Research and Non Profit Partners
Creating Healthy, Active Communities

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Government Affairs and Public Policy
New Hampshire Climate Action Plan and Senate Bill 59
Many Older Schools Are Threatened With Closure or Demolition
http://www.preservationnation.org/information-center/saving-a-place/historic-schools/
What Does 100 Acres Look Like?
32 blocks in Old Town Alexandria, Va.
An “Out of the Blue” Call
Sooooo...Reach Out
www.PreservationNation.org/walk-to-school

Collaborations

-- Helping Johnny policy white paper

-- Resource Guide

-- Monthly calls with researchers for sub-grantees

Resource Guide for Community-Centered Schools
Compiled by Megan Brady, Policy Intern, Center for State and Local Policy, August 2010

<table>
<thead>
<tr>
<th>Name and Weblink (In Chronological Order)</th>
<th>Citation</th>
<th>Summary/Abstract</th>
<th>“Points to Ponder”</th>
<th>Type of Resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart Schools for Sustainable Communities</td>
<td>Center for Cities &amp; Schools, University of California, Berkeley, (November 2010). Smart Schools for Sustainable Communities: Aligning Sustainable Communities and Public Education in California. Invitational State Policy Roundtable hosted by California Strategic Growth Council.</td>
<td>California stakeholders discussed strategies for changing the status quo and connecting schools to the goal of creating more sustainable communities. Group identified three major obstacles: planning in silos, lack of incentives for cooperative planning, and a funding bias against the modernization of existing school facilities. Participants recommended focusing bond funding on modernization and analyzing current funding patterns to determine how it relates to educational, environmental, and planning goals.</td>
<td>“Today, regional planning agencies and cities have few requirements to plan with or for school districts, and school districts do not need to obtain city or county approval of new school sites and can override local zoning ordinances” (pg. 4). “Decisions made now will have long-term impacts.”</td>
<td>Summary and Recommendations from Roundtable</td>
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<tr>
<td>School Siting: McDonald, N.C. (July 2010). School Siting: Contested History of the School Site.</td>
<td>McDonald, N.C. (July 2010). School Siting: Contested History of the School Site.</td>
<td>While there is a clear relationship between school facility location and surrounding neighborhood characteristics, the process for determining the best location for a school is often complex and contentious.</td>
<td>“Decisions made now will have long-term impacts.”</td>
<td>Article</td>
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Goals

-- examine the key factors that led states to rescind or modify the min. acreage requirements

-- identify obstacles that prevent other states from revising their school siting policies

-- evaluate whether rescinding has been effective

Methods & Results

- 24 phone interviews in treatment and control states
- Electronic Survey
- Examination of the acreages of school sites approved by SC Dept. of Education 6 years before and after the 2004 legislative change forbidding the use of min. acreage policy
Lessons Learned

- Different work calendars (academic year, nonprofit ½ day Fridays)
- Different writing styles (academic vs. advocacy)
- Academic journal process
- Confidence
Survey of National Nonprofit Organizations and How They Encourage Research

- Different Models
  - In-house, Disseminate, Partner with academics

- Partnership Benefits
  - Funding, Credibility, Expertise

- Partnership Challenges
  - Access to data, Measuring success
Lessons Learned

- American Farmland Trust
  - Farmland Information Center
- Wilderness Society
  - Comprehensive treatment of a subject
  - Peer-reviewed journal article
  - Series of fact sheets (1-4 pages)
  - The “Big Glossy”
- Report to sponsor
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