



## **Collaboration Group Conference Call Notes June 20, 2018**

### **Participants:**

Candace Stowell, AICP, Co-Chair  
Libbie Adams, Parker Redevelopment, CO  
John Valdez, AICP, New Mexico Public School Facilities Authority  
Bill Sprick, New Mexico Public School Facilities Authority  
Chris Gralapp, Olathe Public Schools  
Kizito Wijenje, AICP, Albuquerque Public Schools  
Justin Depoy, Albuquerque Public Schools  
Kalyn Finnell, Albuquerque Public Schools  
Rachel Hertzman, Albuquerque Public Schools  
Josh Lee, San Bernardino County Transportation Authority  
Monique Reza-Arellano, San Bernardino County Transportation Authority

The group reviewed the different sections of the May 7<sup>th</sup> draft of the collaboration paper, [\*Public Schools as Partners, Why Local Governments and School Districts Need to Collaborate.\*](#)

### **APA Policies and Research**

John stated that he liked Table 1 (APA Information Reports and Publications Related to Public Schools). Candace noted that links could be added for the table. There is no mention of conference sessions in this table although some sessions are mentioned in the Resources Appendix. Kizito mentioned that Albuquerque Public Schools (APS) did a session on growth and development at the 2005 APA National Conference in San Francisco. APS has also done several sessions at the New Mexico Chapter Conferences. Kizito will send these presentations to John or Candace. Kizito said it was telling that schools were interacting with general planning in the 1950's up to the early 1970's. There has been an abdication of social services and social functions by public institutions and this might be why schools have been pushed aside. Candace noted that there have been many academic articles in JAPA over the years and it would be nice to provide links to these articles as well.

### **Why Collaboration is Imperative**

Kizito stated that this section appears thorough, but maybe concurrency needs to be defined as well as talking about the need for concurrency. John stated that concurrency

could be added under the interrelated examples section or as a stand along section of the paper. John noted that there are no state mandated concurrency requirements in New Mexico, however, Albuquerque has adopted a School Facilities Fee to help APS.

Kizito stated that the approach to concurrency has been informal in Albuquerque with several different agreements for land donation. There is no impact fee law or mandated concurrency as there is in Florida. When you don't have this, it becomes informal and segmented. This can work but the problem is that when institutional knowledge goes away, these agreements can fall apart. APS has about 900 different Joint Powers Agreements (JPAs) or Memorandums of Agreement (MOAs). APS is going through the process of updating these JPAs. Some of these JPAs are 15 to 20 years old. Many of the people who worked on these JPAs are gone and policies have changed. There is a need for state mandated concurrency to occur, not to prescribe what needs to be done, but there should be some broad concurrency mandate.

### Obstacles to Collaboration

Kizito mentioned that one thing that could be added to Table 2, and is one of the biggest obstacles, is unfunded mandates or unfunded collaboration requirements. When there are agreements, for use of school facilities after-hours for example (e.g., school gym), there needs to be an understanding of who is paying for different services (e.g., maintenance, insurance, utilities, etc.). Funding needs to be addressed. Who is responsible for what?

If the school facility becomes a multi-use facility, how to make sure that the primary use of the building does not become undermined? Joint-use agreements can address these cost issues. If these issues are not defined in the JPA or Memorandum of Understanding, then the public becomes upset and there is finger pointing. This makes people reluctant to enter into these types of agreements.

Chris noted that there needs to be understanding on these agreements or both parties feel that they are carrying the load. This leads to some grumbling if these issues are not specified in the agreement.

Monique pointed out the potential for political issues between the city council and the school board. If there is no discussion happening at the Board level, there won't be any discussion happening at the staff level. There needs to be formal relationships between the School Board and Elected Officials. This could be part of the "No Communication" portion of the Table 2. Staff has to have a good relationship with each other and the Boards have to have a good relationship with each other, as Chris pointed out.

### Collaboration Examples

Candace noted there are no in-depth case studies. Table 3 contains different categories with examples. Kizito thought the table works well. This table could go on forever, the types of collaboration are endless. There could be categories for

development review or joint-use of facilities, or operational, or security collaboration categories. Every day or every year, there are different types of collaboration, depending on the needs at hand.

Josh wondered if some of the collaboration examples (in Table 3) could be matched with the Collaboration Checklists. Having examples in the checklist would be very helpful. Josh stated that he would use the checklist with his school district and having examples embedded in the checklist would be very helpful.

Kizito said the checklist is a practical tool. A lot of school districts do not have the luxury of having a planning department or planning professionals, but the checklist can be tailored to the different needs of different school districts. The checklist is almost ready for use for any school district now.

Candace asked if there needed to be in-depth case studies added to the paper or links in the checklist or else in an Appendix with case studies. Kizito thought an appendix with links would work. As more case studies are added, the paper does not become too cumbersome. The resources appendix could be expanded with case studies.

### Conclusion

No one expressed any concerns about the conclusion.

### Appendix A – Public School Districts Fast Facts

This table was created by Bill and Chris has suggested expanding the table to include teachers per students, etc. Does it make sense to include this table in the paper or as a stand-alone resource on the Public Schools web site? Bill thought it could be a stand-alone document with the year at the top. Kizito thought the table could be updated every few years and this table is a baseline to provide a quick glance of what is going on in different states. There should be a good link to provide updated information.

Candace said the table could be added to the Resources page of the web site. Kizito did not think it would help to go into detail on student teacher ratios and other detailed statistics. The 10,000 foot look works.

### Appendix B – Collaboration Checklist

There was continued discussion about the Collaboration Checklists. There might not be examples (i.e., embedded links) for every single question in the checklist, but that's OK. As people come across new case studies, they could be added as links to the checklist.

For the School District Collaboration Checklist, Kizito wondered if it should be "School Openings and Closures" instead of just "School Closures." A school opening can have as much impact as a school closure on the surrounding neighborhood. For a school opening, you are talking about roads and utility hookups. When schools close, there is

an impact on traffic patterns. What happens when a school is closed and it is converted to housing or some other use? Working closely with the local jurisdiction is important.

Bill wondered whether communications with law enforcement should be added. This could be a separate category of "Emergency Management." Chris suggested several questions for this category. Candace asked Chris and Bill to send questions for emergency management (or add them to the Google document). Bill noted that this could be addressed under communications also.

Chris asked if the school siting questions addressed the school opening questions that Kizito mentioned. Kizito said school siting happens six to 10 years before the school gets built so the issues about actual school openings are somewhat different. The school openings and school closures can get very political in terms of attendance boundaries and there are repercussions.

Bill suggested adding Emergency Management to the Local Government Collaboration Checklist also. Josh suggested adding a section on funding resources or shared funding to the checklist. Maybe add something about joint projects with joint funding.

There was discussion about APS paying \$11.7 million for a road to serve a new elementary school. Kizito stated this brings up the issue of concurrency again. If the City can incorporate road improvements into the CIP based on future schools and the School District Capital Plan, then everyone is not scrambling when the new school opens. Candace commented that the Capital Improvements programs for the local jurisdiction and the School District should be adopted at the same time.

Chris said there could be more questions in the checklist about what the service needs are for new schools and to determine if the jurisdiction will help. If the school needs new water or sewer, will the jurisdiction pay for these services?

Josh asked about session proposals for the APA 2019 Conference. Candace described the two sessions that are being proposed (one on Growth Management and a second session with the Planning and Law Division on local regulations). Candace asked about a possible survey about development regulation and school districts. Chris said the questions need to be very specific. Josh said he would be happy to help distribute the survey to the cities in San Bernardino County.

Kizito said this regulation issue did go to the New Mexico Supreme Court a few years ago and the Supreme Court ruled that schools are exempt from local regulations. The City of Albuquerque adopted a new Integrated Development Ordinance. APS compliance with the Comprehensive Plan is totally voluntary.

### **Next Steps:**

1. Add a section on Concurrency

2. Revise Table 2 (Obstacles to Collaboration) to add unfunded mandates/collaboration costs
3. Revise Table 2 to add lack of formal relationship between elected officials (School Board and City Council/County Commissioners).
4. Include Emergency Management Questions (Chris has already added several questions to the document)
5. Add School Presentations from past APA National Conferences or Chapter Conferences to Resources Appendix
6. Begin adding examples with links to the Collaboration Checklists.
7. Incorporate Lianne's comments.

*Attachment: Comments from Lianne Dillon (6/25/2018)*

**Attachment**  
**Comments Submitted by Lianne Dillon on 6/25/2018**

Hi Candace,

I am so excited about this paper and unfortunately could not make the call. I was able to skim that paper and think it will be an incredible contribution to the field. I do have a few thoughts I wanted to share.

- Under "why collaboration is important" I think it would be really important to highlight climate change as a key issue impacting all sectors that no one sector is equipped to address on their own. Climate change is impacting students and school facilities and sites. For example, (this is just one but there are many) increased heat impacts test scores negatively and many schools do not have air conditioning or do not turn it on or its not working AND they do not have buildings/facilities designed to reduce heat (trees to shade buildings, building orientation, window pane materials, etc.).
- Under "schools and public health", I would chime in that obesity is an important issue for public health and broadly education is what we refer to as a social determinant of health. That is, a factor in people's physical and social environment (where people live, work, and play) that has a profound and lasting impact on human health and resilience over the lifetime. Given this, public health is incredibly motivated to support and contribute to the success of the education sector because we have shared goals and an invested interest in the education sector being successful.
- Another key thread I would highlight is that geographically, it is very likely that school districts and land use planners are targeting their planning and improvement efforts in the same disadvantaged/low-income/vulnerable (potentially also "hard to reach" or "hard to engage") neighborhoods given the segregation in many/all of our communities on economic and racial lines. Thus, another reason why collaboration is important. Outreach strategies that work to engage and partner with these populations will be unique to their circumstances and needs and the planning and education sector can share their successes and lessons learned with each other to maximize their efficacy in co-creating plans with these stakeholders.

Cheers,

Lianne

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HiAP Task Force Website: <http://www.sgc.ca.gov/Initiatives/Health-In-All-Policies.html>

HiAP Guide for State and Local

Governments: <http://www.phi.org/resources/?resource=hiapguide>

