Dear Community Conversation Participants,

Thank you for being here with us today to help envision a new sustainable model of community education. This is a tremendous opportunity for collaboration with Flint Community Schools in generating a vision for the future of our school system. Your involvement has been fundamental in shaping the vision, goals, and guiding principles of the Master Plan, and we encourage you to put forward your best thinking, ideas and recommendations in our workshop today as we design a new initiative to fulfill the plan. It is only through the dedication and involvement of residents and stakeholders such as yourselves that we can ensure outcomes that are both equitable and inclusive, so thank you for your continued commitment to our community.

The City of Flint has a rich history of innovation and transformation. From its beginnings as a thriving lumber center on into its emergence as the world’s premier carriage and auto manufacturing hub, Flint has shown a remarkable resiliency and talent for reinventing itself to meet the challenges of a changing economy. Throughout these periods of change, Flint has been recognized as the chief innovator of the community schools model. This model was the result of a partnership between the Flint Board of Education, Charles Stewart Mott, and Frank Manley who implemented community-based afterschool and summer programming built upon community collaboration and neighborhood partnership. Over the years, thousands of educators have visited Flint to learn about community schools and diffuse the model across the nation. That community education philosophy continues to be interwoven into the Flint Community Schools curriculum through partnerships with the Michigan Department of Human Services, the Science, Technology, Engineering and Math (STEM) enrichment activities, and the YouthQuest afterschool programs to name a few.

Our task now is to create a next generation framework for community education that not only offers enrichment and recreational opportunities but first and foremost prepares youth with the academic and learning skills to succeed in the changing economy and in the jobs of the 21st century. We believe that with the implementation of a next generation, sustainable model of community education and the full support of the community that we will achieve positive results in academic performance, parent involvement, student and teacher attendance rates, and graduation rates.

This is a great opportunity for us all to work together. Community education is one aspect of a broad reform effort underway in Flint and is aligned with the Economic Development and Education Chapter of the Imagine Flint Master Plan. There is lot of work that remains to be done, however, with the force of our united community we can build a system that works. Thank you again for volunteering your time and energy today and for all that you do for our community every day. With your help, Flint is changing into a 21st Century city with new jobs, safe neighborhoods, and great schools.

Sincerely,

Larry Watkins  
Interim Superintendent

Dayne Walling  
Mayor
THANKS TO ALL THE INDIVIDUALS AND ORGANIZATIONS WHO HAVE DONATED TIME, SERVICES, AND FUNDING TO MAKE THIS EVENT POSSIBLE!

Northwestern’s Glee Club
Southwestern Classical Academy’s Quartet
Charlie Bingham, Michigan Youth & Government’s, Governor Elect
Bear Bistro
Ricoh USA printing services
Flint & Genesee Chamber of Commerce
Charles Stewart Mott Foundation

And especially, thank you to all of the volunteers who are here today!
INTRODUCTION

The City of Flint just adopted its first Master Plan since 1960. The 18-month planning process involved over 5,000 residents whose input directly shaped the plan. One of the highlights of community engagement was the Vision and Goals Workshop held at Mott Community College on March 9, 2013, with nearly 500 participants. Through facilitated small group discussion and immediate polling on important issues and priorities, the city was able to have a productive conversation about the community’s vision for Flint.

During the meeting on March 9th, a clear priority emerged — reestablish community education in the Flint Community Schools (FCS). Given the overwhelming support for community education, the city included it into the Master Plan as Goal #1, Objective #1 in the Economic Development & Education Chapter. With the adoption of the Master Plan, FCS, several committed community partners, and the city formed a working group to consider how to turn this vision into reality. As a result, the working group has been able to utilize existing resources and develop new partnerships to launch a full-service community education pilot at one FCS campus this coming school year.

Although this is a great first step, we still need your input to help define the pilot and consider a multi-year implementation plan. We want to know:

• What components of community education are important to you?
• What opportunities, supports, and services should be provided at the school?
• How can we reestablish schools as community hubs with support from the surrounding community?

Today will present the opportunity for us all to dig deeper into the specifics of a new community education model and how it can impact our quality of life, improve our schools, and most importantly, enhance the lives of our youth. That is why we decided to host this community conversation.

PURPOSE OF MEETING

The purpose of today’s workshop is to talk about reinstituting a sustainable and 21st century model of community education within the Flint Community Schools.
CHALLENGES FOR THE FLINT COMMUNITY SCHOOLS

Many of the challenges that the FCS struggle with are not unique to Flint. Cities and school districts across the nation struggle with declining populations, poverty, and low educational outcomes and graduation rates. FCS are operating in a city that looks much different than it did years ago. The population of the city has decreased significantly since the 1960s. Similarly, due to a number of factors including population loss and greater flexibility in the schools of choice program, the enrollment in FCS has suffered even more significant declines. As a result, the district has closed school buildings across the city.

With this shift, the concept of schools as neighborhood-based institutions has also changed. In the 1960s, when there were 56 school buildings in the FCS district, schools served as hubs in neighborhoods across the city. Today, FCS operates in 15 buildings. This means that each school, operating as a community school, will be serving a larger geographic area that goes well beyond neighborhood boundaries, and there may be more challenges with access to these facilities. It also provides an opportunity for community partners to help fill these gaps through partnerships with FCS.

The challenges of poverty that affect Flint’s families are reflected in the schools where 80% of FCS students qualify for free or reduced lunches. In a district of approximately 7,000 students, 78% of students are black, 14% white, and 4% Hispanic. The graphs that follow provide a visual of the trends outlined above.

Demographic shifts, rapidly shrinking resources, and extreme poverty have taken a toll on student outcomes. As a result, students at FCS score significantly lower than their Michigan counterparts in state standardized tests.

- In 2013, only 42% of FCS 4th grade students were proficient in reading. In contrast, 70% of Michigan 4th grade students were proficient in reading. Similarly, only 22% of FCS students were proficient in math, compared to 45% across the state.
- By 8th grade, 34% of FCS students were proficient in reading, 6% were proficient in math, and only 1% were proficient in science. Statewide, proficiency levels were 73% for reading, 35% for math, and 20% for science.
- In 11th grade, only 23% of FCS students were proficient in reading, 3% in math, and 2% in science. In comparison, students statewide demonstrated proficiency at 54% for reading, 29% for math, and 26% for science.
**FLINT COMMUNITY SCHOOLS GRADUATION RATES 2007–2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>62.4%</td>
</tr>
<tr>
<td>2008</td>
<td>57.6%</td>
</tr>
<tr>
<td>2009</td>
<td>62.3%</td>
</tr>
<tr>
<td>2010</td>
<td>60.8%</td>
</tr>
<tr>
<td>2011</td>
<td>61.6%</td>
</tr>
<tr>
<td>2012</td>
<td>55.8%</td>
</tr>
<tr>
<td>2013</td>
<td>51.6%</td>
</tr>
</tbody>
</table>

**FLINT COMMUNITY SCHOOLS BUILDINGS 1903–2013**

- 1903: 1
- 1913: 29
- 1923: 56
- 1933: 35
- 1943: 15

**FLINT COMMUNITY SCHOOLS ENROLLMENT 1925–2013**

- 1925: 20,764
- 1935: 25,325
- 1945: 33,901
- 1955: 46,557
- 1965: 38,571
- 1975: 31,019
- 1985: 24,792
- 1995: 6,837
DEFICIT ELIMINATION PLAN
The district has been undergoing a deep-dive review of its finances and educational systems. Earlier this year, the district received state approval on a deficit elimination plan that provides the roadmap for eliminating the district’s debt by 2018. There is significant collaboration and cohesiveness across the district to implement the deficit elimination plan for the long-term success of FCS.

EDUCATIONAL AUDIT AND STRATEGIC PLAN
Likewise, a teaching and learning educational audit was conducted to determine the district’s academic strengths and weaknesses in order to inform the development and implementation of a new educational plan. The FCS Educational Plan: A Strategic Plan for Improvement will provide the academic pathway for FCS students to be college and career ready. The Educational Plan will focus on indicators for success in four areas:

- Curriculum, Instruction, and Assessment
- Leadership and Professional Learning
- Accountability and Technology
- Parent/Community Engagement and Communications

RENEWED COMMUNITY EDUCATION MODEL
A renewed Community Education Model is a key strategy in the FCS Educational Plan. The district is committed to doing things differently that positively impact student success. Community education is not a silver bullet and cannot by itself improve graduation rates or standardized test scores. As a strategy for organizing school and community resources around student success, it is one aspect of a broad reform effort underway that points toward better student outcomes.
DISCUSSION TOPIC #1:
COMMUNITY EDUCATION — A NEW MODEL

HISTORY OF COMMUNITY EDUCATION IN FLINT

In 1935, Charles Stewart Mott and Frank Manley, in partnership with the Flint Board of Education, designed and implemented community-based afterschool and summer programming that was built upon community collaboration and partnership, effective use of existing school and community facilities, and coordination of services. Through the initiative, Flint was recognized as the innovator of the community schools model and thousands of educators visited Flint to learn about community schools. These educators took the model and adapted it to their districts, leading to the spread of community education across the nation and ultimately the globe.

For decades, Flint maintained a successful community education program. However, as Flint’s automotive economy began to collapse in the late 1970s, both the city and FCS experienced significant population loss. At the height of FCS, the district had 46,557 students and 56 active school buildings. Today, FCS student population is a mere 6,837 students and was finally overtaken by Grand Blanc which is now the largest school district in the county. The dramatic change in student population has forced the closure of 41 school buildings and placed the school district in a perilous financial position. Sadly, these challenges disrupted the community education model, making it impossible to continue the program in its current configuration.

THE NEW COMMUNITY EDUCATION MODEL

Community education has evolved over the years, and today we have several new best practices that we can draw from. Still, several elements of the community education model have remained unchanged. Those who grew up with community education in Flint will remember key components, including a Community School Director or Resource Coordinator in each building, schools that are open into the evenings and on weekends, recreational activities, and a variety of enrichment opportunities for youth and adults.

Likewise, there are some differences. Most notably, community education is now highly focused on positively impacting student academic success and on engaging community resources in robust and purposeful ways. According to a definition provided by the Coalition for Community Schools:

A community school is both a place and a set of partnerships between the school and other community resources. Its integrated focus on academics, services, supports, and opportunities leads to improved student learning, stronger families, and healthier communities.
The Children’s Aid Society, a national leader in the development and implementation of community education, provides the following graphic as a way of understanding the key elements of the new community education model — core instructional program, expanded learning opportunities, and comprehensive support services:

### CAS DEVELOPMENTAL TRIANGLE

**Community**

**Family**

**Child**

**Core Instructional Program**

**Expanded Learning Opportunities**

**Comprehensive Support Services**

This new community education model includes six core components as defined below:

**EXPANDED LEARNING** — a broad range of learning opportunities outside of the traditional school day hours such as high-quality, comprehensive afterschool programs; and academic, enrichment, and recreational activities for youth and adults before school, on weekends, and in the summer.

**PARENT ENGAGEMENT** — the many ways in which parents become more involved with the school and their children’s education. This may be facilitated through Parent Resource Centers and simply through opportunities to interact at the school with other parents, teachers, and their children. There are many ways for parents to be active at the school, either for their own personal growth or to help with their children’s education.

**ADULT EDUCATION** — the availability of classes and enrichment opportunities that adults may be interested in, whether or not they have children in the school. Types of classes may include math and literacy, enrichment opportunities such as the arts and music, nutrition and fitness, budgeting, and job services.

**MEDICAL/DENTAL/MENTAL HEALTH AND SOCIAL SERVICES** — the ways in which children and adults are helped to be healthy. Specifically, school-based care may include dental, vision, medical, mental health, help with health insurance enrollment, and may be available to residents of all ages including youth, adults, and elders.

**EARLY CHILDHOOD EDUCATION** — the preparation of young children for kindergarten. Some important elements to early education include classes for infants and children ages 0–5, prenatal care, Head Start and Early Head Start, and parenting classes.

**COMMUNITY AND ECONOMIC DEVELOPMENT** — approaches to community and economic development includes: hiring people from the local community in our community schools (as parent coordinators and afterschool staff); patronizing local businesses (e.g., catering services); and offering job training and adult education classes. Also, satellite campuses of colleges have been brought into our schools from time to time as a vehicle for promoting adult education.

When implemented in conjunction with other strategic reform efforts as outlined previously with the appropriate supports and resources in place, community education often achieves the following positive outcomes:

- Improved academic performance
- Improved student and teacher attendance rates
- Reduced dropout rates and higher graduation rates
- Gains in indicators of positive youth development such as leadership and conflict resolution skills
- Improved behavior
- Positive school climate
- Improved school safety
- Greater parent involvement
- Improved student/teacher relationships
- Greater ability of teachers to focus on education
DISCUSSION TOPIC #2: CORE SERVICES

FCS has already been able to leverage a committed base of community partners who have brought resources to FCS, including:

• Afterschool and summer programming at each school through 21st Century Community Learning Centers and YouthQuest (programming four days a week, offering academic and enrichment opportunities)
• Placement of Success Coaches within many schools through the Department of Human Services
• A health clinic at Northwestern High School
• A broad array of adult enrichment courses throughout the year

The most successful community education models tailor their services based upon the community’s needs and interests. This is why your input is essential in determining the most important services in each of the core components: expanded learning opportunities; parent engagement; adult education; medical, dental, mental health, and social services; early childhood education; and community and economic development. To provide a jumping off point, this guide lists some potential services below. This is only meant to stimulate ideas and dialogue, and is not meant to influence your feedback.

POTENTIAL SERVICES

EXPANDED LEARNING — afterschool programs like YouthQuest, summer science day camp, afterschool math tutoring, basketball and baseball leagues for youth and adults, and art and music classes.

PARENT ENGAGEMENT — development of parent resource center, parenting classes, parent counseling, and opportunities for parents to volunteer in schools.

ADULT EDUCATION — literacy classes, GED classes, job training, budgeting classes, fitness classes, and enrichment opportunities such as art and dance.

HEALTH AND SOCIAL SERVICES — development of in-school health clinics for medical treatment, mobile pediatric dental and vision clinics, family support, and help with enrollment in healthcare plans.

EARLY CHILDHOOD EDUCATION — infant/parent classes, the Tot Lot (kindergarten preparation for children 4–6 years of age) summer program, prenatal classes, and infant reading programs.

COMMUNITY AND ECONOMIC DEVELOPMENT — safe routes to school, community gardens to provide fresh food for schools, and entrepreneurship classes.
DISCUSSION TOPIC #3: BEGINNING THE IMPLEMENTATION

As mentioned in the introduction, we have heard from community residents who are tired of planning and want us to take immediate action. Thus, we are developing a pilot based upon the feedback we received during the master planning process and at various parent meetings.

PILOT YEAR: FULL-SERVICE MODEL IN ONE SCHOOL
To develop the pilot, FCS formed a community education working group, which recommended that the new community education model be piloted at the Brownell/Holmes STEM Academy for the 2014–15 school year. Launching a pilot at this location provides an opportunity to reach the greatest number of students of all the FCS buildings, with nearly 800 pre-kindergarten through sixth grade students enrolled across the campus.

COMMUNITY SCHOOL DIRECTORS AND RESOURCE COORDINATORS
In the earlier days of community education in Flint, the community schools program was fully embedded within FCS. All community education staff were district employees, and the district provided oversight and coordination of services and activities. In new models of community education, the focus is much more on truly integrating the community into the schools. A community partner is selected to serve as a lead agency to hire Community Schools Directors or Resource Coordinators and to provide oversight for community education in a select number of schools.

LEAD AGENCY FOR PILOT SITE
For the pilot site at the Brownell/Holmes STEM Academy, the Crim Fitness Foundation will serve as the lead agency and will hire a Community Schools Coordinator to help launch the pilot site. Next year, the approach will be scaled to other schools within the district based on the availability of resources and where the next most significant impact can be obtained.

A LEARNING PROCESS
We will all learn from the first year and expect to go through normal stages of community education development. We acknowledge that the process will be iterative, and we won’t get everything right the first time. The input you have provided us today will help shape this pilot, but more importantly will be used to scale up the work in other schools.
DISCUSSION TOPIC #4: SCHOOLS AS COMMUNITY HUBS

CINCINNATI PUBLIC SCHOOLS — AN EXAMPLE

Some of the best practices in community education, including the former program in Flint, involve the development of school campuses as true community anchors. For example, the highly successful effort in the Cincinnati Public Schools created Community Learning Centers (CLC) that serve as hubs for community services, providing a system of integrated partnerships that promote academic excellence and offer recreational, educational, social, health, civic, and cultural opportunities for students, families, and the community. Specifically, this citywide initiative has gained a positive national reputation for engaging community partnerships in school buildings.

NEW WAYS TO THINK ABOUT COMMUNITY ANCHORS

Flint has an opportunity to reestablish its existing schools as community anchors, both helping to stabilize devastated neighborhoods while drawing strength from committed residents who want to make a difference in the lives of the students. It is important to understand that creating a healthy environment both within the school and surrounding neighborhood is critical in ensuring positive school outcomes.

With so many school closures, it is more difficult to institute this concept of schools as community hubs. However, there are many other community facilities providing key community programming that could be linked to the schools in order to supplement the services on campuses. For example, Haskell Youth Center, also embedded in a neighborhood, could offer afterschool services to augment what the school can provide during the day. A shuttle service between the school and Haskell Center could be established to help facilitate this broader network of community hubs.

ACTIVE INVOLVEMENT OF THE COMMUNITY AND PARTNERS

The success of the community education model depends on the active involvement of a variety of community partners and individual volunteers who are committed to offering additional services that the school district no longer can provide. Neighborhood residents who commit to participating in a safe routes to school program by watching children safely walk to and from school or alerting police of unusual activity can be just as important to the strategy’s success as a service provider at the school. In fact, the most effective community education models incorporate significant opportunities for community engagement.
Possibility to repurpose closed schools is based on building conditions.
Although we have selected participants for these groups, we are still accepting applications to ensure broad representation and to more quickly advance our strategies. It is important to note that many of these committees will focus on projects that reduce blight and help stabilize neighborhoods. This will definitely have a positive impact in our schools.

In the meantime, the City of Flint is in the process of establishing Master Plan Implementation Task Groups with the sole purpose of implementing the hundreds of strategies outlined in the Master Plan. The Master Plan Implementation Groups include:

- Housing and Neighborhoods
- Transportation and Mobility
- Environmental Features, Parks, and Open Space
- Community Facilities and Infrastructure
- Economic Development and Education
- Public Safety, Health, and Welfare
- Arts and Culture

Although we have selected participants for these groups, we are still accepting applications to ensure broad representation and to more quickly advance our strategies. It is important to note that many of these committees will focus on projects that reduce blight and help stabilize neighborhoods. This will definitely have a positive impact in our schools.

In addition to the Implementation Task Groups, the city is working with several community partners on executing our blight elimination plan. This plan, like our Master Plan, relies heavily on partners and individuals to carry out our strategies.

**PLEASE CONTACT THE CITY PLANNING OFFICE AT (810) 766-7426 TO FIND OUT HOW TO GET INVOLVED WITH THE MASTER PLAN IMPLEMENTATION.**