



CLARKSTON COMMUNITY TRUST NEXT STEPS

On November 10, 2013, thirty-one (31) individuals, including ten (10) Community Trust Trustees, gathered at the Clarkston Community Center to continue the Next Steps process of identifying a Community Trust project in the area of Education - the Community Trust theme chosen by residents at the Trust Meeting that occurred on August 15th, 2013.

Participants met to brainstorm potential education initiatives for Trust consideration in the areas of high school education, literacy, adult education and job training, and college prep. In addition to brainstorming project ideas, participants reviewed project proposals made at prior meetings (the “Prior Proposals”) in the areas of early learning, elementary education, and middle school education as well as those ideas shared at the November 10th meeting, and identified, through a sticker/label process, project ideas (generated at all meetings) for further consideration by the Trustees (the “Preferred Projects”).

Appendix A contains (a) the list of project ideas proposed at the November 10th meeting (with the Preferred Projects typed in bold and the number of stickers received represented by asterisks), a list of comments and questions raised during the sticker/label process, and a list of Prior Proposals participants at the November 10th meeting considered to be Preferred Projects. **Appendix B** contains a list of all Preferred Projects ordered by the number of stickers received.

CDF has provided the notes in the form generally found on the flip charts used at the November 10th, 2013 meeting; however, some editing has been done for ease in reviewing the notes. CDF has made every effort to limit modifications to non-substantive edits.

APPENDIX A

Notes

Note – Asterisks represent the number of “sticker votes” each project idea/proposal received during the November 10th meeting. Participants were provided a total of six stickers (three stickers for ideas generated at the October 13th Next Steps meeting, and three stickers for ideas generated at the November 10th Next Steps meeting) and were asked to identify projects of particular interest to them by placing a sticker on those projects.

College and College Prep

Projects

- **Identify Clarkston high school students who are capable of GPC and GPTC while in high school ***
- **Set up a tutorial English program to practice over skype ***
- **Set up program to help kids learn “new technologies” with GPC and GPTC teachers; maybe offer GPC and GPTC courses/classes to high school students (and middle school students) ***
- Offer online “MOOC” classes for Clarkston residents and students (college level on-line courses)
- Have local professors come into community
- Offer courses at non-traditional times to provide more opportunity for Clarkston working residents
- Offer language support (written and spoken)
- **Create a centralized resource for what is needed to attain access to college and provide links to what is needed *****
- **Set up a mentoring program for parents while student is in college (add parent-to-parent mentoring) ****
- **Start college prep courses earlier (8th or 9th grade) – ACT, SAT; and offer graduate level exam training – GRE, GMAT, LSAT, etc. ***
- **Create a peer mentoring and tutoring program where students dually-enrolled help high school students ****
 - Offer financial incentives to tutors/mentors (scholarships)
- **Create a “boot camp” to prepare students for what is needed to apply for college; start second semester junior year ***
- **Develop program to identify students who would benefit from vocation school ****
 - Elizabeth Andrews High School, for example

- Look at “high schools that work” – developed by Southern Region Educational Board
- Develop educational resource center where parents can ask questions about college
- Offer college students the opportunity to teach at local schools while home on break
- Develop program to connect local colleges to other universities --- offer other colleges to teach course locally at GPC or GPTC
- Create bridge program with local colleges and private colleges (like Berry College)
- **Create a list of area colleges around Clarkston and appeal to them to partner in programs, like Berry, Agnes Scott, Kennesaw State, DeVry (work study programs, etc.)**
**
- **Develop program to educate parents and students about financial options and resources for college (and make available starting early middle school) ****
- Develop career planning program for students/adults who do not have access to college because of status (undocumented and children of undocumented, for instance)
- Create internship program for college students when they are home for breaks and when they return for good (tie to scholarship program).
- **Have college students come back to talk with middle school and high school ****
- College Tours (Fanning Institute at Univ. of Georgia does this) – After-School Programs connection, maybe, with field trips to UGA; add parent tour component
- Develop workshops to orient parents and students to what college is like (and begin in 10th grad)
- Develop annual education summit; develop program outlining the value of education for families and students of all ages
- Support strong college counseling program at local high school; track progress towards college goals; provide options for students based on success

Questions/Comments Raised in Discussions

- How many CHS students are dually-enrolled in classes at GPC or GPTC?
- How many Clarkston residents are students at GPC or GPTC?
- Does Clarkston High School identify bright/gifted students who could benefit from MOOC or dual enrollment?
- What do we mean by college? – credentialed degree; 2-yr or 4-yr learning; continued structural learning.

High School

- **Add cultural liaison component to school system ***
- **School needs greater autonomy to adjust to the needs of the students; teachers need freedom to teach; school structure needs to be changed ***
- Scripted curriculum requirements need to be changed
- High school students can volunteer in community to fulfill service hours and to get them interested in community activities
- Need more career building for students who are not likely to go to college
- Engage with High Schools That Work program
- **Bring mentorship program to High School ***
 - **Example – RISE (in Tucker – Respect, Inspire, Serve and Encourage)**
- **School, community, student, teacher involvement can help identify more ways to know each other and work with one another ***
- More tutoring, especially in Math and Science
- **Need professional lobbyists to lobby on behalf of school***
- Develop leadership program for high school students (like Saturday School) to benefit Clarkston High School, Tucker High School, home schoolers, GVS, Global Academy
- Start a new school, create a board (issues with feasibility)
- Create relationships with museum, businesses, vocational occupations, etc.
- Bring people from different professions to talk to the students (doctors, lawyers, dentists, art/music folks); create relationships for internships
- Create an art vocation enrichment program
- Need assessment of high school; audit high school with teachers, students and parents
- Decrease high volume of students in the class
- Have community embrace the kids for education; support them in reading
- Educate students for skills development; prepare them for work
- **Create an outward bound program, or environment that people love and care for school *******
- **Enhance after-school programs, especially for homework, and additional studies *******
- Increase parent volunteers in schools
- Provide counseling services to those students falling behind due to gang-related issues and to teen pregnancy
- Create a more hands-on, interactive curriculum
- **Create a centralized location that students can access services and resources ***
- Provide more cultural awareness training to teachers.

Literacy

- **Let residents decide the type of literacy; ask youth what they want to learn (maybe provide incentives); train the trainers to facilitate and implement decision of residents; let youth decide incentives *******
- Incorporate literacy into other areas, such as health
- Create a training program for interested families on how to work with their children to promote literacy (0-5 years)
- **Create a network of trainers/facilitators who would work with groups of neighbors to determine their ideas for education – shift ownership of issue to residents; groups could be in apartment complexes *****
- Professional development for teachers on the fundamentals of literacy training and instruction of non-English speaking students
- **Corps of Parents as teachers; moms speak to kids in own language at an early age; Parents as teachers visit moms to teach foundations of literacy ***
- Quality early childhood center
- Get middle school and high school students interested in learning
- Tutor parents on how to interact and tutor children at different ages and stages
- Intense literacy instruction for English literacy
- Adopt a refugee family or friend (match refugee with non-refugee) – Chicago friend model
- Develop “learning pods” – English and non-English children getting together and learning with and from one another
- Montessori school for children and for moms who are pregnant (birth to 3rd grade); helps with executive function of brain; families are engaged and learn about child development (East Dallas Community School model)
- Teach and empower mothers not only in English but Math; and the home language importance because moms are first or forever teachers
- Moms read stories to very young children in their home language at a common place
- Grow Mommy & Me – moms teaching children in their own language; also, Daddy & Me
- Increase, develop, or enhance programs to help families improve literacy in their own language
- K-2nd Grade tutoring program for kids who don’t read – phonological awareness, etc; Brocket Model
- Increase slots and programs for pre-K and Headstart (as federal money has been cut) plus funding for church and other literacy programs
- Storyonline.net – where celebrities read books
- Interactive curriculum on-line to learn your own language

- **Use funds to promote literacy programs that already exist – PR campaign to promote importance of literacy ****
- **Support a bookstore and/or coffee shop in Clarkston with events (combine learning, literacy with micro-enterprise)***
- Use “real world to learn” – youth activities should be more than homework and academic literacy activities; learning can be fun; some physical activities
- **Create a 3 month to 12 month CLARKSTON READS! Campaign – proclamation by City of Clarkston; encourage kids and families to read; participate in community literacy games; post newspapers around town; fun activities; incentives to read; word of the day; school competitions and reading marathons; create clarkstonreads.com site with reading resources, jobs, recipes *******
 - Literacy Festival – writers, readers, children’s readings, cultural storytelling – tie to Clarkston Reads events and website
 - Book Club – Book of the Month; tie to website and Clarkston Reads!
 - Roving literacy trainers to talk about literacy and strategies around Clarkston; find out people’s strengths
 - Storytelling once a month in a public place
- **Storytelling 101 – December 7th (2-4:30pm)***
- Clarkston Writer’s Group (at Library)

Adult Learning and Job Training

- **Develop industry-specific job training for jobs that attract employers ***
- Support existing agencies/organizations – do a needs assessment first
- Hire a grant writer to support existing agencies
- **Create targeted monthly industry specific employment clinics *******
- Create a volunteer based GED “bridge” to help prepare people for more advanced GED classes at GA Piedmont college (exists at CCC)
- Use Global Village model for GED training; Conduct pilot project around GED training to figure it out
- **Create a temp/staffing agency for the Clarkston area ****
- Create an intercultural competency/understanding program for refugees and locals (e.g., show and discuss foreign films)
- **Create a task force/working group that continuously relates to formal education preparation for meaningful, well-paid work for people in the community *****
 - Involve educators, employers, community members
 - Show students how education translates into work

- Create engagement projects around town, and community-building efforts
- Make people aware of all the opportunities available around town
- Rally people around commonalities
- Create a program that helps people put their qualifications to use
- **Build on community's strength in urban agriculture ***
 - Become a center in the Southeast (community believes it has this strength)
 - Adults and youth in town are very excited about this
 - Start a community-owned farm-to-table restaurant/co-op
 - Attract Atlantans and put profits back into community
 - Brand what is being grown as "Clarkston Organic Certified" or "Clarkston Crop Certified"
 - Build rainwater harvesting skills and facilities
 - Educate people on water conservation
 - **Create vocational apprentice program***
- Create an "I'm Invested" campaign with stickers, plaques, etc., to brand Clarkston as a "City of Growth"
- Host skill building workshops followed by a competition to identify individuals who will be provided add'l career development services (similar to Village Capital; promote entrepreneurship)
- Develop forums/workshops on how to navigate the school system (for parents/guardians of school children)
- **Teach families basic skills – budgeting, banking, and life/language skills ***

Project Proposals from Previous Next Steps Meetings and Selected by Participants at the November 10th Meeting as Projects of Interest (Topics from Previous Meetings Included Early Learning, and Middle School Education) – Top Five in Bold (based on number of "sticker received")

- Expand Clarkston Community Center after-school program to offer opportunities to more children. Make the program accessible to older students. Hire more teachers. Provide transportation to/from school. **
- **Create an after-school cooperative or collaborative that shares resources with all existing after-school programs. The collaborative could support existing programs by providing a rotation of qualified specialists and resources to all existing member after-school programs. *******

- Develop a student taxi or shuttle service to provide safe transportation for students to after-school programs and to other student-centered activities in and around Clarkston **
- Create a Parent-Teacher-After-School Association to engage parents and after-school programs in school activities. *
- Develop a training program to train families, community leaders and residents on how to teach literacy to families with young children ***
- **Work with after-school programs and public library to develop lending library for reading materials for distribution to families around Clarkston, especially those whose primary language is not English *******
- **Schedule regular storytelling events in public spaces throughout Clarkston. Involve parents, local leaders, and others to tell stories. Provide binders/books containing stories to families *******
- **Develop a high school mentor and leadership program in which high school students serve as mentor/tutors to middle school students *******
- Work with Freedom Middle School to increase parent involvement, to build stronger connections to Clarkston, to connect and expand after-school opportunities for Freedom Middle School students from Clarkston ****
- Develop an online system for teachers to make available their materials for after-school programs and tutoring *
- Develop a multi-lingual and multi-cultural sex education program *
- **Create leadership programs or work with existing leadership programs such as the Covey Leadership program (working in/with systems around the country) to provide leadership and life skill training to students. *******
- Create annual multi-cultural education conference to be hosted in Clarkston to address education in diverse communities. Bring in practitioners and thought-leaders from around the country to discuss creative ways to enhance educational opportunities in multi-cultural, diverse settings **
- Develop a multi-cultural early learning curriculum for use by early learning centers in and around Clarkston *
- Develop a “senior literacy corps” comprising Clarkston retired individuals who encourage kids to stay in school, help teach kids life skills and good study habits, and provide some tutoring **
- Work with Georgia Piedmont Technical College to provide tech students opportunities as mentors, trainers, and/or tutors to assist with after-school technology training and education (use of computers, etc.) **

Additional Comments/Proposals from Meeting (on Comment Sheets):

Create a Montessori Middle School which is a farm school. It can be grown at both ends to include elementary and high school, or a “new school” type of middle school with practical skills (job skills) as well as academics.

Create a Montessori pre-school which can serve children as young as infants.

Could a “shared “ resource for the potential after-school cooperative be a taxi or shuttle service.

APPENDIX B

Notes

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- Create an after-school cooperative or collaborative that shares resources with all existing after-school programs. The collaborative could support existing programs by providing a rotation of qualified specialists and resources to all existing member after-school programs. *****
- Create leadership programs or work with existing leadership programs such as the Covey Leadership program (working in/with systems around the country) to provide leadership and life skill training to students. *****
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- Create a 3 month to 12 month CLARKSTON READS! Campaign – proclamation by City of Clarkston; encourage kids and families to read; participate in community literacy games; post newspapers around town; fun activities; incentives to read; word of the day; school competitions and reading marathons; create clarkstonreads.com site with reading resources, jobs, recipes *****
 - o Literacy Festival – writers, readers, children’s readings, cultural storytelling – tie to Clarkston Reads events and website
 - o Book Club – Book of the Month; tie to website and Clarkston Reads!
 - o Roving literacy trainers to talk about literacy and strategies around Clarkston; find out people’s strengths
 - o Storytelling once a month in a public place

- Schedule regular storytelling events in public spaces throughout Clarkston. Involve parents, local leaders, and others to tell stories. Provide binders/books containing stories to families *****
- Enhance after-school programs, especially for homework, and additional studies *****
- Let residents decide the type of literacy; ask youth what they want to learn (maybe provide incentives); train the trainers to facilitate and implement decision of residents; let youth decide incentives. *****
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- Create targeted monthly industry specific employment clinics *****
- Create an outward bound program, or environment that people love and care for school *****
- Create a centralized resource for what is needed to attain access to college and provide links to what is needed ***
- Create a task force/working group that continuously relates to formal education preparation for meaningful, well-paid work for people in the community ***
 - o Involve educators, employers, community members
 - o Show students how education translates into work
 - o Create engagement projects around town, and community-building efforts
 - o Make people aware of all the opportunities available around town
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- Set up a mentoring program for parents while student is in college (add parent to parent mentoring) **
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- Identify Clarkston high school students who are capable of GPC and GPTC while in high school *
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- Build on community’s strength in urban agriculture *
 - o Become a center in the Southeast (community believes it has this strength)
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- Expand Storytelling 101 program*
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- Need professional lobbyists to lobby on behalf of school*
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