E. SCHOOLS + COMMUNITY CENTERS

INTRODUCTION

Schools and other community centers are facilities that play an integral role in the health and vitality of neighborhoods and the city overall. They are centers of education and engagement but also provide services and activities to residents of all ages. In Rochester, these facilities include:

50 public schools

15 charter schools

3 higher education institutions

12 public libraries
(10 of which are neighborhood branch libraries)

11 recreation centers ("R-Centers")

4 neighborhood service centers

There are also 15 Rochester Fire Department (RFD) stations and six Rochester Police Department (RPD) section offices that round out the collection of community facilities in the city. These locations are not necessarily centers of community activity but, given that they are City-owned, there are some opportunities for these stations to provide community space or programming services.

KEY TAKEAWAYS

— Schools and other community centers, like libraries and rec centers, play an important role in the health and vitality of neighborhoods.

— The neighborhood/community school model focuses on building up schools as multi-purpose community centers that help bring a neighborhood together.

— Highlighting the successes and assets of RCSD can help to counter the dominant negative perception of city schools.

— Our community needs to pursue every option possible to improve educational outcomes and attract more young people and families to live in the city and get involved in our schools.

— Libraries are evolving into neighborhood resource centers that complement schools and offer a wide range of educational, community, technology, job training, and other programming to meet the needs of the people they serve.

PUBLIC COMMENT

"More people need to take advantage of the libraries."

PUBLIC COMMENT

"Stronger libraries are what we need. They help support all age groups not just a chosen few."

INTRODUCTION CONTINUED

While the success of each of the above facilities contributes to the daily experience of residents and visitors, this section is primarily focused on the challenges and opportunities facing schools and education in the city of Rochester, as well as the role that libraries play in education. For decades, libraries have acted as a cornerstone of neighborhoods. They are gathering places for residents of all ages and backgrounds to learn, experience, and connect.

While a library's traditional role of book and media lending is still important today, libraries are evolving to become hubs for other important community services including public gathering rooms, employment assistance, classes and tutoring, access to technology, and youth resources. For example, the Central Library's LROC initiative works with local agencies to provide direct connections and expedited access to services for the homeless, and its Health Central initiative embeds University of Rochester School of Medicine students in the library to provide health screenings, conduct outreach, identify clinics for patrons without insurance, etc.
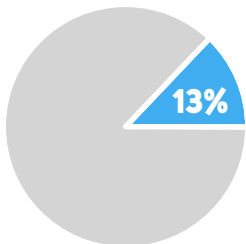
CHALLENGES

The main component of the education system is the Rochester City School District (RCSD). The district has 50 schools in their system. There are seven high schools (grades 9-12) and the remainder are some combination of pre-kindergarten through 12th grade. In 2018, total enrollment was nearly 30,000, among which there are many students facing challenging circumstances:
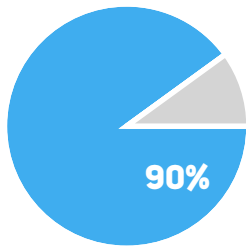
90% are classified as being **economically disadvantaged**
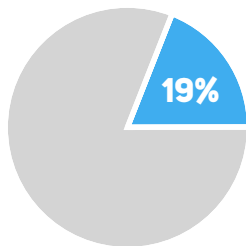
19% face some sort of **physical, mental, or behavioral disability**

13% are students for whom **English is a new language**

A more in-depth examination of educational statistics can be found in *Appendix C, Rochester Today.*

A holistic view of the system also reveals the importance of workforce training to build employment skills, continuing education for all ages, and higher education for young adults. These needs are met by the RCSD, libraries, colleges and universities, technical schools, cultural organizations, and rec centers. Although some of these institutions, in particular the RCSD, face perception issues, there are many exciting and enriching programs and activities offered throughout the city.

PUBLIC COMMENT

"Schools are reflective of the community in which they are. If the community is strong, the school will be as well."

CHALLENGES CONTINUED

Education institutions and facilities offer benefits that reach beyond just the student population. Schools can provide great value to a neighborhood, especially if their enrollment process prioritizes nearby households. It is a mutually beneficial relationship that provides stability, engagement, and resources that collectively strengthen a neighborhood.

The RCSD is a separate entity from the City of Rochester, each with its own governing body and regulatory processes. While the two share the same jurisdictional boundary and constituents, there are limits to the influence that the City has on district policies and actions and vice versa. As such, *Rochester 2034* attempts to examine the myriad of challenges and opportunities for education while recognizing the School District is primarily responsible for executing strategies that directly improve conditions for students.

The City of Rochester and other organizations must partner with the RCSD to provide strategic support to the district, addressing conditions that indirectly affect school performance. Reducing crime, deconcentrating poverty, improving access to stable, quality housing, and attracting job opportunities are all initiatives that can improve conditions for students, thereby improving performance.

In addition, it is the City's responsibility through this comprehensive plan to report back to the RCSD the community feedback gathered about the role schools can play in turning around the City. Many residents and local leaders expressed the potential and desire for neighborhoods and their schools to have a mutually beneficial relationship that supports faculty and students but also transcends the world of education.

CHALLENGES CONTINUED

While the Greater Rochester region largely has a negative perception of the RCSD, the region must own many of the circumstances that led to and perpetuate the district's struggles, as well as seek ways to advance solutions. Concentrated poverty is a major factor, if not the most significant, in determining educational outcomes. High levels of economic and racial segregation are not solely the responsibility of the locale where poverty is concentrated – they must be accounted for at a regional level. A region cannot fully succeed when such a large percentage of its children face seemingly insurmountable obstacles to success. Rochester will rise and fall as a region; all communities within the region must face the harsh reality of the role they play in impacting our collective trajectory.

The story of Rochester's decline is well documented and oft repeated. The mass exodus of the middle class from the city to suburbs in the post-WWII era was compounded by the exodus of manufacturing jobs out of Rust Belt cities during the same period. Almost all of the city's current challenges can be traced to its nearly 40% decline in population from its peak in the 1950s. This large scale disinvestment over many years was also a crushing blow to the public school system in Rochester. Families that could afford to leave did, finding more promising opportunities in the suburbs. The RCSD continues to wrestle with the impacts of that movement, made even more difficult by the typical challenges faced by a large-scale bureaucratic organization. Graduation rates are trending upwards, but much more needs to be done to close opportunity and achievement gaps.

Students also face myriad other challenges that contribute to low school attendance and poor graduation rates. Many of these are environmental, including:

— family instability, from single-parent households to in-home trauma to frequent moves to different neighborhoods;

— high levels of lead contained in the paint of an aging housing stock, a condition found to dramatically affect healthy brain development;

— persistent crime and fear of crime in Rochester's most distressed neighborhoods;

— lack of stable employment opportunities; and

— lack of transportation resources to support employment and educational needs.

Most of these challenges are and should continue to be addressed by investments and programs led by the City of Rochester and various community partners.

Despite these formidable circumstances, desperate conditions often breed innovation and high levels of passion and commitment. The City and its school district are filled with heroic efforts, inspirational stories, and glimmers of hope. It is an uphill battle to fight perception that has dogged the district for decades. Shining a light on successes in the face of great hardship is challenging but well worth the community's effort.

LOOKING FORWARD

There is widespread pessimism in the region about RCSD, but there are in fact multiple viable school options for families and students, from pre-Kindergarten all the way through graduation, especially if a child benefits from a relatively stable household and neighborhood (see sidebar on School Quality Index). A student can receive an excellent education in the RCSD and be highly prepared for college and a career, even if many of the students around them do not succeed in school. District-wide statistics mask the diverse offerings and quality instruction found at individual schools. Even school-wide statistics fail to tell the story of great programs, activities, and students, as well as the beauty of learning in a multi-cultural setting.

A close look beyond conventional performance statistics reveals school leaders that inspire their students to rise above tragic circumstances, scores of teachers whose dedication and resolve surpass many of their suburban counterparts, and emboldened students who refuse to succumb to the failure narrative cast at them from all facets of society. These are the hidden gems that define Rochester's story in 2019 – a place that, despite the odds, is filled with more hope per acre than anywhere in the region.

SCHOOL QUALITY INDEX

The *Democrat and Chronicle*, recognizing that conventional academic statistics fail to tell a complete story of student experience at a school, developed an elaborate database of area schools to examine non-academic factors. These included diversity, class size, suspensions, teacher experience, and attendance and were based on the New York State Education Department's Report Card Database from 2015-2016.

The database is dynamic, with users able to customize rankings by giving higher weight to factors most important to them. When the factors are weighted equally, five of the top ten schools in the region are located in the city – three RCSD elementary schools and two charter schools. Francis Parker School No. 23 tops the list. Among high schools, RCSD boast two of the top five – School No. 58 World of Inquiry School and School Without Walls. This supports the notion that while the district faces significant hurdles, there are many bright spots that provide a positive experience and an excellent education.

5 OF THE TOP 10 RANKED **SCHOOLS** ARE LOCATED IN **ROCHESTER**

LOOKING FORWARD CONTINUED

Much more can be done to celebrate unheralded programs and benefits of being educated in the RCSD. For example, students that graduate from a public high school, qualify academically, and come from income-qualifying households can receive significant or full scholarships to the University of Rochester, Rochester Institute of Technology, and Monroe Community College.

The district also features a program for preparing students to join the RFD, RPD, and other public safety careers. In the case of RFD, the department offers basic training classes during high school for qualified students. Upon graduation from an RCSD high school, they are guaranteed a job and a position in the next academy class. Their training and qualifications allow them to skip the Civil Service Exam. Between that waiver, the customized training, and the academy benefit, this program

is an excellent career boost and presents a major advantage over students outside of the City.

For all preschoolers in Rochester, RCSD provides a free Universal Prekindergarten programming taught by NYS certified teachers. This program is considered a highly progressive model. Research shows that children who participate in quality early childhood programs:

— Learn socialization skills through group activities;

— **Experience reading** and writing readiness activities;

— Are better prepared for school success; and

— Are more likely to attain higher levels of education.

LOOKING FORWARD CONTINUED

Additional benefits and highlights within the RCSD include:

Vision Care Program

Vision Care Program at East High School, which teaches students the skills of an optician and manufactures glasses for children in need throughout the City.

International Baccalaureate Program

Wilson Magnet High School's International Baccalaureate Program, featuring a rigorous curriculum that leads to a diploma recognized worldwide.

Student Diversity

The Children's School of Rochester School No. 15's remarkable diversity, where half of the student population is from a different country.

Dance Concert

Dance Concert at School of the Arts, a popular community event which features some of the most talented student dancers in the region performing their annual capstone projects.

HOLA Program

HOLA Program at Anna Murray-Douglass Academy School No. 12, an immersive Spanish/English dual language program that attracts many families from the surrounding neighborhood.

Educational Partnership Organization

University of Rochester serving as East High School's Educational Partnership Organization (EPO), tapping into the educational management, research, and application expertise of this prestigious university.

LOOKING FORWARD CONTINUED

In addition to bright spots within the public schools, living in the city offers numerous other education options for families. There are 15 charter schools in the city, several with strong reputations, which are a free, public option that feature many of the same diversity benefits of other RCSD schools. The homeschooling movement continues to evolve, with more and more opportunities for learning networks, group collaboration, and organized field study. Additionally, Rochester has a long tradition of excellent private schools – some in the city limits and some very close by – that provide another school alternative.

Choices abound and make city living accessible to everyone in the region. The City should be more intentional in promoting the wealth of options. All of the great amenities and the quality of life found in an urban setting are available even if the public school system is not the right fit for a household. There is great potential to promote the multiple viable education options to young people before they start a family, especially to those that have the means to leave the city.

Many of Rochester's young adults have a deep passion for city living and identify as urbanists, perhaps more so than previous generations. There should be more deliberate outreach to that demographic to provide them first-hand experience and exposure to the quality options available. According to RocCity Coalition's Vision 2025 Report and Action Plan, most young professionals currently enjoying city living note that education is the top issue influencing whether or not they will remain in the City once they start a family. The Plan recommends that "as a community, we need to involve younger generations in efforts to improve educational outcomes before they have children."

Young professionals should be connected with parents and students that are thriving in some of the public schools, or with those that chose private schools or homeschooling in order to not give up on the urban lifestyle that they love. While this arrangement will not work for everyone, there is an untapped potential for young Rochesterians to discover desirable options that they would not have found if they solely relied on local media coverage, educational statistics, or widespread perceptions.

LOOKING FORWARD CONTINUED

There are numerous strategies that should be pursued to improve educational outcomes and a healthy learning environment in the City of Rochester. Most are encapsulated by an initiative that began in 2013, ROC the Future. This collaborative, community-wide effort, following the collective impact model, brings together the resources of numerous organizations and institutions to tackle the primary issues facing students today. Currently, they are focusing on three main outcomes: kindergarten readiness, early grade reading, and high school graduation. For each outcome, a team is in place to pull together area resources and implement a plan of action in support of children.

The City of Rochester, while highly supportive of all three, is primarily involved in the Early Grade Reading Outcome Team. **Mayor Lovely Warren** leads the team along with leadership and staff from the Department of Recreation and Youth Services (DRYS), the Rochester Public Library (RPL), and the Office of Innovation. Based on well-documented research, the team aims to support students to be developmentally on track, especially with reading competency, by 3rd grade. This metric has been shown to be a strong predictor of educational outcomes over the rest of a student's career.

DRYS, through its various child-centered programs at various rec centers and program sites, and the RPL will continue to have a dramatic impact on the lives of students. Their efforts should be supported and bolstered, as they have significant long-term implications for individuals and the community as a whole. While the City has less involvement in the other outcome teams, they are equally important. Community partners, be they education experts, childhood development specialists, or community foundations, are encouraged to throw considerable support behind the ROC the Future effort.

Similar to these ROC the Future efforts, the City should examine additional opportunities for co-locating facilities and programs. Between the rec centers, libraries, neighborhood service centers, colleges/universities, fire stations, and even police stations, there is the potential to site future facilities on or nearby existing facilities.

For those already co-located, such as the library and rec center on the School No. 12 campus, each of the entities should continue to look for ways to coordinate programming and services. Additionally, these facilities should be made more available for community partners to expand their offerings that are directly or indirectly tied to educational outcomes. The potential for these various co-location efforts requires more deliberate communication and understanding of needs among entities running these community facilities.

The RPL in particular will continue to be a critical partner in providing access to educational programming and human services. The 2018 RPL Branch Facilities and Operations Master Plan is a comprehensive exploration of how these facilities can be maximized to provide resources to the community. The Plan outlines numerous policy and capital recommendations that are supported here and in Initiative Area 2, The Placemaking Plan.

EXPLORING NEIGHBORHOOD AND COMMUNITY SCHOOLS

Neighborhood schools are common throughout cities and towns across the country. Students enrolled are primarily or entirely drawn from the surrounding area so as to reduce transportation costs and promote a strong connection between the school and neighborhood. Community schools are a more intensive model; they similarly draw students from nearby areas but also provide a variety of services and activities to all local residents in the form of a "hub of access".

In the early 2000s, RCSD transitioned to a choice-based model of schooling, called the Managed Choice Policy, moving away from the neighborhood school model that had been in place for generations. One of the objectives of the change, in addition to providing more equitable choices to families regardless of where they live, was to deconcentrate poverty by not limiting schools in the most impoverished areas to drawing students exclusively from the surrounding neighborhood. Conversely, schools in more stable areas would be made accessible to students from outside of the surrounding neighborhood.

After more than 15 years of Managed Choice, the district should reexamine if either of those objectives, or any of the other foundational goals, have been met by the system. The City of Rochester remains similarly racially and economically segregated, both within the district and within the region, as it was when the policy was instituted. Poverty overall has only gotten worse while schools continue to struggle. The condition of the district remains the primary reason for many middle class families leaving the city or never considering city living.

Currently, more than 80% of children in the RCSD attend elementary schools outside of their neighborhood. This has substantial implications for district and household transportation costs, relationships between schools and their surroundings, and the ability of families to participate in their children's schools. Parental involvement is well documented as a major contributing factor to a child's educational attainment. Also, around half of students in the district do not engage in the lottery/choice process at all, foregoing the benefits of school choices and necessitating district staff to make decisions that are absent of any formal guidance.

PUBLIC COMMENT

"Keep students in their neighborhoods so their parents can be an active part of their education."

PUBLIC COMMENT

"Schools are often a central force in creating a sense of community, but if children are bussed all over the city, that potential connection is lost."

EXPLORING NEIGHBORHOOD AND COMMUNITY SCHOOLS CONTINUED

Another predicament created by the current model relates to busing. Currently, New York State only reimburses school district costs for transporting students more than 1.5 miles. Closer schools require families to identify their own transportation solution. In many cases, families choose schools that are far from their home because it is easier to put children on a bus in the morning than to walk, bike, or drive them to a school that is nearby.

They often make this choice as well because long bus rides present a free, albeit far from ideal, before-school and after-school childcare option for parents in inflexible or insecure employment situations. This dynamic is on top of the $66 million spent every year on busing students in far flung, haphazard patterns across the city. While the State reimburses the School District for 90% of those costs, a $6.6 million local burden is still a substantial cost for a district where the vast majority of students live short distances – often reasonable walking distances – from an elementary school. The sheer

mileage represented by a $66 million transportation budget, regardless of where the money comes from, has significant implications for air quality, energy consumption, and energy resiliency.

The disincentive to choosing neighborhood schools would need to be addressed through creative transportation and wrap-around service solutions. A return to the neighborhood or community school model, even if done incrementally, could have a positive impact on both schools and their surroundings. Throughout the *Rochester 2034* process, residents and neighborhood groups spoke of the desire for stronger connections to and partnership opportunities with their nearby school. Most noted that relationship to be non-existent and many were not aware of any neighborhood families that attended the local elementary school. Having the local school serve as an anchor institution could be particularly beneficial for areas of disinvestment that lack notable community assets.

EXPLORING NEIGHBORHOOD AND COMMUNITY SCHOOLS CONTINUED

In addition to the opportunity for stronger involvement from nearby community groups, the neighborhood or community school approach would allow local families to be more engaged with their kids' school than if the facility was on the other side of town. **Even if a neighborhood school was predominately made up of low-income families – a scenario that has not been eliminated by the Managed Choice model – at least those families would have the chance to form stronger bonds with neighborhood parents, students, and school faculty.** They would also have far more convenient access to the school for parent-teacher meetings, volunteer opportunities, school assemblies, and other enriching activities. Lastly, having a community school would greatly enhance the identity and sense of pride of the neighborhood, regardless of the school's performance.

The RCSD is now experimenting with elements of the neighborhood/community school approach for certain buildings. In partnership with the City of Rochester and Ibero-American Action League, **Enrico Fermi School No. 17** is envisioned to be a community school, hoping to draw students primarily from the nearby JOSANA neighborhood. The school also offers a full menu of wrap-around services to students and their families, including medical, dental, mental health, and human services. This "hub of access" model positions the school as a holistic resource for an area facing entrenched poverty. Its success is highly reliant on most of the enrolled families to live near the school, a condition they have not yet achieved but hope to in coming years. If successful, the model could be repeated but it requires additional funding.

EXPLORING NEIGHBORHOOD AND COMMUNITY SCHOOLS CONTINUED

At John James Audubon School No. 33, a recent change allows for children moving on from the elementary school in the Beechwood neighborhood to automatically enroll in the closest 6-12 campus, East Lower and Upper School. Parents can opt out of this policy if they would like to pursue other options, but they are no longer forced to go through a process where they may not get into East even if it is not their first choice. This creates a more deliberate relationship between the Beechwood neighborhood and its two school facilities. However, School No. 33 is not a neighborhood school to begin with, so the community connection will be limited until that policy is addressed.

The City of Rochester supports and recommends the district's continued adoption of a neighborhood or community school approach at the elementary school level. These models, or specific elements of the models, may also be effective in certain middle school or high school facilities. However, it may not be practical district-wide as there are far fewer schools at those grade levels.

A recent RCSD School Board committee examined these issues in depth and recommended some changes to the system, including:

- guaranteeing every student a seat in the school closest to their house;
- replacing the three school selection zones with a system allowing children to apply to any of the three closest schools, or to the citywide schools; and
- providing busing for students who live within 1.5 miles of a school.

In December 2018, Mayor Warren conducted a series of input sessions around the challenges and opportunities facing the RCSD. As part of a series of poll questions, 90% of participants indicated they would support more community schools throughout the district.

The City recommends further exploration of these and similar strategies that will balance the complexities of a large district with the benefits of neighborhood and community schools. In particular, the City desires to partner with the RCSD to examine how the benefits of these models go well beyond education. Closing opportunity and achievement gaps and promoting equitable outcomes for all children requires a comprehensive approach that encompasses school policies as well as the investments that the City and community partners put into each neighborhood.

E. SCHOOLS +
COMMUNITY CENTERS [SCC]
ACTION PLAN

GOAL	STRATEGIES		PARTNERS
SCC-1 **Improve conditions for students to ensure a healthy and nurturing environment for learning that is targeted at key success indicators.**	SCC-1a	Continue to support the ROC the Future initiative, ensuring the myriad community partners in education, childhood development, social services, community development, and economic development are fully coordinated and unified in their strategic investment in public schools.	**ROC the Future**, Community Groups/Funders RCSD, City
	SCC-1b	Continue to address conditions that indirectly affect school performance and a healthy environment for students such as reducing crime, deconcentrating poverty, addressing structural racism, improving access to stable, quality housing, and attracting job opportunities.	**City**, RPD, RMAPI, Housing Developers, Chamber of Commerce, GRE, RCSD, ROC the Future
	SCC-1c	Strengthen linkages between education institutions, employers, and economic development partners. Educational programs and degrees should be regularly modified to meet the workforce demands of local industries. Additional creative pipeline programs should be developed to provide multiple viable options for RCSD students.	**City**, Education Institutions, Chamber of Commerce, GRE, Business Community, ROC the Future
	SCC-1d	Support and expand Educational Partnership Organization (EPO) agreements with the University of Rochester, SUNY Geneseo, and other colleges and universities.	**RCSD**, UR, SUNY Geneseo, Education Institutions
	SCC-1e	Continue to partner with and support the Warner School of Education's Center for Urban Education Success (CUES) at UR. CUES is studying urban success models throughout the country and helping apply those best practices to Rochester schools, in particular through the UR's partnership with East High School.	**RCSD**, UR

GOAL	STRATEGIES	PARTNERS
SCC-1 **Improve conditions for students to ensure a healthy and nurturing environment for learning that is targeted at key success indicators.**	SCC-1f Encourage better student-based data development and sharing between DRYS, RPL, and the RCSD. With strategies such as a universal ID card used for all three networks, administrators can better track a child's access or lack of access to community facilities and programs.	**City**, RPL, RCSD, ROC the Future
	SCC-1g Develop a district-wide strategy to address race and cultural competence as it relates to hiring practices, curriculum, and school environment.	**RCSD**
	SCC-1h Utilize the findings of the Mayor's community input sessions on opportunities and challenges facing the RCSD (December 2018) to identify additional strategies. This includes the potential for the City of Rochester and RCSD to have a more formal relationship around budgeting, communications, facilities investments, and providing services at community schools.	**City**, RCSD
	SCC-1i Continue to train staff and deploy progressive strategies related to school culture and behavioral challenges such as restorative practices, de-escalation techniques, and trauma-informed approaches.	**RCSD**, Community Groups/Funders

E. SCHOOLS +
COMMUNITY CENTERS [SCC]
ACTION PLAN

GOAL	STRATEGIES		PARTNERS
SCC-2 **Nurture a culture of positivity around public school options and benefits in order to encourage current residents and students and to help rebuild the city's population.**	SCC-2a	Recognize and promote the positive outcomes, unique programs, and successful individuals coming from city schools. Work to change the negative narrative around city public schools, understanding that the root causes of the schools' issues are largely regional and not centered only on RCSD administration and/or city residents. The Greater Rochester region plays a role in and is directly impacted by outcomes of the city public schools. It is the responsibility of everyone in the region to address concentrated poverty and drive positive messaging to create better outcomes for city public schools.	**RCSD**, City, Community Groups/Funders, Monroe County
	SCC-2b	Develop promotional videos, websites, and other materials aimed at celebrating the people, programs, and benefits of a public school education in Rochester.	RCSD, City, ROC the Future
	SCC-2c	Expand the RIT (Destler/Johnson Rochester City Scholars Program) and UR (Rochester Promise Initiative and IB program at Wilson) tuition benefits to offer scholarships on a sliding scale of income. Making these benefits available to middle class families will incentivize more families to consider city living, having an impact that substantially transcends educational issues and supports the larger vision and Goals of *Rochester 2034*.	**City**, RCSD, RIT, UR, ROC the Future

GOAL	STRATEGIES	PARTNERS
SCC-2 **Nurture a culture of positivity around public school options and benefits in order to encourage current residents and students and to help rebuild the city's population.**	SCC-2d Work with the business community, not-for-profits, and other partners to develop a full scholarship program for students graduating from public high schools in the City of Rochester. This program could be modeled after the Kalamazoo Promise or the Say Yes to Education program present in Buffalo and Syracuse, all of which are primarily funded by community donors. In our Upstate NY neighbors, guaranteeing a scholarship to graduates for at least the level of state school tuition, regardless of a family's income, has improved graduation rates, inspired students to greater achievement and focus, and even attracted more middle class families to move to or remain in the city.	**RCSD**, City, Education Institutions, Business Community, Community Groups/Funders, ROC the Future
	SCC-2e Implement the strategies identified in the RocCity Coalition's Vision 2025 plan, particularly those related to education, recognizing that attracting and retaining young professionals and young families and engaging them in the work of improving educational opportunities and outcomes in the city is critical.	**RocCity Coalition**, City, RCSD, Community Groups/Funders
	SCC-2f Engage young professionals living in the city about the benefits of remaining in the city and the various viable schooling options. Too often people form their opinions about city schools based on local media, conventional education statistics, and widespread perceptions. Prior to starting a family, this demographic should gain more firsthand exposure to the solid schooling options through interface with parents and students.	**City**, RocCity Coalition, Chamber of Commerce, RCSD, Charter Schools, Education Institutions

E. SCHOOLS +
COMMUNITY CENTERS [SCC]
ACTION PLAN

GOAL	STRATEGIES		PARTNERS
SCC-3 **Reposition public facilities to serve as, or support, multi-purpose community centers.**	SCC-3a	Implement the strategies and projects identified in the Rochester Public Library Branch Facilities and Operation Plan, which will help redefine libraries as resource centers for neighborhoods.	RPL, City, Neighborhood Groups, Community Groups/Funders
	SCC-3b	Examine additional opportunities for co-locating community facilities and programs. Between the rec centers, libraries, neighborhood service centers, colleges/universities, fire stations, and even police stations, there is the potential to site future facilities on or nearby existing facilities. Various public services could be co-located at these facilities such as health clinics, senior centers, senior housing, childhood development centers, day care, after-school programs, and employment services. Other types of services may be explored, such as not-for-profits, satellite college campuses, fitness centers, or medical offices. Co-location can offer cost savings, community integration, and intergenerational support.	**City**, RPL, RFD, RPD, ROC the Future, Education Institutions
	SCC-3c	For those facilities already co-located, such as the library and rec center on the School No. 12 campus, each of the entities should continue to look for ways to better coordinate programming and shared facilities. Additionally, facilities should be made more available for community partners to expand their offerings that are directly or indirectly tied to educational outcomes.	**City**, RPL, RCSD, Community Groups/Funders

GOAL	STRATEGIES		PARTNERS
SCC-3 **Reposition public facilities to serve as, or support, multi-purpose community centers.**	SCC-3d	Increase the number of neighborhood and/or community schools. This effort should include consideration of the benefits that go well beyond education, especially the overall health of neighborhoods and the environmental and economic benefits of dramatically reduced transportation service. This would require addressing the State's formula for busing reimbursement.	**RCSD**, City, ROC the Future, Community Groups/Funders
	SCC-3e	Provide support to early intervention programs run by community partners. Examples include GROW-Rochester, which integrates screenings for three-year olds to identify physical, social, and developmental needs and the All Kids Thrive initiative, which promotes a universally accessible system of holistic supports for children birth to age eight and their families. This support could include making available City-owned facilities for program aspects requiring community spaces.	**City**, ROC the Future, GROW-Rochester, Kids Thrive Initiative, Community Groups/Funders
	SCC-3f	Promote schools as platforms to provide multiple support services, such as extended learning programs, nutrition counseling, free or subsidized breakfasts and lunches, and health services to low-income families in the community.	**RCSD** ROC the Future, Community Groups/Funders
	SCC-3g	Create after-school programs for students and adult community members that incorporate a variety of educational and recreational activities, such as art programs, English as a Second Language (ESL), adaptive athletic programs, and General Education Development classes.	**RCSD**, RPL, Education Institutions, Community Groups/Funders

E. SCHOOLS +
COMMUNITY CENTERS [SCC]
ACTION PLAN

GOAL	STRATEGIES		PARTNERS
SCC-4 **Provide educational facilities and programs of the highest quality, enriching the student experience through stronger connections to their community, the arts, and the natural environment.**	SCC-4a	Complete the implementation of The Path Forward and Facilities Modernization Plan, positioning teachers and students to have access to highly innovative, updated, and tech-savvy buildings and facilities.	**RCSD**, City
	SCC-4b	Develop and enhance arts programs that provide opportunities to students that might not otherwise be possible with the RCSD's constrained budget. Examples include the ROCmusic program and the City's Roc Paint Division.	RCSD, City, ROC Paint Division, Arts Community, Community Groups/Funders
	SCC-4c	Support development of educational curriculum and facilities focused on Genesee River, including efforts of Corn Hill Navigation and the Genesee River Alliance.	**RCSD**, City, Genesee River Alliance/RiverWatch, Corn Hill Navigation, Education Institutions
	SCC-4d	Support the development of a nature center in Maplewood Park, serving as a hub for nature-based educational enrichment and expeditionary experiences.	**City**, RCSD, Genesee River Alliance/RiverWatch, Education Institutions
	SCC-4e	Support the growth and reach of organizations like Teen Empowerment that foster dialogue and leadership development among young people and are engaged with RPD and other stakeholders.	**City**, Center for Teen Empowerment, Community Groups/Funders
	SCC-4f	Expand outdoor classroom opportunities along the Genesee River and throughout the City's park system.	**City**, RCSD, Genesee River Alliance/RiverWatch, Education Institutions

GOAL	STRATEGIES	PARTNERS
SCC-4 **Provide educational facilities and programs of the highest quality, enriching the student experience through stronger connections to their community, the arts, and the natural environment.**	SCC-4g Further connect middle and high schools with other parts of the existing and emerging educational ecosystem such as maker labs, innovation challenges, hack-a-thons, interactive art installations, online experiences, and colleges/universities.	**RCSD**, Community Groups/Funders, Education Institutions
	SCC-4h Encourage and support development of "sustainability curriculum" and environmental programming in schools, rec centers, and other community venues to educate students and adults about issues related to natural history, environmental stewardship, urban planning and ecology, sustainability, climate change, etc.	**RCSD**, City, Community Groups/Funders, Education Institutions
	SCC-4i Encourage and educate youth on healthy food by starting farming and garden programs at rec centers and RCSD schools.	**RCSD, City, Monroe County Cornell Cooperative Extension, Foodlink, Community Groups/Funders**
	SCC-4j Facilitate city planners and other design professionals going into schools and rec centers to educate students around careers and current issues in city planning and urban design. Identify opportunities for *Rochester 2034* to be part of the curriculum for student engagement.	City, RCSD
	SCC-4k Continue to implement cross-district / cross-municipal programs and initiatives that encourage regional partnerships, address concentrated poverty, and promote racial and socio-economic diversity in educational settings. Such efforts could include regional magnet schools, inter-district programming, college/university partnerships, and strengthening the urban-suburban program.	RCSD, Suburban School Districts, Monroe County, Community Groups