BCL ep353 Schools Need Facilities: A Roof Over Our Heads with Ken Rhinehart

Starting and sustaining a school is no small task. And beyond all the obvious essentials like having to hire outstanding teachers and developing and maintaining the right curriculum and the seemingly endless job of maintaining programs, there is one foundational need that simply can't be overlooked, the school building. For most parents, school facilities are generally not thought a lot about and left to administrators and boards to handle.

But in reality, the design and the funding and the maintenance of school buildings has everything to do with how well a school can fulfill its mission. After all, if the roof is leaking, it's hard to educate. Our guest today helps us understand creative ways classical schools in particular can sort through the many options of finding and affording and maintaining a non-leaking roof over our children's heads, allowing the critical work of forming the next generation to happen and function in beautiful places.

Join us for this episode of Base Camp Live. Mountains, we all face them as we seek to influence the next generation. Get equipped to conquer the challenges, summit the peak and shape exceptionally thoughtful, compassionate and flourishing human beings.

We call it ancient future education for raising the next generation. Welcome to Base Camp Live. Now your host, Davies Owens.

Welcome to another episode of Base Camp Live, Davies Owens. Your host here on the journey of raising the next generation just off the plane back here in my home, out West here in Boise, Idaho. I was at Rockbridge Academy, having the blessing of being able to tour and be a part of their community for a day.

They actually hosted us as the Zipcast Advisory Board gathered to make plans and decisions for this exciting journey we're on with Zipcast. But I had the privilege of just being able to see this great school at work and a big shout out to their team, to Roy and Michelle and Micah and Brooke and Mandy and Julie, Tony and many others. I probably left out in all of that who so wonderfully welcomed us on campus.

It was so much fun to tour around. One of my highlights was going into the kindergarten classroom and the teacher asked them, how many of you know the word of the week? Which of course, if you're a Zipcast school, we hide a word, an audible word in the weekly Zipcast. And if you hear it, you can text it back in and win a prize and it's a lot of fun for the students.

About 11 of the 14 kindergartners raised their hand. I thought that is really encouraging. And the others are gonna go home and ask their parents, but love the partnership that you guys have with us and just so appreciate the great work you're doing to further classical Christian education.

Speaking of just partnerships on this particular episode, a big thank you to Wilson Hill Academy, the Champion Group, Life Architects Coaching and the Herzog Foundation. Also just to say about Zipcast, if you are listening and you're not in a school that's using Zipcast, it is an extension of Base Camp Lives initiative to serve parents and schools. And I care so deeply to help advance the movement just by having us partner better and communicate better.

And so if you're not using Zipcast, just for you to be aware as a parent, encourage your school administrator to look into what we're doing. We do have some openings in January. We were wait-listing schools.

So go to zipcast.media. You can watch a short video and learn more about how we connect schools and families all across the country. In this episode, I have the privilege of sitting down with Ken Reinhardt. He's a husband, a father.

He has an amazing story that I look forward to you hearing of his own discovery of classical Christian education. He's also a Trail Life USA leader, a 25-year veteran in commercial real estate and a passionate, passionate advocate of seeing our classical Christian schools grow and have roofs over our heads. So without further ado, here's my conversation with Ken.

Well, Ken, welcome to Base Camp Live. Oh, Davies, I am so excited to be here and talk about one of my favorite subjects I'm passionate about, and that's classical Christian education. I love your energy and enthusiasm.

And thanks for being a Base Camp Live listener. It's always exciting to have someone who's been on the other side of it getting to join me here on the mic. Yeah, when I wake up at 2.30 in the morning, sometimes I'll put one on.

I don't know if that's good. That may mean that I helped put you to sleep. But at any rate, I'm glad you're here.

However you want to listen, we're glad you listen. But I'm really excited to get this chance to have a conversation with Ken. And I know that folks will enjoy hearing, as I did for the first time, your journey into classical Christian education, because a lot of folks listening like yourself, this is not how you grew up being educated.

It's totally new. And boy, you have a contagious enthusiasm. So share a little bit of your story.

Oh, absolutely. Well, I'm married to my wonderful wife, Karen, for just celebrated our 21st anniversary. We have a son named Max that's 13 years old.

And he is in a classical school here locally. And for me, this started in May of 2011. And my wife and I were expecting our first child due in November.

And of course, we were excited and nervous, as you can imagine. And I was on my way to work and listening to a podcast by my favorite Christian apologist, Greg Kokel, with Stand to Reason.

And he was interviewing the leaders of two classical Christian schools here in Southern California.

And I had never even heard of classical Christian education, but I was very intrigued. And they went on to describe what classical Christian education was. And the more they spoke, it just really resonated with me.

And by the end of the podcast, I was hooked. I was excited. I couldn't wait to share it with my wife.

Well, I had one of those old school iPods with accorded earbuds, you know. And so one evening we cuddled up together on our bed and she had one earbud in her ear and I had the other. And we listened to the podcast together.

And after listening, we decided we wanted a classical Christian education for our son. And by God's grace, he has provided that. Our son, like I said, just started eighth grade and we're so pleased with his growth spiritually, mentally, and socially.

You know, I grew up going to Christian schools from kindergarten through high school, but the education our son is receiving is just way beyond what I received. Classical Christian education teaches kids how to think and not just what to think. And it nourishes their soul.

They learn how to learn, how to think, and how to communicate, and all that with a Christ-centered focus. Well, and what I love is you've now, and how old is, you guys, this was 2011 you said, or 12? So you've been- 2011. Now, 2011, so I mean 13 years now.

So kind of where are you at now in terms of the fruit in your son's life? I mean, you're seeing it now. You've seen it sort of in terms of the full journey. So we did a brick and mortar school for kindergarten and first grade, but it was a three-day-a-week program.

And I was driving 45 minutes one way to get him to this school. And then they expanded to five days a week, and it just became impossible to keep that up. And so we brought him home.

We did homeschool for second through fifth grade. And my wife decided she'd had enough and couldn't really keep up with the demands of homeschooling. And so we started him in the school, in the Geneva School.

May I give a shout out to the Geneva School in Orange County? Wonderful people. We're just so excited about how much he has just blossomed as a result of being in a brick and mortar school. Shout out to the homeschoolers, love you.

For us, it made a significant difference for our son. That's so great. Yeah, well, that is such a great story, Ken.

And it's kind of the old testimonial, kind of the before and the after. And you just realize, like so many of us looking back, like, wow, we kind of got gypped as adults because you realize what

education's supposed to be and the impact you see in your own children. It's super encouraging.

Oh, yeah. So last year in seventh grade, I decided that I was going to read his reading list with him. Oh, good for you.

Well, no. I mean, it's for one book. I was able to finish The Odyssey and that was it.

I'm done. Well, I commend you for trying. I always say you can always lean over your child's shoulder and learn a little bit with him.

But it is both intimidating and inspiring at the same time. Well, I want to jump into this topic that you have passion for. So I love your story.

You go from this discovery of classical Christian education, the incredible impact it's having. You're looking around at this rise of so many people wanting to start schools, be a part of schools. And you think about your own kind of professional experience and you see a real need, especially when it comes to just helping schools think through something that maybe seems kind of just a given, but I can tell you as a former head of school, the property, the buildings, like this is what will keep you up at night if you don't have it figured out.

So talk about that kind of hidden challenge that faces so many classical Christian schools. Yeah, that's a great question, Davies. And it's one most parents don't think about.

Like heads of schools, yeah, they think about it. But here's the thing. Many classical Christian schools don't own their own campus.

They don't have the cash for a down payment or they don't qualify for a loan. They're leasing space from a church or some other type of commercial landlord. And that lease can actually be one of the school's biggest vulnerabilities.

If that lease ends or the landlord changes their mind, the school can be forced to move, sometimes with very little notice. And that means kids lose their classrooms, their friendships are disrupted, and the community has to start over somewhere new. Beyond that, the landlord may not share the school's values or long-term vision.

They often look at the school as a source of income. They could place limits on how the space is used or even decide that the rent needs to double next year. So even a thriving school can suddenly find itself on shaky ground.

I was talking to the head of school of one particular school and they had a lease in place with rooms specified in the lease. And the church decided to move one of their classrooms from a second floor room with air conditioning and windows with a view, to a basement room with no windows, no view and no air conditioning while the school was on Christmas break. Now, gosh.

This is a result of a lack of professional management. And at the end of the day, parents care

deeply about their child's formation. Otherwise they wouldn't be paying extra money for this, but that formation depends on a stable, mission-aligned environment.

So the status of the school's lease isn't just a business issue. It's really a stability issue for the school, for the families, and for the future of classical Christian education. If the parents don't have confidence that the school is going to be around in a year, they're less likely to take the risk of enrolling their child.

Ken, there are just so many stories that are unfortunately not always really great, exactly as you're describing it, of folks that have the, and many people listening are in this place, they're starting the school, it's 10 families, heart's on fire, this is so exciting, and they need to start thinking, where are we gonna meet? And churches, on the one hand, are really ideal. Unfortunately, there's a lot of beautiful properties around the country that are falling into disrepair. The Sunday morning crowds have dropped, and in many ways, they make really fantastic places for schools to partner up, and yet it can get very complicated, to your point, a lot of times a school sees it as a cash solution to their leaky roof, or maybe a way to fill their pews, and there's all kinds of board governance we don't have time to get into, where the church board is running the school, and it just gets real, it's highly fraught with potential problems, which we see all the time, and yet, to your point, you get everything going right, and then you get the rug pulled out from underneath you.

It can be very tragic for the school. Yes, absolutely. Just like the example I gave you, moving kids from one classroom to another, despite what the lease says.

Yeah, and another element, I'm curious your thoughts on this, because I see it all the time when I travel, is that, again, beggars can't be choosers, and so often, the school, when they finally find a property, either it's a defunct business, or something, or maybe it's a church, that's just not really, either the church is willing to share the space, so you have this problem, where you have to literally pack everything up in a cart, and wheel it out of there, so Sunday morning, it can become church space again, or it becomes a space that's just really not conducive to a classical Christian's mission and vision, and so you have, here we are trying to put things that are true, good, and beautiful, and the building looks like dilapidated modern art building or something, and so you're trying to put the lipstick on the pig to try to make it feel a little bit more traditional. Talk a little bit about that, because that's a whole other layer of problems, the space often is not actually conducive to a classical Christian school. Yeah, it really depends on the space that they're in.

I love the classic old school church look, and it kind of fits with what we are looking to achieve in classical education, with an emphasis on the true, the good, and the beautiful, but like you said, if the roof is leaking, or plaster is falling down on kids' heads in the middle of class, that's not a good thing, and so what my company wants to do is help those schools not only find a location to lease, but to bring along a mission-aligned landlord, an investor who could buy the property, and lease it back to the school on a long-term basis, and a lot of schools are on a year-to-year

basis, and that, again, doesn't lend itself to stability of the school. Yeah, yeah, well, and I think it's just, and we'll take a break here and jump back into this, because I think a lot of it, too, is just having margin, with everything that's on top of administrators to also have to basically be their own kind of real estate agent, trying to figure out what type of property could they move to. To your point, if you move more than a couple miles, you're gonna displace families that were driving in a certain, so there's so many layers of this, and you're trying to also think strategically, long-term, long-plan, what does your 10-year plan look like for your property? And this has, again, this feels very school administrator kind of problem, but your point is right on.

It's really parents who, in many cases, have eyes and ears on what's happening in the community in terms of maybe properties or solutions, but again, trying to navigate all that. When we were in Atlanta and I was head of school there, it worked out well. In fact, it's still working out, and there's 25 acres in Midtown Atlanta, I mean, very attractive piece of property, Morningside Baptist Church, beautiful story of the church.

By the time we got there 20 years ago, the church was really struggling just to pay the light bills like we were talking about, and so we went into a 50-year lease, and then just in the last few years, they've been able to acquire the property and allow the church to continue to have Sunday morning services, so it's really a beautiful arrangement, but it was hours and hours of negotiation and complexity, so having guidance and wisdom on that is super helpful. So, why don't we take a break, and we'll jump back in to just sort of understanding more how you've brought some solutions and what kind of questions schools and parents should be thinking about when it comes to property. We'll be right back after the break.

I'm here with my friend Joanna Hensley, head of lower school at Wilson Hill Academy, to tell you about their exciting new program. Maybe you already know about Wilson Hill Academy. We talk about Wilson Hill all the time on Base Camp Live.

They're known for their really effective and helpful online classical Christian education they offer. They have lively courses for students in grades three through 12, but what you may not know is that Wilson Hill is now offering a rich early learning program they call Forma for students in K through second grade. I'm here with Joanna.

Joanna, tell us more. Oh, thanks, Davies. Forma is such a wonderful way to begin a lifelong love of learning.

You know, we talk often about the cautions of technology, so let's just go ahead and get this out of the way. Are you encouraging kindergartners to be on Zoom all the time? Is that what this is? Absolutely not, Davies. Forma does not involve putting five-year-olds on Zoom.

Forma is a program that gives to parents valuable guidance from an experienced mentor teacher who walks them through a carefully curated curriculum for teaching reading, math, nature study, and enrichment like picture study and music, all within a like-minded, encouraging community. I love what you guys are doing, especially for children in those

younger ages. How can folks learn more about what you're doing with Forma? They can visit our website, wilsonhillacademy.com slash forma, F-O-R-M-A.

Fantastic. Thanks so much, Joanna. During this short break, I have a special invitation to all school leaders, administrators, and teachers.

I want you to imagine for a moment stepping away from your everyday routine at school and diving deep into the rich foundations of Christian education, surrounded by world-class scholars, seasoned classroom teachers, and administrative experts with years of experience running schools with a lot of wisdom to share. That's exactly what the Herzog Foundation's Institute is offering. I've had the joy of serving as a training coach for the last few years, leading their two-and-a-half-day training on spiritual formation and another one on parent engagement.

They offer close to 50 unique training events, ranging from board governance to marketing to classroom best practices. They even offer a training on how to teach the great books. And the best part of all, well, thanks to the generosity of the Herzog Foundation, these training events, including lodging, are completely free for Christian educators.

Institutes are located around the country in beautiful locations, including at the Museum of the Bible in Washington, D.C., and the Reagan Library in Santa Barbara. Don't miss this incredible opportunity. Check out the details at theherzogfoundation.com. Ken, I know a lot of people listening are in schools that are right at that threshold of they're growing maybe a lot more than they anticipated because the movement's alive and happening right now, and they're trying to figure out, gosh, what do we do? Do we stay in the current property we're on? Do we buy something different? There's a lot of weight in this decision, as we've just discussed before the break.

With that sort of, I guess, first fork in the road schools come into is like, well, let's just go buy some property. Of course, that is like an elephant. You have to raise all this capital for it, and then you're having to factor in, depending on the condition of the property, all of the potential maintenance.

Walk us through just if, you know, kind of role play, if I'm just a school leader, and I'm like, hey, Ken, what do I do? Because we're busting at the seams. We need a new option. Should I buy something? Should I lease something? Help me, what are the pros and cons of all that? Yeah, so, yeah, there are basically two routes you can go.

You can buy, or you can lease. Yeah. And so, buying a property is, you know, very capital intensive.

You want to make sure that you, when you're acquiring a property, you need to make sure that the property, and this goes for leasing as well as purchasing. You know, once you find a property that fits your kind of general profile, you need to make sure that it's zoned for school

use. And then even if it's zoned for school use, often the city requires what's called a conditional use permit.

They'll say, yeah, you could use this property for a school, but they'll put caps on your registration, et cetera. And, you know, different conditions. Thus, it's called a conditional use permit.

But purchasing a property requires a huge capital outlay. And not only necessarily for the purchase of the property, but like you said, what is the condition of that property when you move into it? Are you ready to buy? But like you said, it needs a new roof. What's the condition of the plumbing? What's the condition of the HVAC? There are a lot of physical things that need to be addressed when purchasing a property.

And, you know, those have to be addressed before the city will give you a certificate of occupancy. So, you know, a lot of schools, maybe they're only five years old, so they don't have a long track record that's attractive to a lender. So not only do they not have the down payment, but they don't have the track record.

They can't qualify for a loan. Even though, you know, we believe that God is in it. God can do anything.

And, you know, he will. Versus leasing a property. You know, say you save that money that you acquired for a down payment and lease the property on a long-term basis, you could use that money for teacher edification or what have you.

So there's things to consider when leasing a property. Also, you know, if you're leasing the property, what about modifications to the spaces? Who pays for repairs? Who fixes the toilets? Who fixes the HVAC when it goes down on a hot summer day? And what, you know, I know of a school who had to close down for a couple days because the water main broke. What happens if the school can't meet because the water main broke? Is that covered in the lease? And there's so many details that go into actually leasing a property.

Yeah, well, and it's, like you said, it's just hours in the day. I mean, what percentage of the time are you spending as an already over-scheduled head of school or administrator just addressing, you know, building operation and maintenance, which is probably not the best use of your time if you're trying to grow a classical Christian school with all the other demands that are on you. So leasing, so talk a little bit about your company, again, is setting out to identify properties and then help broker the opportunity for schools to be in those properties, right? So I mean, a lot of this is finding churches, as we were describing earlier, that are far too often these beautiful buildings that were in their heyday in the 50s that are sitting there, you know, probably pretty hard to just sell in the open market because somebody's not gonna come in and turn them into apartments.

I mean, they're just, they're set up oddly. The school we were in in Atlanta had a continuing

education wing that was in its heyday in the 50s. There was actually a fairly easy conversion into classrooms because they were originally Sunday school rooms.

So talk about that kind of, the work you do to identify these properties and then help direct that marriage, if you will, between the school and the property opportunity. So what we're looking to do is, well, let's take for example, you're driving down a commercial district in your town and you're driving past Bank of America, Wells Fargo, CVS, Walgreens, et cetera. They don't own their own properties for the most part.

They lease their properties, which makes that lease payment 100% tax deductible. Whereas if you purchase the property, you can only depreciate so much. So they are in the retail business.

They're not in the real estate business. So a school has to ask themselves, what business are you in? Are you in the real estate business? Do you wanna be in the real estate business or do you wanna be in the education business? Do what you do best, be in the education business. So what we're looking to do is find mission-aligned investors who could buy the property, put the capital improvements in place, and then lease it back to the school on a long-term basis.

Because like I said earlier, a lot of these schools are on one-year leases or at best, three-year leases. So that undermines the stability of the school. But if you have a mission-aligned investor who's literally praying for your success, not hoping for your success, is literally praying for your success as a school, as an educational institution that's bringing up this generation of thought leaders.

And I'm excited about what these students are gonna be doing in 10, 20 years. So, yeah, eventually, I mean, we could structure a deal where it's a lease to own, or we could structure a deal many different ways. But we're looking for investors that can come alongside a school that's mission-aligned and help solve the stability issue for the schools.

And then there's no problem in finding schools that want to address that issue. So just to clarify, because it sounds like if I'm a school leader, I mean, my first concern in leasing is I'm gonna have, I mean, I would be cautious of doing much capital improvement on the property, and yet, inevitably, schools have grand visions for really making it their own and how they wanna use spaces. And so how does that, what you're describing is it's kind of a long-term arrangement.

So this investor is specifically investing in a property for a specific school, so the capital improvements are, in fact, designed to the needs of that school, is that right? Yeah, so I worked for a couple of different investment management companies, commercial real estate investment management companies, and we would go out and buy properties for pension funds and large investment companies. And when we would buy a property, we would do an extensive due diligence, and we would go in and do a head-to-toe examination of the property, what's the plumbing like? How long is the roof gonna last? All these different things, and we would come up with a capital budget, and that would work into our plan for the property. And

so the same thing would happen with the acquisition of a school property.

What's the condition of the roof? What's the condition of HVAC, if there is some? How much would it cost to put one in? So we wanna create a turnkey environment for the school so that they're doing what they do best, and that is educating kids in a classical Christian education environment. Yeah, no, it makes a lot of sense, and that you mentioned, too, just sort of the lease to own, because I think that I could see that being, the long-term question is, you get a lease for 50 years, are you eventually gonna get to the point that you can own it, and there are mechanisms and options to do that, too, it sounds like, so. Yes, yes.

Okay, great. Well, let's take another break. We'll come back and just, again, talk about just some of the practical things that even parents could be helping as they're thinking about, hey, this isn't really my decision to be made, I just dropped my kids off here, but at the same time, there is a very important role that parents can play in helping schools identify properties and maybe they're on the board, but just, again, this is something everybody needs to be aware of and leaning into so that schools, like you just said, can focus on the main thing and not be sidelined by the burden of the property to the extent they can.

So, anyway, let's take a quick break. We'll come right back and continue our conversation. School leaders, if you have ever wondered how to make school fundraising truly effective while being meaningful and mission-driven, join us at Advance.

It's an event that's being run by the good folks at the Champion Group. The Advance is an April 8th through 10th, 2026 event in Greensboro, North Carolina, and here's the best part. It's completely free to attend.

You just have to cover travel and lodging. Advance is for heads of schools, board directors, and leaders who feel the pressure of raising big dollars without losing sight of their calling. At Advance, you're gonna find tools and training and encouragement while connecting with peers from across the country, learning from top development experts, and leaving with real-world strategies that you can take home and use right away.

Plus, every attendee receives a complimentary development evaluation and review. Spots are limited, so don't wait. Register today.

The details are in the show notes for this episode. Every school year tells a story. The big chapters, like the first day of class or graduation, are easy to see.

But the real heart of the story is often written in the quieter pages. A science experiment that sparks wonder, a class pausing to memorize a psalm, a teacher encouraging perseverance when the work gets hard. Those are the moments parents long to hear.

That's why we created Zipcast. Each week, families receive a short 10-to-12-minute episode, local updates from their school leaders, paired with syndicated wisdom from trusted national experts in both Christian parenting and education. Parents can listen in the rhythm of daily life,

on the drive to practice, while making dinner, or during a quiet walk.

Nearly 100 schools are already using Zipcast this year to strengthen trust and community, and fall or winter isn't too late to sign up. It's often the best time to begin. Save your spot at zipcast.media. Zipcast, encouraging you on the go with what you need to know.

Ken, we've covered a lot of ground, and I think there are a lot of folks listening that are sympathetic to the problems we've talked about with owning property and a growing school. Obviously, there's folks across the spectrum. There's folks in brand new startup schools in their first year or two just starting to step into the big question of what do we do about property? There's schools that are maybe in a situation like we talked about where the current arrangement's not working out, the church wants them to go somewhere else, or change needs to happen, and there's probably schools that own their property and doing really well, but now they're talking about starting a second campus somewhere, and what does that look like? So wherever folks are on that continuum, this idea of leasing seems to be a really intriguing option for all the reasons we talked about.

So walk us through this process of what does it look like if folks did want to try to get help leasing and finding the property. How do you help them with that? Well, let me first of all tell you a couple of things they shouldn't do, okay? One- That's always good. Yeah, you don't want to offload this assignment to your office administrator.

They have enough work to do. I can hear them screaming, yes, yes, please, don't do that. Second, you don't want to hire your brother-in-law or sister-in-law who sells houses.

Residential agents are professionals who are good at what they do, so just like you wouldn't take your Toyota to a Ford dealer for service, you want to make sure that you deal with someone who is experienced in commercial leasing. Commercial leasing is a whole different animal. The language is completely different.

The terms are different. The source of market information is different. You want to have someone who has your back and does this full-time.

You want to have an exclusive representation agreement in place, and I can set you up with a local agent that I've interviewed who can guide you through the process, often at no charge, and leasing agents get paid when the deal is done, and usually by the landlord, so reach out to me. I would love to talk to you, even if we don't do business. Let's just cheer each other on, and I've got a huge passion for seeing classical Christian education not only expand but flourish, and I don't want to see real estate as an impediment to that progress.

Absolutely, and on the other end of it, as we talked about, there are a lot of beautiful churches that are just not in a place to carry their own weight, and so how could you be helpful to, again, maybe it's a parent who drives past a beautiful church and sees the sign going up, and the next thing you know, they're knocking it down to put a Walgreens in or something, and so what

would it look like to try to save a property like that, because you've got investors that would come behind you on the other end of things and say, hey, let's buy this, and then let's find a school that could benefit. What does that look like? Yeah, I share your enthusiasm about these old buildings. They literally don't build them like that anymore.

They do not. With the classic stained glass and the steeple and all these beautiful, beautiful, beautiful structures, we don't want to see those destroyed either, so my passion, my goal is to bring investors into a situation like that, where we can go in and buy the property, do the rehab, we go in, we do all the physical due diligence of inspecting the roof, inspecting the HVAC, inspecting the plumbing, et cetera, installing new carpet, moving walls, et cetera, whatever has to be done to get that school, that church, that school into a turnkey situation where the head of the school, the teachers, all they have to do is show up and do what they do best, and that is teach in the classical method, and so that's my passion. That's what I want to see happen.

I want to see classical Christian education not only grow, but flourish, and I want to help remove that impediment to progress, that real estate issue, so yeah. I love your passion, Ken. Yeah, so if folks want to find you, tell them about your website or what's the best way to contact you.

Yeah, it's vpaclassical.com. You can go on there, and if you're an investor, I've got a free little pamphlet that I put together. It's called Top Seven Reasons Impact Investors Should Invest in a Classical Christian School Property, and you can reach me at info at vpaclassical.com or just go on the website, and you can contact me through there, but I'm offering to school administrators, board members, or a concerned parent that wants to pass this information on to their board members. I will look at your lease for absolutely free, no charge.

In my work, I've read, reviewed, abstracted, and negotiated hundreds of leases. I would love to use this free service just as a means to get to know each other and encourage each other, and I'd love to cheer you on and pray for you, and I'll tell you what's actually in the lease, because a lot of businesses, this school is a business, once they sign the lease, they just know what their rent is. They don't know what they can and can't do.

They don't know that the church can't come in in the middle of the school year and move you out of a classroom. They can't do that. So I want to just be able to tell people what's actually in your lease, and so.

That's a generous offer, Ken, yeah. Yeah, that's great, and that's, you're right, back to subject matter expertise. We're running schools.

We're not real estate attorneys, and too often, well-intended. And neither am I. Let me make that full disclosure, but I know the ins and outs of a commercial. Right, which is super helpful, and I love that generous offer.

Well, Ken, thanks so much for these insights. Absolutely. Again, I just hope this will lead, again, to some of these beautiful properties around the country being spared and repurposed for classical Christian education.

I think it's a beautiful vision in helping schools keep the main thing the main thing. But thanks for your story, your time, and I look forward to continuing the conversation with you. Me too.

Thanks so much, Davies. I've really enjoyed this. You're welcome.

Thanks, Ken. Thank you for listening to this episode of Basecamp Live. Be sure to check out our website, basecamplive.com, for more than eight years of timeless episodes that you'll find helpful and encouraging, as well as the helpful resources offered on our partners page.

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