

IMPLEMENTATION

Project Phasing

Potential Funding & Financing Strategies

■ IMPLEMENTATION | Project Phasing

Approximate Project Cost

<i>Phase I</i>	<i>\$675 million</i>
<i>Phase II</i>	<i>\$372 million</i>
<i>Phase III-VI</i>	<i>\$953 million</i>

It is proposed that projects described in this School Facilities Master Plan for Orleans Parish be implemented in phases. This reflects the recognition that not all school facilities can be constructed at once. Given the condition of the schools in Orleans Parish and the fact that many school buildings have not reopened since Hurricane Katrina, it is advised that the phases of the capital program be implemented over approximately 10 years. Some may argue that this timeline is too ambitious. These critical needs, however, require aggressive action. From an implementation perspective this would only require constructing four to ten major school projects per year.

The total approximate cost of rebuilding New Orleans' public school facilities approaches \$2 billion. Implementing Phase I of this plan will cost approximately \$675 million. The cost of Phase II will be approximately \$372 million. Implementing Phases III through VI is estimated to cost \$953 million. It is anticipated that the projects in Phase I will be paid for with federal funds. The federal funds will be paid out over a series of years, and those funds will be escalated for the years in which they are distributed. It is likely that alternative funding will be required for the remaining phases.

Renovations and New Construction

There are six phases of Pre-K-8 schools and five phases of high schools.

Landbanked

There are two phases of landbanking for both Pre-K-8 and high schools.

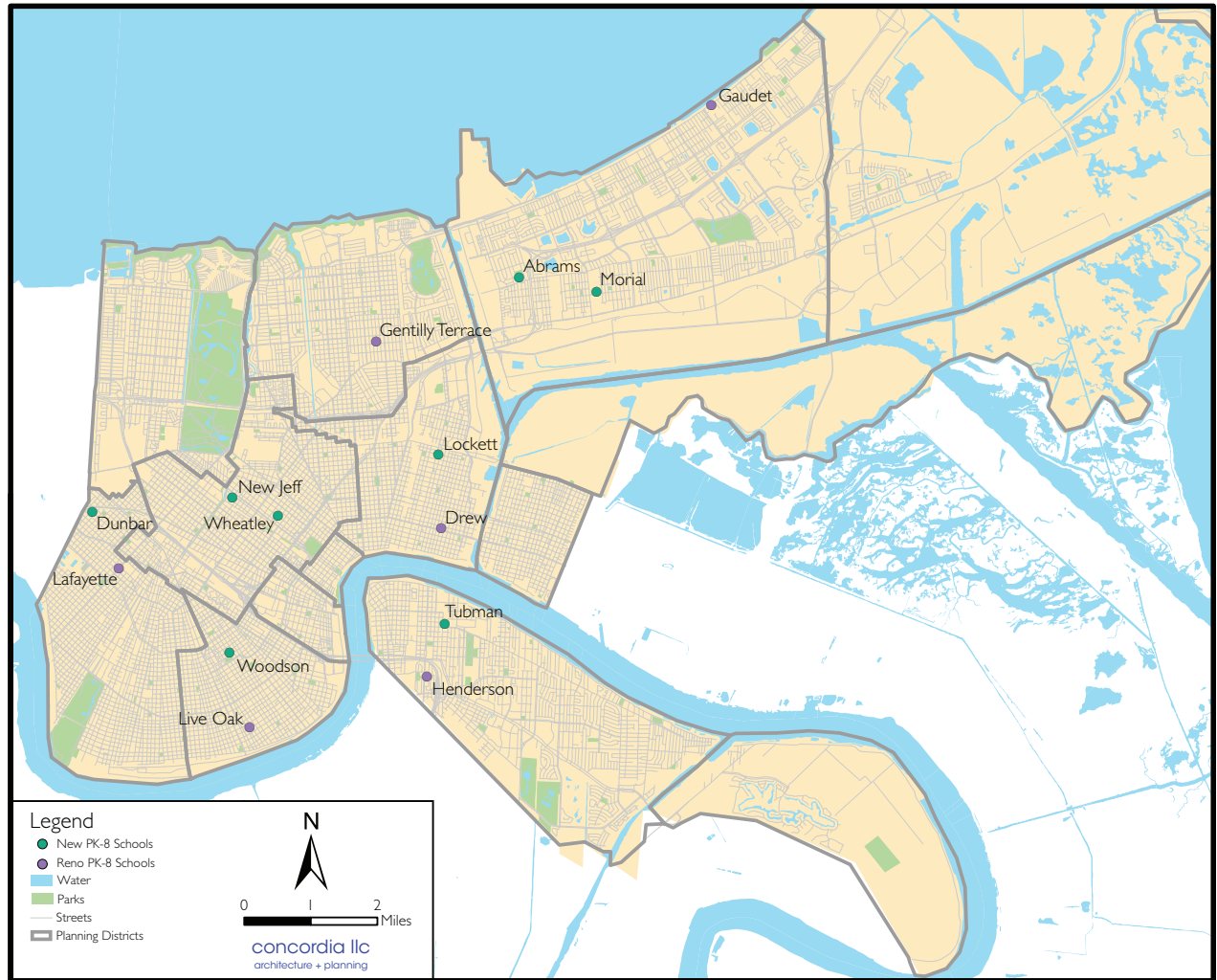
PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase I



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase I

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Crocker	Reno	Vacant	450	1.8	71%
2	Guste	Reno	Vacant	600	1.5	36%
2	Jackson, Mahalia	Reno	Vacant	0	3.3	66%
3	Wilson	Reno/Add	Vacant	450	1.9	81%
3	Audubon	Reno	Occupied	300	1.7	61%
4	Craig	Reno	Vacant	627	1.5	65%
4	Hughes	New School	Vacant	550	7.4	57%
5	Hynes	New School	Vacant	600	9.0	92%
6	Bienville	New School	Vacant	600	4.9	97%
6	Parkview	New school	Vacant	450	5.7	77%
7	Colton	Reno	Vacant	868	2.2	34%
7	Frantz	Reno/Add	Vacant	450	1.9	68%
7	Edwards/Moton	New School	Vacant	600	7.0	78%
9	Little Woods	New school	Vacant	600	6.5	74%
9	Osborne	New school	Vacant	600	5.1	67%
9	Williams Fannie C.	New school	Vacant	900	20.0	70%
9	Lake Forest (Curran)	New School	Vacant	600	5.0	81%
12	Harte	New school	Occupied	600	9.7	72%
12	New School (site TBD)	New school	Vacant	600	-	-
Seats				10445		

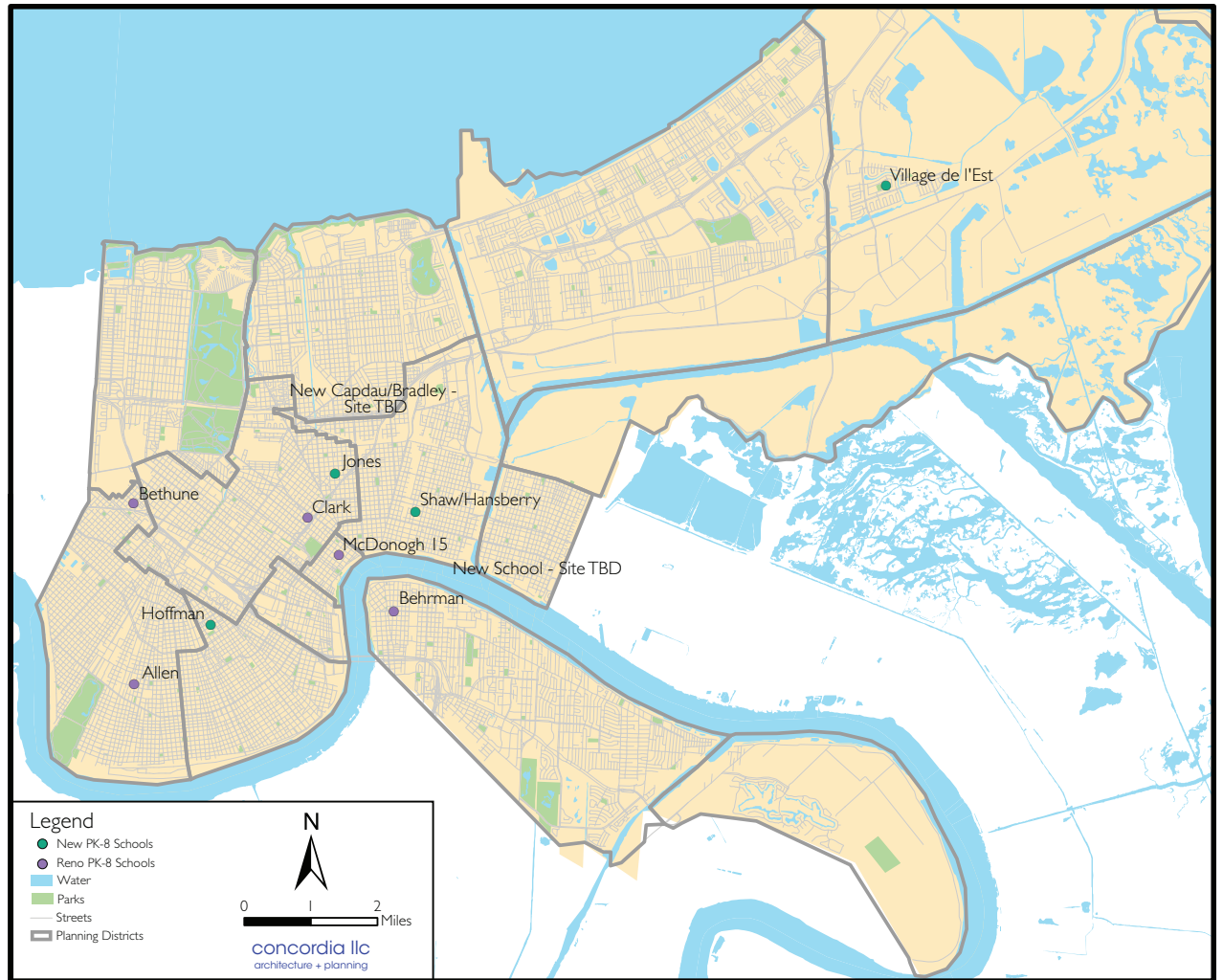
PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 2



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 2

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Live Oak	Reno	Occupied	552	1.8	59%
2	Woodson	New School	Vacant	450	3.0	67%
3	Lafayette	Reno	Occupied	500	1.9	67%
3	Dunbar	New School	Vacant	450	4.5	88%
4	New Jeff at Easton Park site	New School	Vacant	450	2.2	-
4	Wheatley	New school	Vacant	450	2.2	80%
6	Gentilly Terrace	Reno/Add	Occupied	600	3.3	45%
7	Drew	Reno	Occupied	673	1.3	55%
7	Lockett	New School	Vacant	450	1.9	76%
9	Morial	New school	Vacant	600	11.0	82%
9	Gaudet	Reno	Occupied	600	5.5	46%
9	Abrams	New school	Vacant	600	4.2	84%
12	Henderson	Reno/Add	Occupied	600	3.1	33%
12	Tubman	New school	Occupied	600	2.6	51%
Seats				7575		

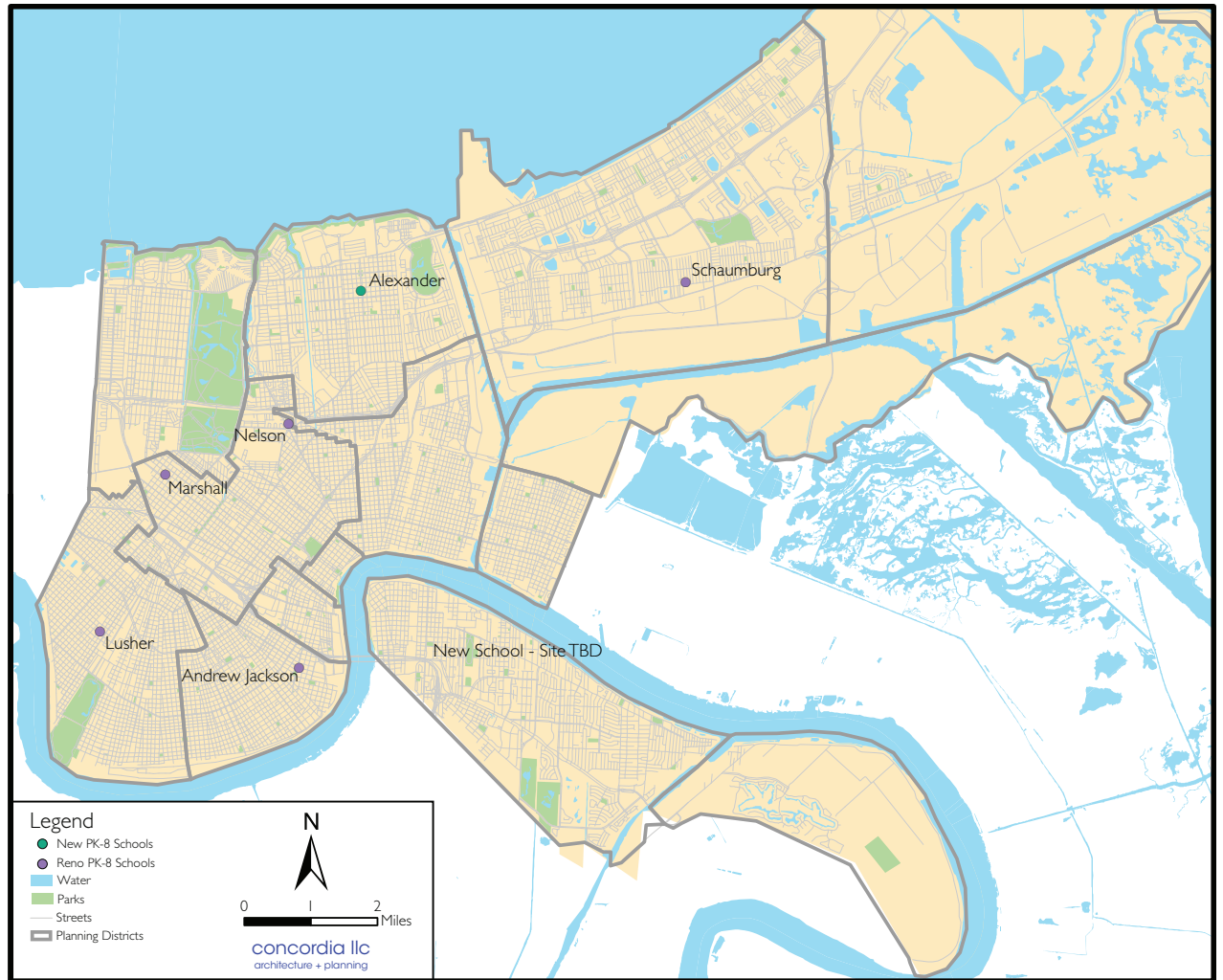
PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 3



PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 3

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	McDonogh 15	Reno	Occupied	391	0.9	84%
2	Hoffman	New school	Vacant	600	3.2	78%
3	Allen	Reno	Occupied	500	3.2	45%
3	Bethune	Reno	Occupied	250	2.1	26%
4	Jones	New school	Vacant	450	2.2	87%
4	Clark	Reno	Occupied	600	1.7	78%
6	Capdau/Bradley	New school	Vacant	450	-	80%
7	Shaw/Hansberry	New school	Vacant	450	1.5	88%
8	New School (Site TBD)	New school	Vacant	450	-	-
10	Village de l'Est	New school	Occupied	600	4.1	64%
12	Behrman	Reno	Occupied	715	3.5	49%
				Seats	5456	

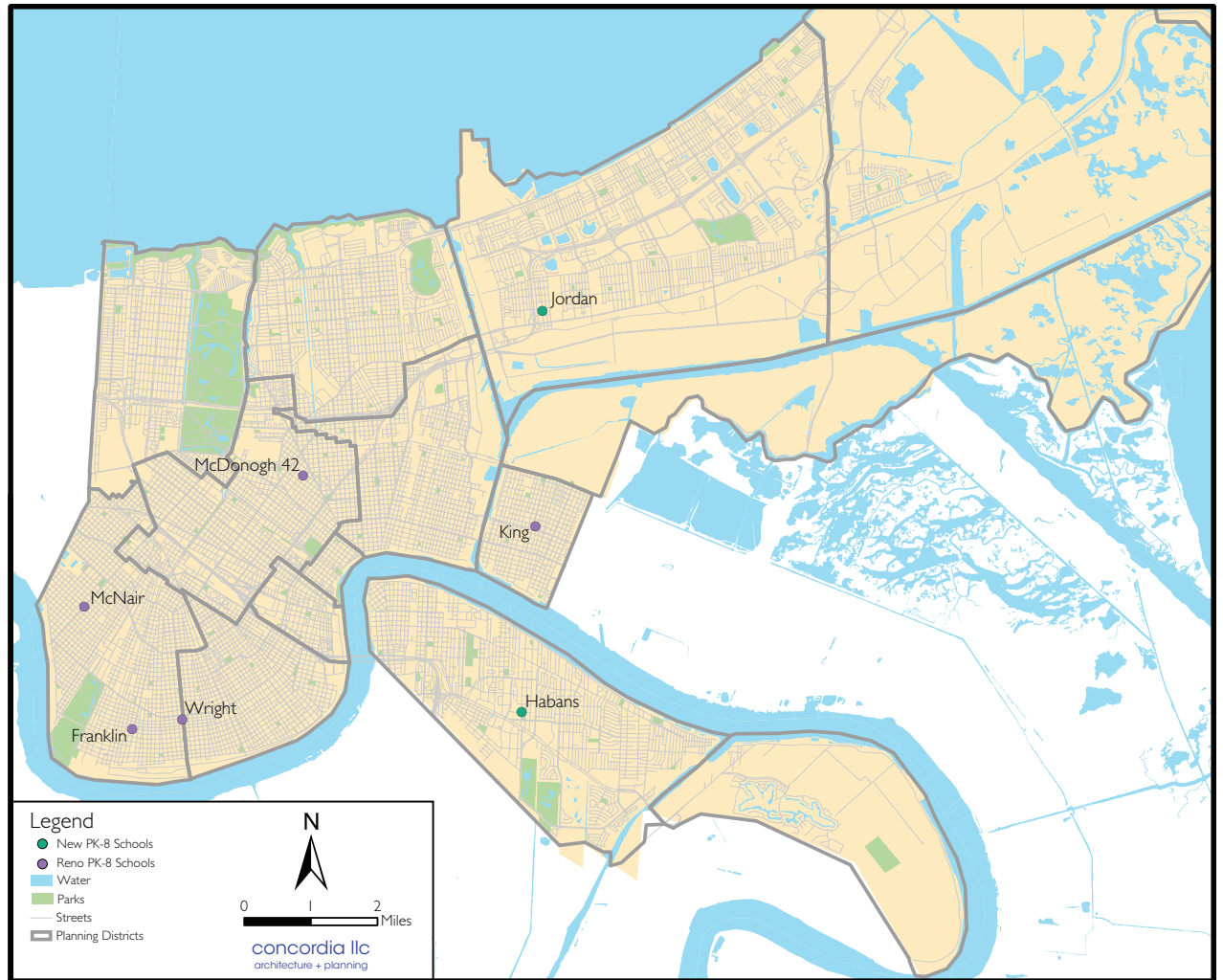
PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 4



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 4

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Jackson, Andrew	Reno	Occupied	420	2.2	42%
3	Lusher	Reno	Occupied	300	1.6	37%
4	Nelson	Reno/Add	Occupied	600	5.2	18%
4	Marshall	Reno	Occupied	550	2.4	4%
6	Alexander	New School	Vacant	450	7.4	84%
9	Sherwood Forest	New school	Vacant	600	5.7	79%
12	New School (Site TBD)	New School	Vacant	900	-	-
				Seats	3820	

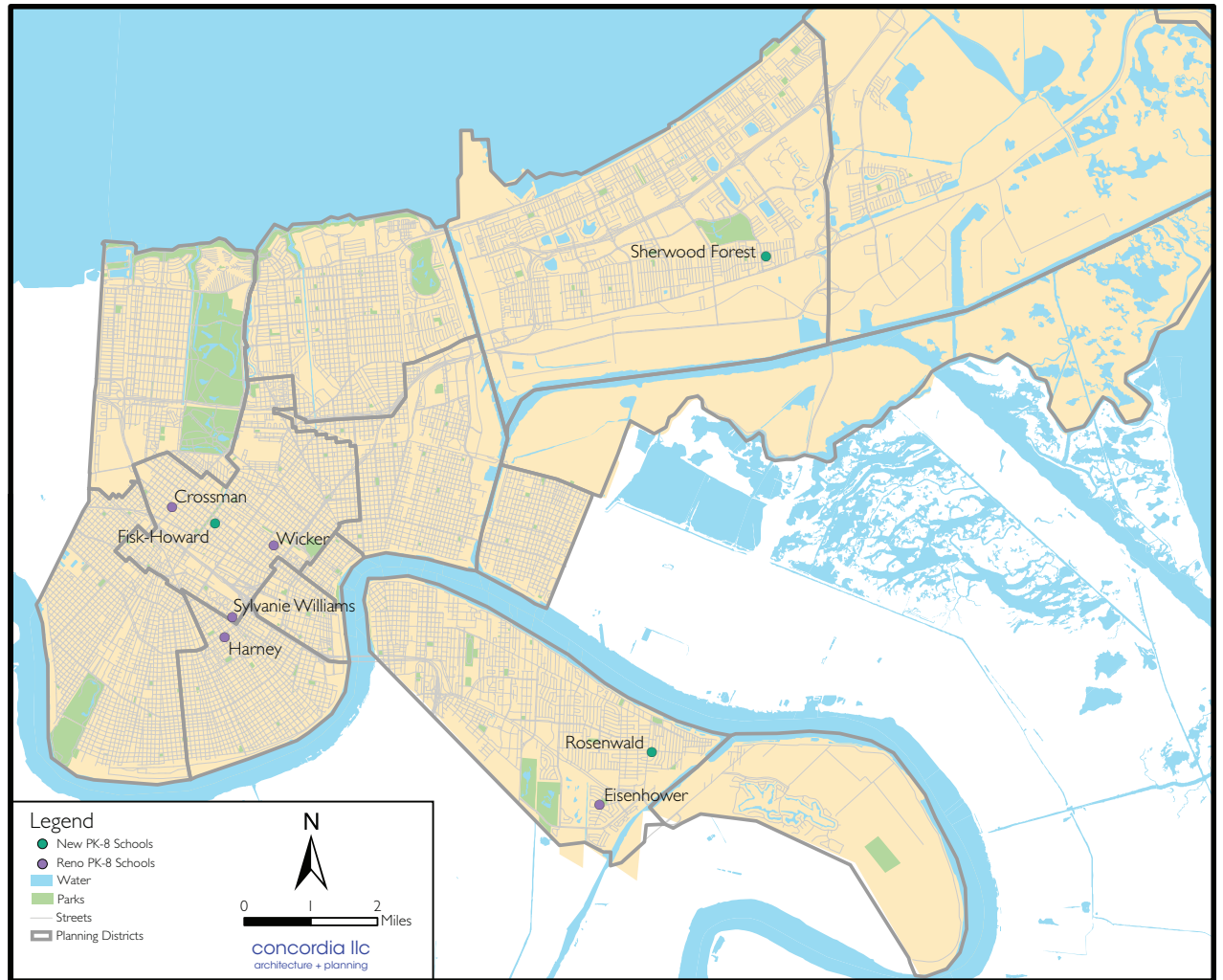
PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 5



PRE-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 5

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	Wright	Reno	Occupied	460	2.1	53%
3	McNair	Reno	Occupied	250	1.5	53%
3	Franklin	Reno	Occupied	335	1.6	68%
4	McDonogh 42	Reno/Add	Occupied	600	2.3	23%
8	King	Add	Occupied	505	3.9	2%
9	Jordan	New school	Vacant	450	3.9	58%
12	Habans	New school	Occupied	450	2.1	60%
				Seats	3050	

PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 6



PRE-K-K-8 RENOVATIONS & NEW CONSTRUCTION | Phase 6

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
2	Harney	Maintenance	Occupied	515	1.7	2%
4	Fisk-Howard	New school	Vacant	450	2.3	63%
4	Wicker	Reno	Occupied	437	2.1	57%
4	Williams, Sylvania	Reno	Occupied	483	1.7	10%
4	Crossman	Maintenance	Occupied	362	1.8	1%
9	Schaumburg	Reno	Occupied	585	6.6	7%
9	New School	New school	Vacant	600	3.0	-
12	Eisenhower	Reno/Add	Occupied	600	4.1	47%
12	Rosenwald	New school	Occupied	900	8.1	45%
				Seats	4932	

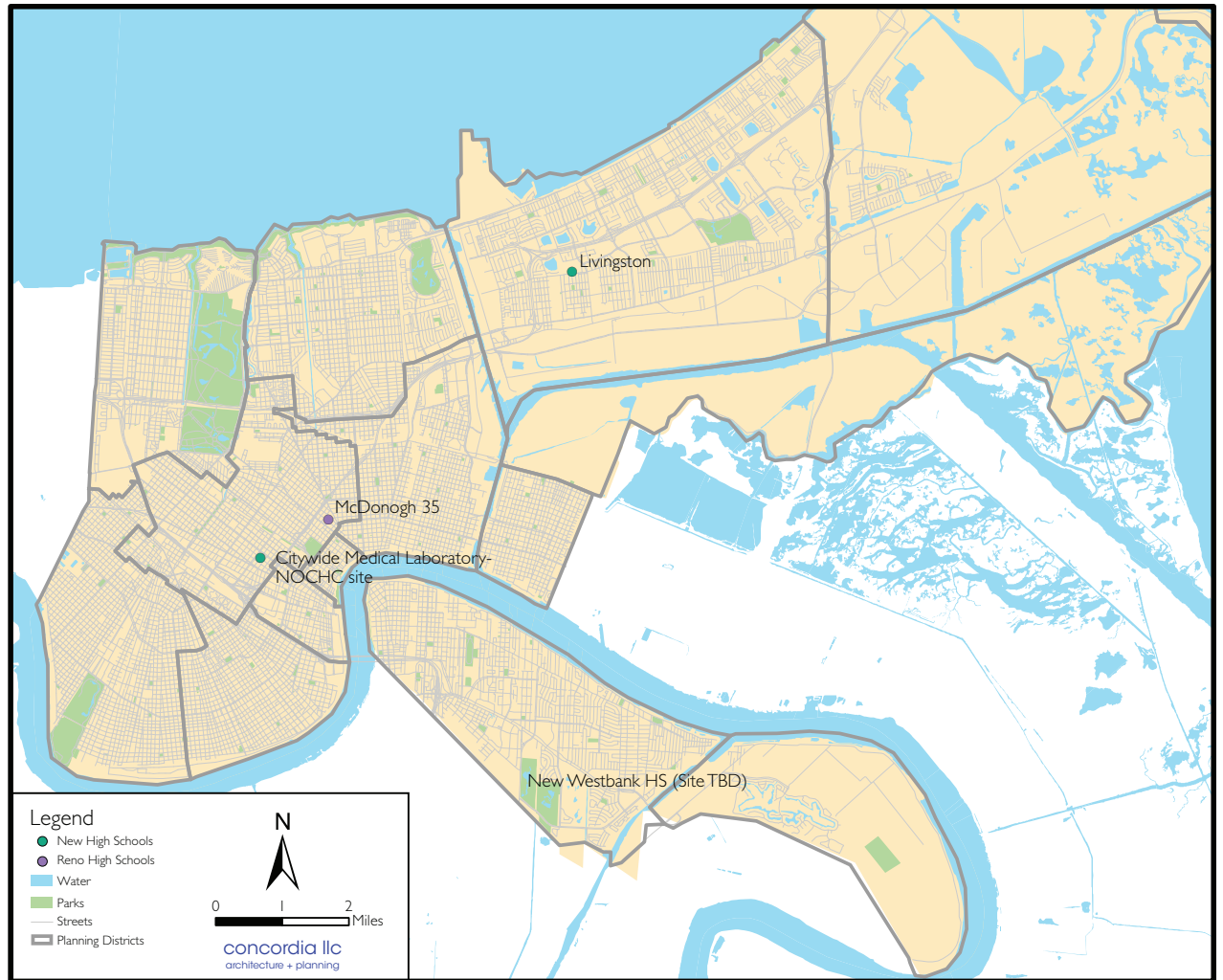
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase I



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase I

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
1	Citywide International Baccalaureate Sch.	New School	Vacant	400	0	-
4	New School [Philips/Waters site]	New School	Vacant	1000	10	-
4	Washington, Booker T.	Reno	Occupied	1100	4.2	33%
6	Lake Area	New School	Vacant	800	4.1	74%
8	Lower 9th ward (TBD)	New School	Vacant	800	-	-
10	Citywide NASA Laboratory site	New School	Vacant	200	-	-
12	Landry	New School	Vacant	1000	6	65%
12	Citywide Maritime/Military Academy - Federal City	New School	Vacant	400	-	-
13	Citywide ACRES/Audubon Inst. Laboratory site	New School	Vacant	200	-	-
	Easton, Reed & Fortier (Lusher HS) Stabilization Funds (Exterior Envelope)	Maintenance	Occupied	N/A		
			Seats	5900		

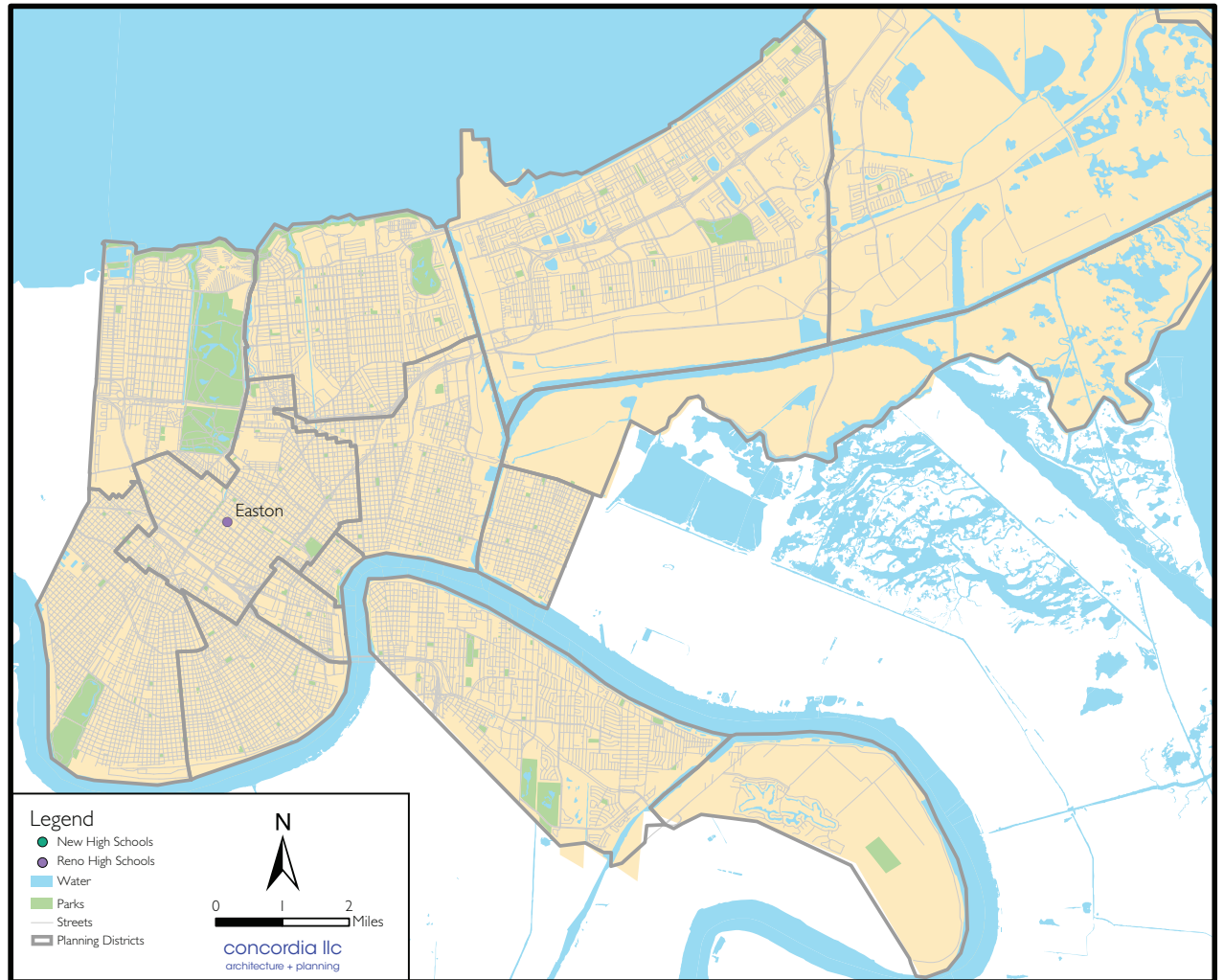
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 2



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 2

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
4	Citywide Medical Laboratory-NOCHC site	New School	Vacant	250	-	-
4	McDonogh 35 (Rehab)	Reno	Occupied	800	3.25	49%
9	Livingston	New School	Vacant	800	21.4	61%
12	New High School Westbank	New School	Vacant	800	10	-
Seats				2650		

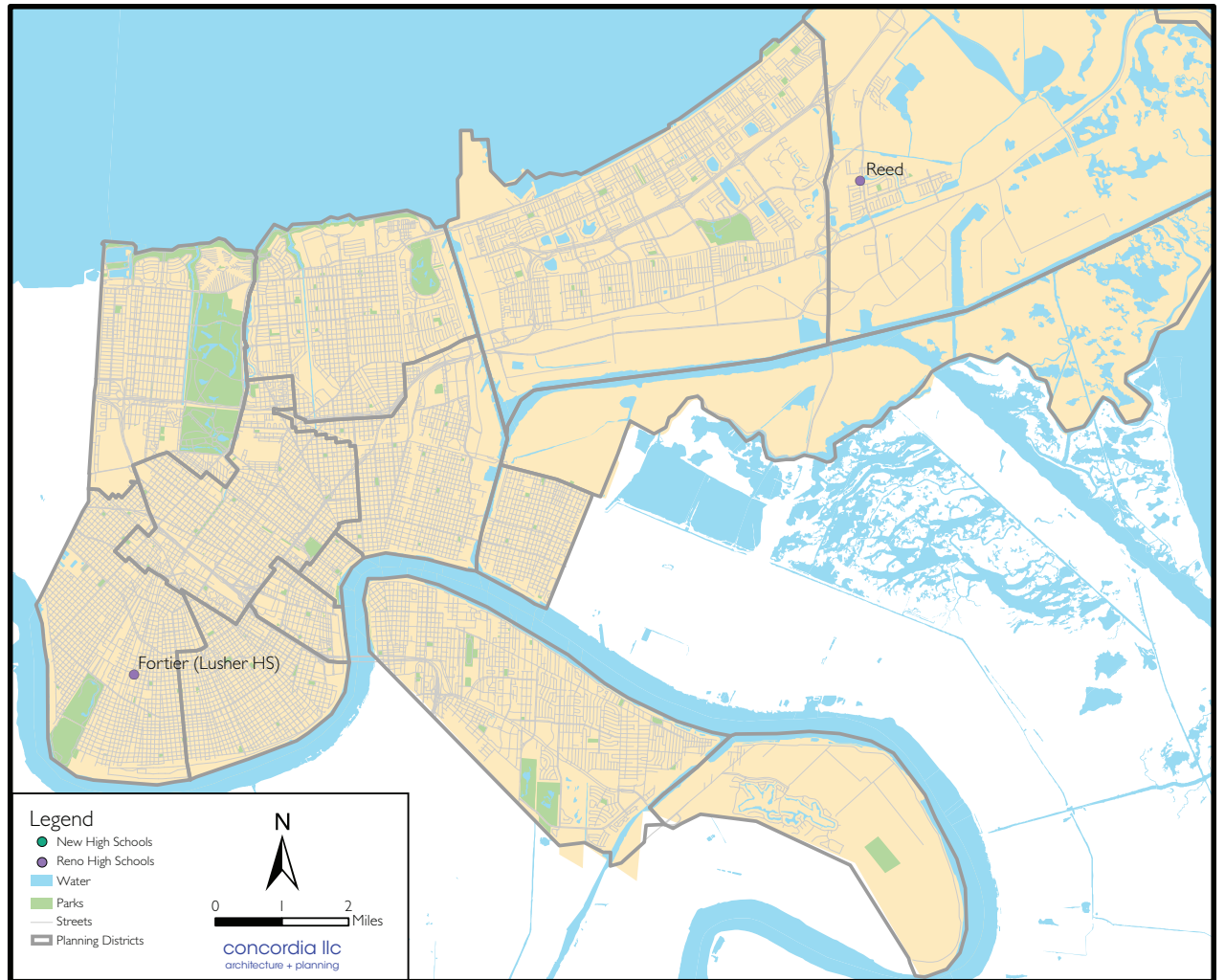
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 3



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 3

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
4	Easton	Reno	Occupied	800	2.1	57%
				Seats	800	

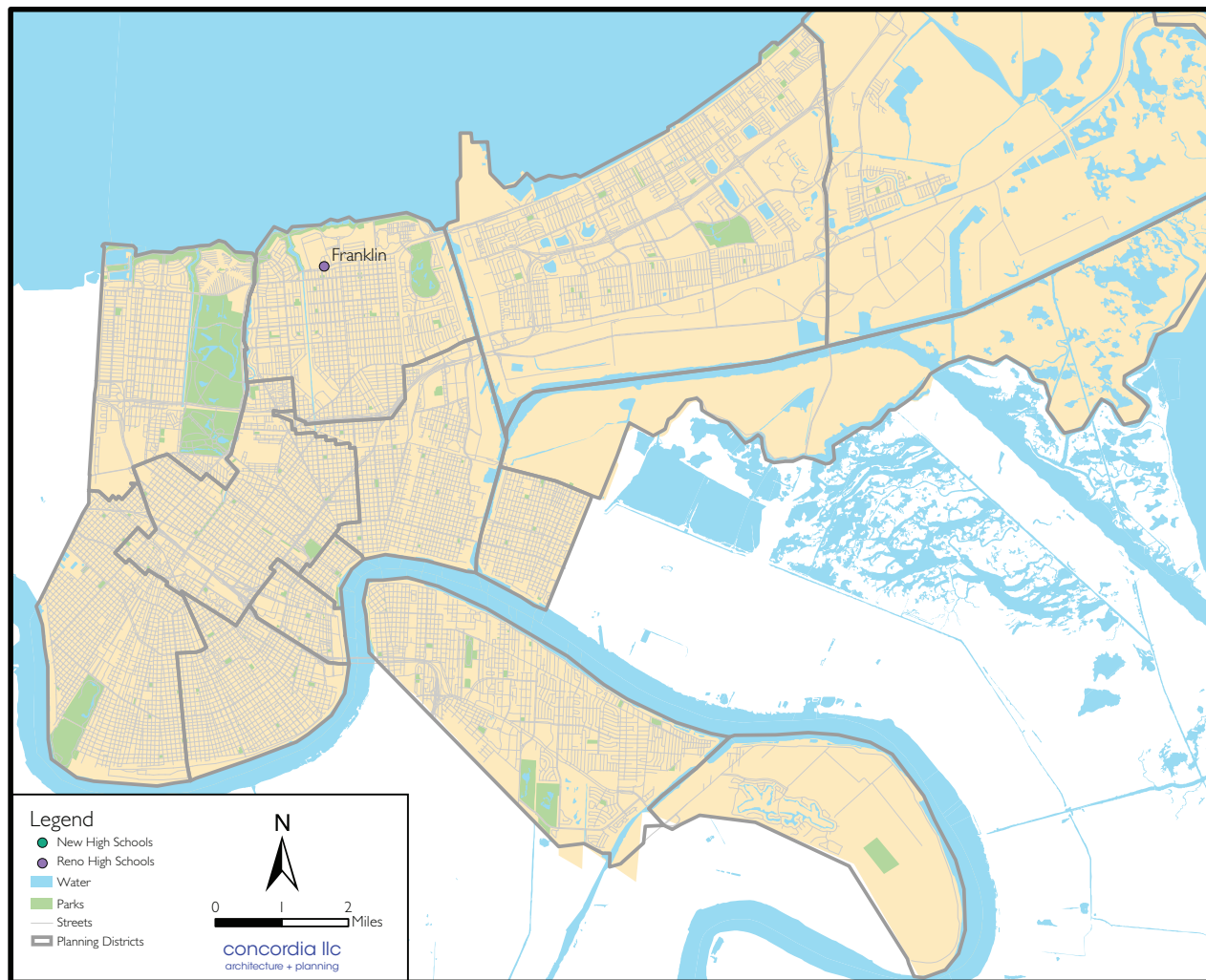
HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 4



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 4

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
3	Fortier (Lusher HS)	Reno	Occupied	1100	6	52%
10	Reed	Reno	Occupied	1100	20.5	44%
				Seats	2200	

HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 5



HIGH SCHOOL RENOVATIONS & NEW CONSTRUCTION | Phase 5

Planning District	School Name	Action	Current Status	Master Plan Capacity	Site Size (in acres)	Campus FCI
6	Franklin HS	Reno	Occupied	800	6.5	20%
				Seats	800	

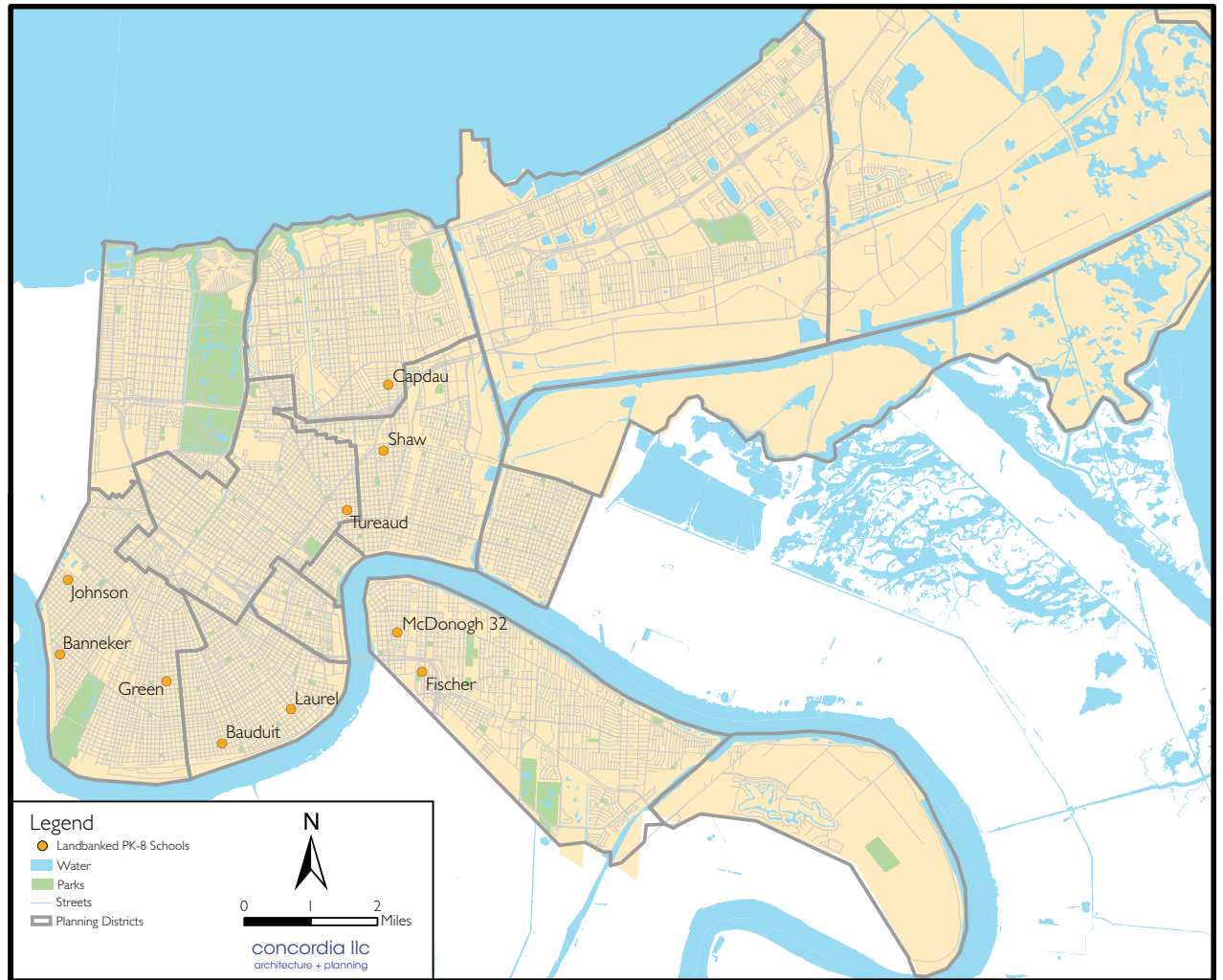
PRE-K-K-8 LANDBANKED | Phase I



PRE-K-8 LANDBANKED | Phase I

Planning District	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Banks	Landbank	Vacant	2008	1.6	70%
2	Lafon	Landbank	Vacant	2008	3.4	66%
2	McDonogh 07	Landbank	Occupied	2012	1.2	76%
2	NO Free School	Landbank	Occupied	2012	0.8	60%
3	Ashe	Landbank	Occupied	2012	0.9	77%
3	Audubon Extension	Landbank	Occupied	2010	1.7	71%
3	LaSalle	Landbank	Vacant	2008	1.2	64%
4	Augustine	Landbank	Vacant	2008	2.5	57%
4	Bell	Landbank	Vacant	2008	2.2	74%
4	Chester	Landbank	Vacant	2008	1.5	74%
4	McDonogh 28	Landbank	Occupied	2012	1.5	55%
4	Mondy	Landbank	Vacant	2008	0.8	95%
4	Old Jeff	Landbank	Vacant	2008	1.3	80%
4	Phillips	Landbank	Vacant	2008	9.3	71%
4	Terrell	Landbank	Vacant	2008	1.7	65%
4	Waters	Landbank	Vacant	2008	4.9	79%
5	Dibert	Landbank	Occupied	2012	1.0	42%
6	Bradley	Landbank	Vacant	2008	7.2	80%
6	Coghill	Landbank	Vacant	2008	7.2	86%
6	Gordon	Landbank	Vacant	2008	2.8	74%
6	Gregory	Landbank	Vacant	2008	15.8	66%
7	Haley	Landbank	Vacant	2008	1.6	94%
7	Moton	Landbank	Vacant	2008	4.8	62%
8	Armstrong	Landbank	Vacant	2008	1.3	81%
8	Edison	Landbank	Vacant	2008	1.9	78%
8	Hardin	Landbank	Vacant	2008	4.4	97%
12	Fink Site	Landbank	Vacant	2008	3.7	N/A

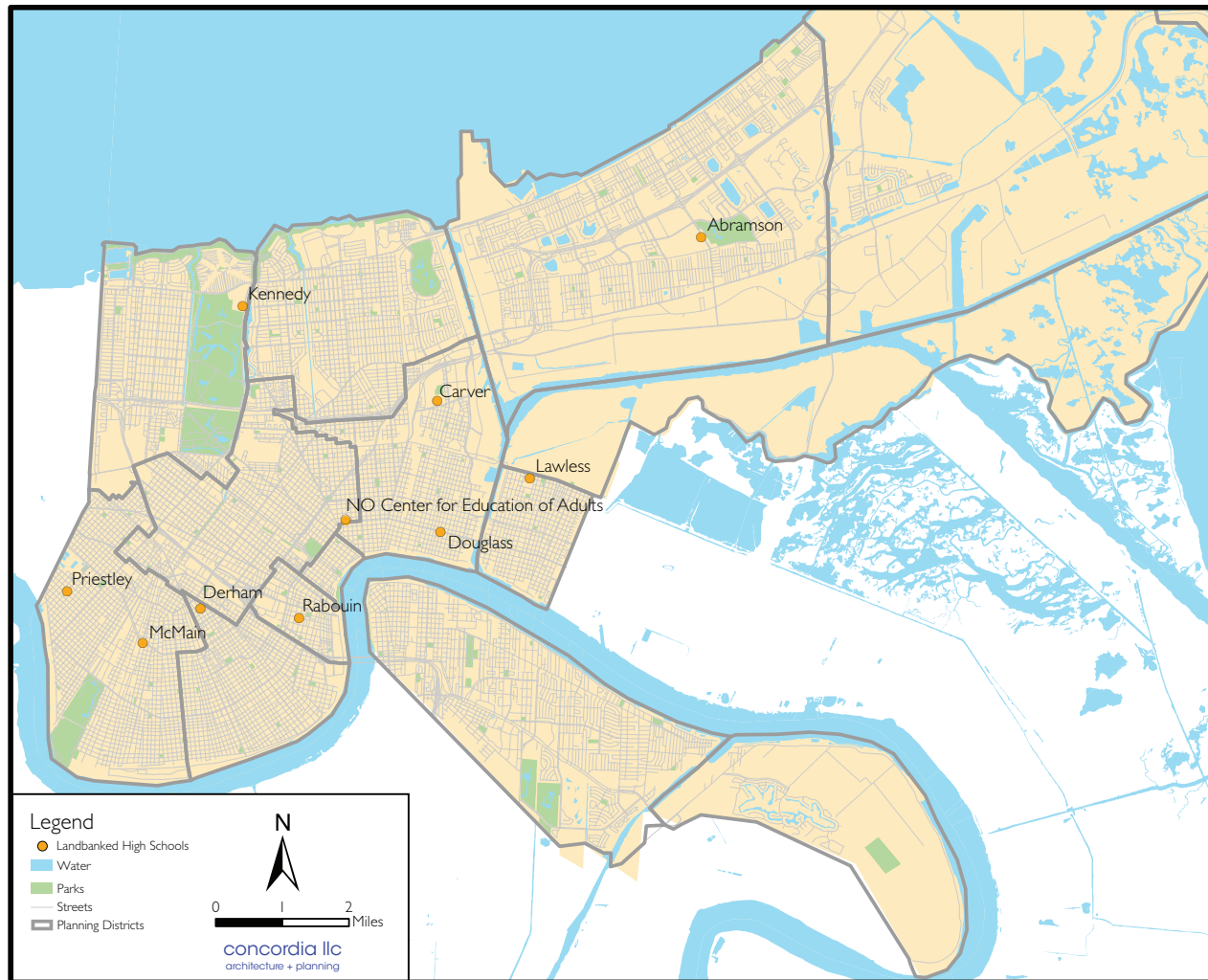
PRE-K-8 LANDBANKED | Phase 2



PRE-K-8 LANDBANKED | Phase 2

Phase	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Bauduit	Landbank	Occupied	2016	0.9	29%
2	Laurel	Landbank	Occupied	2016	2.4	52%
3	Banneker	Landbank	Occupied	2016	1.8	54%
3	Green	Landbank	Occupied	2013	2.1	48%
3	Johnson	Landbank	Occupied	2013	2.1	42%
4	Tureaud	Landbank	Occupied	2016	1.5	52%
6	Capdau	Landbank	Occupied	2016	1.9	58%
7	Shaw	Landbank	Vacant	2013	2.3	88%
12	Fischer	Landbank	Occupied	2014	1.9	54%
12	McDonogh 32	Landbank	Occupied	2016	2.9	43%

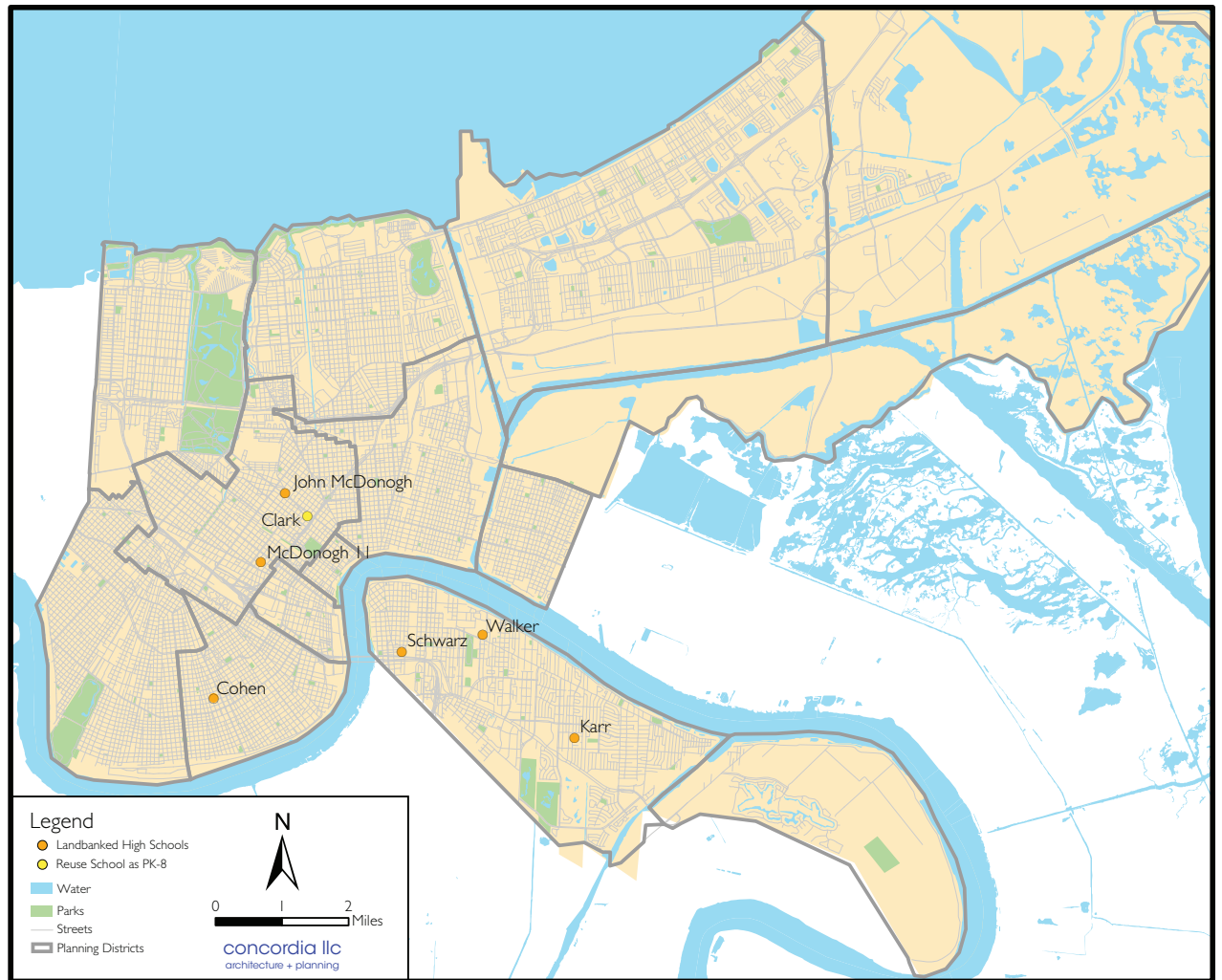
HIGH SCHOOL LANDBANKED | Phase I



HIGH SCHOOL LANDBANKED | Phase I

Planning District	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
1	Rabouin	Landbank	Occupied	2012	2	78%
2	Derham	Landbank	Vacant	2008	3.5	66%
3	McMain	Landbank	Occupied	2012	4	63%
3	Priestley (VACANT)	Landbank	Vacant	2008	2.1	80%
5	Kennedy	Landbank	Vacant	2008	17.8	51%
7	Douglass	Landbank	Occupied	2011	3.9	68%
7	NO Center for Education of Adults	Landbank	Vacant	2008	1.1	77%
8	Carver	Landbank	Vacant	2008	65	86%
8	Lawless HS	Landbank	Vacant	2008	18	85%
9	Abramson	Landbank	Vacant	2008	24.78	78%

HIGH SCHOOL LANDBANKED | Phase 2



HIGH SCHOOL LANDBANKED | Phase 2

Planning District	School Name	Action	Current Status	Year	Site Size (in acres)	Campus FCI
2	Cohen	Landbank	Occupied	2016	3.6	49%
4	Clark	Landbank	Occupied	2014	1.7	73%
4	McDonogh 11	Landbank	Occupied	2016	0.74	7%
4	McDonogh John	Landbank	Occupied	2014	2.9	77%
12	Karr	Landbank	Occupied	2016	10.1	69%
12	Schwarz Alternative School	Landbank	Vacant	2014	2.5	75%
12	Walker	Landbank	Occupied	2016	29.4	53%

■ IMPLEMENTATION | Potential Funding and Financing Strategies

This section describes financing and funding mechanisms potentially available to implement the program laid out in this master plan.

In post-Katrina New Orleans, some public schools have been placed under the governance of the Recovery School District, while others remain under the Orleans Parish School Board. This master plan has been developed for all schools in Orleans Parish, without regard to current governance or to specific programs that are currently offered in those schools that are open.

As a result of hurricane damage, federal funds will be available to meet some of the needs to repair and replace schools. However, the amount of this funding will fall far short of the comprehensive needs in Orleans Parish. Select additional funding and financing alternatives currently in use in the U.S. are outlined below. This listing is intended to aid in the identification of possible funding and financing strategies to meet the remaining needs of public schools in New Orleans.

Local Funding and Financing

General Obligation Bonds

Traditionally, general obligation bonds have been the most prevalent means of financing school capital projects. A bond is a debt vehicle that is sold in order to provide capital for construction, and the principal and interest on the bond are repaid by the issuer, typically through a dedicated portion of property tax revenues.

There are several complications associated with the use of this financing mechanism. First, in order to have the bonds underwritten at an affordable rate, the school district has to have a good credit rating, which means in part that it cannot have reached its debt capacity. Second, bonds backed by property taxes must win voter approval under certain circumstances, in which case the issuer must have sufficient voter confidence to achieve a majority. For instance, in 1995 the voters of New Orleans

overwhelmingly approved a \$175 million general obligation bond issue to air condition the schools and complete construction of the Harney and Schaumburg schools (Capital Improvements Program III).

Largest School Bond Issues Passed in Recent Years			
2005		2006	
Los Angeles CA	\$3985.0m	Wake County, NC	\$970.0m
Mecklenburg County, NC	\$427.0m	Frisco, TX	\$798.0m
West Contra Costa, CA	\$400.0m	Sweetwater, CA	\$644.0m
San Antonio, TX	\$399.0m	Harlandale, TX	\$452.8m
Spring, TX	\$384.0m	Oswego, IL	\$450.0m
Round Rock, TX	\$349.0m	San Francisco, CA	\$450.0m
Humble, TX	\$342.0m	Lake Washington, WA	\$436.0m
Newport Mesa, CA	\$282.0m	Oakland, CA	\$435.0m
Blue Valley, KS	\$279.9m	Albuquerque, NM	\$351.0m
Fairfax County, VA	\$246.3m	San Mateo, CA	\$298.0m

Local Ad Valorem (Property) Tax

Louisiana law allows local school boards to levy property taxes, subject to a majority vote of the electorate, to finance major maintenance of existing school buildings, including repairs, asbestos abatement and climate control. A small millage was approved by the voters for Orleans Parish in 1988 for such repairs and improvements in the New Orleans Public Schools over a 20-year period (Capital Improvements Program III). This tax, which generates approximately \$4 million annually, was renewed by the people of New Orleans in July 2008.

Local Option Sales Tax

A local option sales tax is a special-purpose tax levied at the city or parish level. The tax may be used to back bonds, but because sales taxes are typically considered by underwriters to be a less secure source of backing than a property tax, such bonds typically receive less favorable interest rate terms. Like most property taxes used to back general obligation debt, local option sales taxes also must win the approval of the voters. In 1980, the voters of Orleans Parish approved a 1/2 percent sales tax to

fund education programs as well as Capital Improvements Program I.

Joint Use

Joint use refers to the sharing of facilities with another entity for the mutual benefit of both. This sort of facility-sharing is a way to leverage tax dollars. For example, school facilities can be used by teachers and students during the school day, and by the community during evenings and weekends. Public libraries, recreation facilities, play fields, and performance venues are examples of facilities that present opportunities for joint use with public schools. Joint use has been used locally on several school sites with success.

Leasing and Lease-Purchase

Many districts are using leased spaces and lease-purchase agreements to secure the use of facilities without having to raise the large capital outlay required to construct or purchase facilities. Lease financing is complicated, but it has the advantage—unlike bonding—of not requiring voter approval.

One mechanism for funding lease-purchases is through a Certificate of Participation (COP). This creates a tax-exempt lease to finance capital improvement projects or to purchase equipment.

Public-Private Partnerships

Another method of funding or financing capital projects is public-private partnerships. This mechanism may involve a developer or other private entity that finances a school construction project in exchange for concessions from the school district, such as land exchange or locating a school in a particular area.

In the public-private partnership, it is the role of the public partner to ensure the facility is high-performing in terms of construction, operations, and educational effectiveness. The success of these projects is based on the total cost of ownership (including long-term operations), not just the cost for planning, design, and construction. In a capital lease arrangement the developer is responsible for all up-front soft costs. For the life of the lease, typically twenty to twenty-five years, the developer is also responsible for the maintenance of the facility, eliminating maintenance costs that would otherwise be borne by the district. Lease payments by the district begin when the building is occupied by the school district.

Developers are able to achieve profits by using bulk purchasing, efficiencies achieved through streamlining the design and construction process, and funding mechanisms that are privately but not publicly available. In this way, public-private partnerships can be made mutually beneficial.

Sale of Surplus Real Estate

Between 1987 and 2003, OPSB received approximately \$4 million in revenues from the sale of surplus real estate, mainly from repurposed vacant schools in unneeded tracts from the John McDonogh will. Under its long-standing policy, the School Board allocated these revenues to the acquisition of new school sites and the construction of classroom additions to overcrowded schools. Several other surplus sites were swapped to acquire needed sites or expansions of existing sites.

State Funding

Although local financing and funding is the primary source of capital for school facilities in most jurisdictions, state funding can provide an alternative in the form of direct aid, construction bonds, and aid for debt service. Almost every state provides some level of direct aid to local school districts, or guarantees bonds for them. Some states have issued bonds and made those funds available, by application, to local school districts.

In general, states that provide the highest levels of funding to local schools also have the tightest regulation of school design and construction. Many states that provide capital funding for schools also encourage shared community use, in order to maximize benefits to all users.

The following are selected examples of state funding methods.

Ohio

The state of Ohio has developed an equitable model for cost-sharing between states and local school districts. The proportion of state-to-local costs depends on the district's position on an annual eligibility ranking list that is developed by the Ohio Department of Education. The total value of all taxable property in a district is divided by the number of students in the district to determine a "valuation per pupil." Thus, a district with a higher valuation per pupil will pay a larger share of its construction costs. The state pays the difference between the total cost of school projects and the local share, which is typically the total cost of the project multiplied by the eligibility ranking list percentile. School districts are also required to provide the equivalent of one-half mill for each dollar valuation to maintain

facilities that are partially funded by the state. These maintenance dollars can also be provided by proceeds of other local taxes.

Florida

The State of Florida has a very complicated funding mechanism for school facilities. There are a number of local and state revenue sources, including local sales tax, local bond referenda, Certificates of Participation, and state revenues from racetracks. Most of the funding for school facilities is a maximum of two mills that can be imposed by local school boards without a public vote.

Mississippi

The State of Mississippi funds some level of school facility construction through two programs: the Public School Building Fund and the Mississippi Adequate Education Program (MAEP). The legislature allocates \$20 million annually for the Public School Building Fund, from which districts receive annual grants of \$12 to \$24 per students. The state deposits 9.073% of sales tax revenues into the educational enhancement fund, funding \$16 million to be divided annually by the districts for school facilities and buses. Additionally, school districts are allowed to borrow in anticipation of these grants.

West Virginia

The School Building Authority of West Virginia distributes state capital improvement funds for schools on the basis of need. For school districts to be eligible to participate, they must have an improved comprehensive educational facility plan. Funds come annually from a combination of lottery revenues, sales taxes, and legislative allocation for debt services, in addition to pay-as-you-go construction projects.

California

California school districts have local control over their capital programs, but the state provides an average of about half the funding for construction. The state has a number of standards that focus on safety, equity, and accountability. The state generally recommends replacing a school if the renovation cost exceeds 50% of the replacement cost.

Alaska

In 2002, voters approved issuance of state-wide bonds to fund design, construction, and major maintenance of schools.

Maine

Districts can borrow from a state fund and receive forgiveness for a portion of the loan, which must be repaid within five to ten years.

New Jersey

The New Jersey Economic Development Authority has issued bonds for vocational school district facilities and billions of dollars for the state share of other projects.

North Carolina

In 1995 the state legislature approved a referendum for \$1.8 billion for school construction. The funds were allocated among the districts based on average daily attendance, the ability to pay, and the rate of enrollment growth.

Maryland

The State of Maryland funds 50% to 97% of approved project costs, based on the local district's ability to pay.

Federal Funding

Historically, very little federal funding has been available for local school facility projects. Most federal funding has been targeted for certain purposes, such as asbestos abatement, Americans with Disabilities Act (ADA) accessibility or U.S. Department of Education Impact Aid funds for post-disaster recovery.

However, Qualified Zone Academy Bonds (QZABs) are available to help school districts finance school renovation, though not new construction. QZABs are tax-credit bonds that can be issued by a school district or a state. They require repayment of the principal only. States generally have discretion as to the application process and dispersal of funds. The bond holder receives a tax credit for the

years that the bond is held. Limited amounts of bonds have been authorized historically, and there is no guarantee that the program will receive additional funding from year to year.

The federal government has also provided grants intended to support healthy, high-performing school buildings. Grant funds are intended to reduce energy costs, meet health and safety codes, and support healthy, efficient environments. Funds can be used for energy audits; to analyze buildings for indoor air quality and other factors important to school construction or renovation; and for technical services to support planning and design of high-performing facilities. Additional grants have been provided for targeted issues, such as ADA accessibility. Between 1985 and 1992, OPSB received several grants and interest loans for major asbestos abatement projects.

Federal funds may also be available from the U.S. Environmental Protection Agency for cleanup of brownfield sites, or through U.S. Department of Housing and Urban Development Community Development Block Grants (CDBG).

Other Funding Options

Additional funding sources might include:

Impact Fees

Developers are charged fees for every unit developed within the district. Historically, efforts to impose impact fees in New Orleans have been stymied by the relatively small size of developments.

Donations/ Sponsorships/ Business Partnerships

Donations and sponsorships can be obtained to augment public funds. In the past, several dozen of the older New Orleans public schools were constructed with funds donated to the city by John McDonogh in his 1850 will. Also, sites for several schools, including Valena C. Jones Elementary and New Orleans Free School, were the result of private donations, as were the OPSB Timbers Office Building.

City Rivergate Lease

The City of New Orleans lease for the Rivergate property to the operators of the downtown casino, Harrahs, provides for a small stream of capital funds—currently approximately \$2 million per year. These funds are designated for replacing key building components (roofs, fire alarms, fencing, etc.) that have completed their useful lives and are necessary to keep schools open, safe, and sanitary.

The leased asset is held by a trustee (typically a bank or trust company). Principal, interest, and transaction costs are paid by the school district over a specified period of time. At the end of the lease period, the school district takes ownership of the property. If there is a budget shortfall and lease payments cannot be made, the district would forfeit the property.

Some districts have also found that they have surplus property that can be profitably leased for private use.

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Technical Volumes

Educational Program Requirements

Building Standards

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