other**
  - ASD Memorandum #6 – Report on Diamond Highschool Roof Repair Emergency Procurement (Board Report - Information Only)
  - ASD Memorandum #27 – 2023-2024 Q4 Report of Contracts Awarded Between \$100,000 and \$500,000 (Board Report – Information Only)
  - ASD Memorandum #106 - Annual Purchasing Report – 2022-2023
  - Presentation to the Finance Committee titled ASD Capital Plans Deep Dive, dated September 7, 2023
  - Spreadsheet - Emergency Procurements (2022-2024)
  - ASD Capital Plans Overview – Work Session, dated August 15, 2023
  - Presentation – Rightsizing ASD, undated
  - Presentation – ASD Capital Planning Deep Dive – Procurement Methodology & 2024 CIP/Bond Work Session, dated November 7, 2023
  - Invention to Submit -ITS 2024-004 Supplemental Education Services, dated May 10, 2024
  - Strategy 2028 – ASD School Board Progress Monitoring Calendar

**ATTACHMENT E. COUNCIL REVIEWS**

City	Area	Year
Albuquerque	Facilities and Roofing	2003
	Human Resources	2003
	Information Technology	2003
	Special Education	2005 & 2018
	Legal Services	2005
	Safety and Security	2007
	Research	2013
	Human Resources	2016
	Special Education	2018
	Anchorage	Finance
Communications		2008
Math Instruction		2010
Food Services		2011
Organizational Structure		2012
Facilities Operations		2015
Special Education		2015
Human Resources		2016
Benefits		2023
Purchasing and Warehouse Dept		2024
Atlanta	Facilities	2009
	Transportation	2010
	Classified Staffing	2019
	Teaching and Learning	2020
	Student Support Services	2021
Aurora	Information Technology	2019
	Curriculum and Instruction	2023
Austin		
	Special Education	2010
Baltimore		

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
Birmingham	Information Technology	2011
	Organizational Structure	2007
	Operations	2008
	Facilities	2010
	Human Resources	2014
	Financial Operations	2015
	Financial Operations	2024
Boston	Special Education	2009
	Curriculum & Instruction	2014
	Food Service	2014
	Facilities	2016
	Special Education	2022
	Safety and Security	2022
	Transportation	2022
	Human Resources	2024
Bridgeport	Transportation	2012
Broward County (FL)	Information Technology	2000
	Food Services	2009
	Transportation	2009
	Information Technology	2012
	Information Technology	2018
	Facilities Operations	2019
	Information Technology	2022
	Procurement and Warehousing	2024
Buffalo	Superintendent Support	2000
	Organizational Structure	2000
	Curriculum and Instruction	2000
	Personnel	2000
	Facilities and Operations	2000
	Communications	2000
	Finance	2000
	Finance II	2003

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Bilingual Education	2009
	Special Education	2014
	Facilities Operations	2019
Caddo Parish (LA)	Facilities	2004
Charleston	Special Education	2005
	Transportation	2014
	Finance	2019
Charlotte-Mecklenburg	Human Resources	2007
	Organizational Structure	2012
	Transportation	2013
	Information Technology	2022
Chicago	Warehouse Operations	2010
	Special Education I	2011
	Special Education II	2012
	Bilingual Education	2014
Christina (DE)	Curriculum and Instruction	2007
Cincinnati	Curriculum and Instruction	2004
	Curriculum and Instruction	2009
	Special Education	2013
	Human Resources	2023
Clark County	Operations	2019
	Special Education	2019
Cleveland	Student Assignments	1999, 2000
	Transportation	2000
	Safety and Security	2000
	Facilities Financing	2000
	Facilities Operations	2000
	Transportation	2004
	Curriculum and Instruction	2005

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Safety and Security	2007
	Safety and Security	2008
	Theme Schools	2009
	Special Education	2017
	Safety and Security	2023
	Information Technology	2024
Columbus	Superintendent Support	2001
	Human Resources	2001
	Facilities Financing	2002
	Finance and Treasury	2003
	Budget	2003
	Curriculum and Instruction	2005
	Information Technology	2007
	Food Services	2007
	Human Resources	2020
	Transportation	2020
	Information Technology	2023
Dallas	Procurement	2007
	Staffing Levels	2009
	Staffing Levels	2016
Dayton	Superintendent Support	2001
	Curriculum and Instruction	2001
	Finance	2001
	Communications	2002
	Curriculum and Instruction	2005
	Budget	2005
	Curriculum and Instruction	2008
	Organizational Structure	2017
Denver	Superintendent Support	2001
	Personnel	2001
	Curriculum and Instruction	2005
	Bilingual Education	2006
	Curriculum and Instruction	2008

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Common Core Implementation	2014
Des Moines	Budget and Finance	2003
	Staffing Levels	2012
	Human Resources	2012
	Special Education	2015
	Bilingual Education	2015
Detroit	Curriculum and Instruction	2002
	Assessment	2002
	Communications	2002
	Curriculum and Assessment	2003
	Communications	2003
	Textbook Procurement	2004
	Food Services	2007
	Curriculum and Instruction	2008
	Facilities	2008
	Finance and Budget	2008
	Information Technology	2008
	Stimulus planning	2009
	Human Resources	2009
	Special Education	2018
Durham	Operations	2019
East Baton Rouge	Human Resources	2021
	Special Education	2022
	Bilingual Education	2022
El Paso	Information Technology	2019
Fresno	Curriculum and Instruction	2012
	Special Education	2018
	Special Education	2024
Guilford County	Bilingual Education	2002
	Information Technology	2003

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Special Education	2003
	Facilities	2004
	Human Resources	2007
	Transportation	2017
Hawaii		
	Financial Operations	2019
	Facilities	2019
	Organization	2024
Hillsborough County		
	Transportation	2005
	Procurement	2005
	Special Education	2012
	Transportation	2015
	Finance	2020
Houston		
	Facilities Operations	2010
	Capitol Program	2010
	Information Technology	2011
	Procurement	2011
	Finance	2021
	Safety and Security	2022
Indianapolis		
	Transportation	2007
	Information Technology	2010
	Finance and Budget	2013
	Finance	2018
Jackson (MS)		
	Bond Referendum	2006
	Communications	2009
	Curriculum and Instruction	2017
Jacksonville		
	Organization and Management	2002
	Operations	2002
	Human Resources	2002
	Finance	2002
	Information Technology	2002
	Finance	2006

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Facilities operations	2015
	Budget and Finance	2015
	Budget and Finance	2024
Kansas City	Human Resources	2005
	Information Technology	2005
	Finance	2005
	Operations	2005
	Purchasing	2006
	Curriculum and Instruction	2006
	Program Implementation	2007
	Stimulus Planning	2009
	Human Resources	2016
	Transportation	2016
	Finance	2016
	Facilities	2016
	Curriculum and Instruction	2016
	Information Technology	2022
Little Rock	Curriculum and Instruction	2010
	Curriculum and Instruction	2023
Los Angeles	Budget and Finance	2002
	Organizational Structure	2005
	Finance	2005
	Information Technology	2005
	Human Resources	2005
	Business Services	2005
Louisville	Management Information	2005
	Staffing Levels	2009
	Organizational Structure	2018
Memphis Shelby County	Information Technology	2007
	Special Education	2015
	Food Services	2016
	Procurement	2016

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
Miami-Dade County	Curriculum and Instruction	2025
	Construction Management	2003
	Food Services	2009
	Transportation	2009
	Maintenance & Operations	2009
	Capital Projects	2009
	Information Technology	2013
Milwaukee	Research and Testing	1999
	Safety and Security	2000
	School Board Support	1999
	Curriculum and Instruction	2006
	Alternative Education	2007
	Human Resources	2009
	Human Resources	2013
	Information Technology	2013
	Human Resources	2019
Minneapolis	Curriculum and Instruction	2004
	Finance	2004
	Federal Programs	2004
	Transportation	2016
	Organizational Structure	2016
Nashville	Food Service	2010
	Bilingual Education	2014
	Curriculum and Instruction	2016
Newark	Curriculum and Instruction	2007
	Food Service	2008
New Orleans	Personnel	2001
	Transportation	2002
	Information Technology	2003
	Hurricane Damage Assessment	2005
	Curriculum and Instruction	2006

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
New York City	Special Education	2008
Norfolk	Testing and Assessment	2003
	Curriculum and Instruction	2012
	Transportation	2018
	Finance	2018
	Facilities Operations	2018
Omaha	Buildings and Grounds Operations	2015
	Transportation	2016
Orange County	Information Technology	2010
Palm Beach County	Transportation	2015
	Safety & Security	2018
Philadelphia	Curriculum and Instruction	2003
	Federal Programs	2003
	Food Service	2003
	Facilities	2003
	Transportation	2003
	Human Resources	2004
	Budget	2008
	Human Resource	2009
	Special Education	2009
	Transportation	2014
	Curriculum and Instruction	2019
	Organizational Structure	2023
	Transportation	2023
Pittsburgh	Curriculum and Instruction	2005
	Technology	2006
	Finance	2006
	Special Education	2009
	Organizational Structure	2016

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Business Services and Finance	2016
	Curriculum and Instruction	2016
	Research	2016
	Human Resources	2018
	Information Technology	2018
	Facilities Operations	2018
Portland		
	Finance and Budget	2010
	Procurement	2010
	Operations	2010
Prince George's County		
	Transportation	2012
Providence		
	Business Operations	2001
	MIS and Technology	2001
	Personnel	2001
	Human Resources	2007
	Special Education	2011
	Bilingual Education	2011
	Bilingual Education	2019
Puerto Rico		
	Hurricane Damage Assessment	2017
	Bilingual Education	2019
Reno		
	Facilities Management	2013
	Food Services	2013
	Purchasing	2013
	School Police	2013
	Transportation	2013
	Information Technology	2013
	Special Education	2023
Richmond		
	Transportation	2003
	Curriculum and Instruction	2003
	Federal Programs	2003
	Special Education	2003
	Human Resources	2014

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
Rochester	Financial Operations	2018
	Finance and Technology	2003
	Transportation	2004
	Food Services	2004
	Special Education	2008
	Human Resources Operations	2022
Sacramento	Special Education	2016
	Human Resources	2022
San Antonio	Facilities Operations	2017
	IT Operations	2017
	Transportation	2017
	Food Services	2017
	Human Resource	2018
San Diego	Finance	2006
	Food Service	2006
	Transportation	2007
	Procurement	2007
San Francisco	Technology	2001
St. Louis	Special Education	2003
	Curriculum and Instruction	2004
	Federal Programs	2004
	Textbook Procurement	2004
	Human Resources	2005, 2022
	Transportation	2023
St. Paul	Special Education	2011
	Transportation	2011
	Organizational Structure	2017
Seattle	Human Resources	2008

Review of the Purchasing and Warehouse Department of the Anchorage School District

City	Area	Year
	Budget and Finance	2008
	Information Technology	2008
	Bilingual Education	2008
	Transportation	2008
	Capital Projects	2008
	Maintenance and Operations	2008
	Procurement	2008
	Food Services	2008
	Capital Projects	2013
	Transportation	2019
Stockton		
	Special Education	2019
Toledo		
	Curriculum and Instruction	2005
Washington, D.C.		
	Finance and Procurement	1998
	Personnel	1998
	Communications	1998
	Transportation	1998
	Facilities Management	1998
	Special Education	1998
	Legal and General Counsel	1998
	MIS and Technology	1998
	Curriculum and Instruction	2003
	Budget and Finance	2005
	Transportation	2005
	Curriculum and Instruction	2007
	Common Core Implementation	2011
Wichita		
	Transportation	2009
	Information Technology	2017