Community School Facilities: Authentic Engagement, Shared Space, and Neighborhood Hubs

Co-sponsored by the Education Facilities Clearinghouse

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www.communityschools.org • www.iel.org
Presenters

• Cincinnati
  • Robin Brandon, Manager, Facilities Planning and Construction, Cincinnati Public School
  • Marcene Kinney, Director of Arts and Education for GBBN Architects

• Baltimore
  • Nicole Price, Director, Family and Community Engagement, Baltimore City Public Schools
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• The Education Facilities Clearinghouse
  • Dr. Linda Lemasters, Co-Principal Investigator
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What is a Community School?

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, health and social services, youth and community development and community engagement leads to improved student learning, stronger families and healthier communities. Schools become centers of the community and are open to everyone – all day, every day, evenings and weekends.
Transforming Schools
Revitalizing Communities
Facilities Master Plan

- 34 New Buildings
- 16 Total Renovations
- 5,351,668 s.f. of space
- $1 Billion of Work Completed in 12 years
  23% co-funded by the State of Ohio
- 3 Additional Energy Conservation Projects
Process Timeline

COMMUNITY ENGAGEMENT
1 YEAR

DESIGN
1 YEAR

CONSTRUCTION
1.5 – 2 YEARS
Kit of Parts

What We Want

- Tutoring Rooms
- Continuing Education Space
- Conference Rooms
- Computer Labs/Technology Centers
- Private Offices
- Music Ensemble/Practice Rms.
- Parent Center
- Performance Space
- Athletic Complexes- Fitness
- Natatorium
- Health and Wellness Centers
- Expanded Mental Health Services
- Gardens
- Artist Studios, Exhibit Space
- Job Resource Center
- Broadcast Center

Total Requested: 124,150 s.f. +

What We Have

Optimum K-8 size: 84,143 s.f.
Maximize Flexibility

Create flexible spaces that can meet the needs of multiple user groups.

- Extended Learning Areas
- Office Spaces
- Libraries/Media Centers
- Cafeterias
- Circulation Areas

Changes in enrollment both projected and daily require flexible, adaptable spaces.
Engagement/Early Design Process
Shared Spaces Diagram

Floor Plan – Ground Floor
Shared Spaces Diagram

FLOOR PLAN – SECOND LEVEL
Shared Space: Entrance
Shared Space: Community Room
21ST CENTURY SCHOOLS: BETTER BUILDINGS FOR BALTIMORE’S STUDENTS AND FAMILIES
High-quality, modernized buildings for students: a massive and collective effort

- The district partnered with the community, state and the city to win support for Baltimore City Public Schools’ 21-Century Buildings Plan.
- In 2013, the funding and oversight structures to implement the plan were established.
- House Bill 860 charges the Maryland Stadium Authority (MSA) with overseeing the financing of the building plan and establishes a partnership between City Schools, the city, state and MSA.
A unique time in Baltimore City

The overhaul of City Schools’ school buildings is happening at a time of unique opportunity in Baltimore City, marked by

- An expanded city population
- A citywide focus on sustainability
- Unprecedented community interest and engagement in the public schools
- Economic opportunity as a result of public improvements
A commitment to overall quality, academic suitability and community input

- City Schools is committed to making sure each new or renovated school building
  - has the essential physical elements to support innovative, high-quality teaching and learning
  - meets high design, construction and green/sustainability standards
  - is a community resource and encourages community engagement with the school
- So, the district’s school building design process will be guided by
  - District-wide “educational specifications” for every building
  - A common understanding of innovative, high-quality teaching and learning
  - Robust community engagement marked by opportunities for input
Educational specifications for every building

Examples of educational specifications that support innovative, high-quality teaching and learning:

- **Flexible and adaptive space** so learning can happen anywhere
  - collaborative spaces, movable walls, display boards

- **Interactive social areas** that incorporate technology and are used during school day and after hours for working, learning, visiting
  - Workstations, cyber lounges, small performance areas

- **Engaging spaces** that support diverse instructional delivery
  - Interactive learning labs, outdoor classrooms

- Multifunctional spaces designed for **community/parent use**

- Spaces that encourage **student and teacher collaboration**
  - team-based learning, collaborative teaching, video conferencing, live streaming
Schools as hubs of the community

City Schools holds as a core belief that ...

“Spaces in the school should be designed to support community partnering and involvement. After-hours use should be both a goal and a reality for each building, as the resources community institutions bring to students after school hours can support school success and the school can provide much needed space for community programs that help build community success.”

Examples of community resources and partnerships in schools...

- Non-City run Daycare or Pre-School Programs
- Health Suites
- Food Pantry
- Enoch Pratt Library
- Family Support Services
Robust community engagement marked by opportunities for input

Creating modern, high-quality learning environments that meet the needs of individual school communities and support their vision of student success is a collaborative effort. The process for designing each school building includes multiple opportunities for school communities to help shape:

1. The design of the school building (facilitated by City Schools)
2. The community services that may be provided in the building (facilitated by the Family League)
3. Linkages to overall neighborhood improvements (facilitated by the Planning Department)
Baltimore Community Schools Definition

A Community School:
- Is a place and a set of strategic partnerships among the school and other community resources that promote student achievement, positive conditions for learning and the well-being of families and communities;
- Maintains a core focus on children, while recognizing that children grow up in families, and that families are integral parts of communities;
- Builds an integrated strategy that enhances academics, enrichment, health and social supports, family engagement, youth and community development that improves student well-being; and
- Is anchored by the role of a site coordinator and expanded hours. This integrated strategy will lead to student success, strong families and healthy communities.

*Adopted by the Family League CSE City-Wide Steering Committee January 2014*

1. Building the Planning Team
2. Data Review and Planning
3. Surveying Stakeholders
4. Community Forums
5. Review Priority Areas
Holabird & Graceland Park-O'Donnell Heights Elementary Middle

General School Needs

1. Rank the overall categories of need in order of priority (1- highest priority/need, 5- lowest priority/need) by placing the number in the box to the left of each category.

- **Academics**: Personalized curriculum that emphasizes real-world learning and community problems. Partnerships include environmental organizations, local higher education institutions, businesses, and others for educational activities.
- **Extended Learning Opportunities**: Use of innovative approaches that expand learning opportunities before, during, and after school, during the summer and/or by extending the school day and year. Examples could include after-school programs.
- **Health and Social Supports**: Credible support from and access to important health agencies, dentists, and mental health experts as well as additional family supports and services including housing assistance, health food options, and others.
- **Youth Development**: Students and families have access to innovative, fun, and educational activities to explore their interests and grow into highly-skilled, creative, and well-rounded adults.
- **Community Development**: Shared ownership and use of common areas and services that engage community members and agencies in social and educational opportunities.
- **Family Engagement**: Families are engaged in meaningful programs such as parent leadership and parenting education, GED and ELL classes, food and clothing pantries, opportunities to participate in school decision-making, and even programs that place parents inside the schools in classroom support roles or as community school resource staff.

Individual Topic Ranking

- **4. Academics**
  - Grade-level specialist to support students/additional adult supports to help students in the classroom (Students, Families, Community).
  - Expanded Pre-Kindergarten programs/additional pre-kindergarten classrooms (Students).
  - After-school homework help program to provide students with additional time after school for helping completing assignments (Students).

- **5. Extended Learning Opportunities**
  - Expanded Library Program—additional programs or supports linking to the library (Students, Families, Community).
  - Arts-Infused Activities—ensuring school programs and classes integrate arts into many non-arts areas (Students).
  - Weekend and Summer Program Options—engaging partners and programs that can provide activities and programs during the weekend and summer (Students).

- **6. Health and Social Supports**
  - Wellness, Counseling and Emergency Support for Families providing supports to families to prevent and intervene in areas like depression, domestic violence, and others as needed (Students, Families).
  - Fresh Food/Produce Access and Food Banks—providing families and community members with access to healthy food options (Students, Families, Community).
  - Health Promotion and Resource—partnering to provide families with health information, referrals and services (Students, Families, Community).

- **7. Youth Development**
  - Recreation Activities—aligning the programs and activities of outside partners to provide a network of programs (Students, Families, Community).
  - Violence Prevention, Mentoring and Community Mediation Programs—working with students and families to provide effective alternatives to violence and opportunities for positive interactions (Students, Families).
  - Sex Education—providing information about safe sex and health-related information (Students, Families).

- **8. Community Development**
  - Adult Learning Opportunities—from GED to college-level courses and workforce development (Families, Community).
  - Food & Nutrition Classes and Community Garden—partnering to provide families and community members with healthy cooking classes and a garden to grow produce (Students, Families, Community).
  - Financial Literacy Programs—providing budgeting and other financial education services (Students, Families, Community).
Community Input Forums

- Schools will hold Community Input Forums for the larger school community to:
  - Learn about the community school strategy
  - Review the data collected through the needs assessment
  - Participate in small discussion sessions to further clarify the needs of the school community
  - Learn about the Department of Planning’s INSPIRE process
  - Continue to participate as part of the Community School Planning Team
Neighborhood Impact

Baltimore City Planning Department: INSPIRE

• While City Schools and Family League focus on the needs of students and families through school construction, the Planning Department has developed a process to engage communities in identifying projects that can be completed in the quarter-mile surrounding the school.

• This process includes builds on the engagement of stakeholders with additional discussion opportunities, community walks, and a capital investment.
Neighborhood Impact

TRANSFORM Baltimore

• This collection of more than twenty five organizations was instrumental in solidifying the funding for school construction. Now that the process of designing schools has begun, TRANSFORM Baltimore is continuing to engage communities in the individual school meeting processes.

• Meetings have been held to keep community stakeholders informed of the progress and encourage participation at school-level meetings.
Education Facilities Clearinghouse

Graduate School of Education & Human Development
Sponsorship

U.S. Department of Education
Fund for the Improvement of Education

The George Washington University
Graduate School of Education & Human Development

Education Facilities Clearinghouse

$2.77 million over three years
The Education Facility Clearinghouse collects and share resources on effective education facility practices.
Need

- 1800 schools sampled in 50 states and D.C.
- 90% survey response rate
- $197 billion total funding needed
- $4.5 million per school

Source: *Condition of America’s Public School Facilities: 2012-13*
Goal

Safe, healthy, high-performing educational facilities
EFC Objectives

- Website
- Best Practices
- Technical Assistance
- Training
Website

www.efc.gwu.edu
Technical Assistance

OUR CONSULTANTS CAN PROVIDE TECHNICAL ASSISTANCE

EDUCATION FACILITIES CLEARINGHOUSE

askefc@gwu.edu
1-800-EFC-0938
757-269-2210
Training

- School boards
- Administrators
- Contractors
- Staff
- Teachers
- Others
Questions & Answers
Resources

Resources (video, planning documents) will be on our website:

http://www.communityschools.org/multimedia/webinars
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