



## CLARKSTON COMMUNITY TRUST PROJECT SELECTION

On February 9, 2014, thirty-eight (38) community residents (including three (3) resident Community Trust Trustees), six (6) other Community Trust Trustees, and nineteen (19) volunteers, gathered at the Clarkston Community Center to continue the process of determining an Education project to fund from the Clarkston Community Trust. Residents met in small, generally randomized groups to prioritize the following five (5) Education projects proposed by the Trustees (based on ideas generated by participants at community Next Steps meetings held last September, October, and November):

- Clarkston After-School Collaborative
- Clarkston READS! Literacy Campaign
- Clarkston Mentorship Project
- Clarkston Youth Leadership Project
- Clarkston Employment Clinics Project
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Descriptions of these projects are set forth on the attached **Appendix A**. Only residents were allowed to select a project. To select a project, resident participants utilized a process of deliberation and numeric (i.e., forced ranking) prioritization. Non-resident guests were provided an opportunity, apart from the resident group, to work through the same process so that they might understand the process in which residents were engaged.

Residents prioritized the five projects based on the criteria of need, equity, impact, feasibility, and sustainability. The definition for each criterion is provided on the attached **Appendix B**. For each criterion, individuals in each group shared with their group their personal project preference(s) and the reasons for choosing such preference(s). Groups recorded participant comments on flip charts, which comments are shown on the attached **Appendices C and D**. Appendix C references participant comments arranged by small group. Appendix D references participant comments arranged by criteria.

Individuals in each group then ranked the projects from 1 to 5 for each criterion, with a “5” being considered the “best” score or rank. CDF aggregated group scores and computed weighted averages for each project based on the criteria referenced.

Through this deliberation and prioritization process, residents chose the Clarkston After-School Collaborative as the Trust project for 2013-14. Ranking results for all projects are as follows:

3.43	Clarkston READS! Literacy Campaign
<b>3.80</b>	<b>Clarkston After-School Collaborative</b>
2.50	Clarkston Youth Leadership Development Program
2.23	Clarkston High School Mentors Program
3.08	Clarkston Employment Clinics

## APPENDIX A

### Project Descriptions

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#### **Clarkston After-School Collaborative**

Create an after-school cooperative, or collaborative, that shares resources with all member after-school programs. The collaborative could support existing programs by providing a rotation of qualified specialists/tutors and resources (such as computer technology) to all member after-school programs and provide an opportunity for member programs to collaborate on special projects (summer camps, leadership programs, trips, etc.).

#### **Clarkston Youth Leadership 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 high school and/or middle school students.

#### **Clarkston Youth Mentorship Program**

Create a youth mentorship program, or work with existing youth mentorship programs, to provide opportunities for high school students to mentor and/or tutor middle school (or other school) students and to assist students in preparing for next grade-level studies (middle school, high school, etc.) and for life, generally, as a middle school or high school student.

#### **Clarkston READS! Program**

Create a 3 month to 12 month CLARKSTON READS! Campaign complete with a proclamation by the City of Clarkston; encourage kids and families to read; develop community literacy and storytelling events; develop local readings incentives -- school competitions and reading marathons; create clarkstonreads.com site with reading resources, jobs, recipes; and develop additional related initiatives around this coordinated, community-wide literacy campaign.

#### **Clarkston Employment Clinics Program**

Create targeted monthly (or regularly-scheduled) industry-specific employment clinics and related job training programs available to all Clarkston area residents.

## APPENDIX B

### Project Selection Criteria

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#### **Need**

Is the project needed? Is someone already doing this type of project? Will the project meet a community need or enhance other projects to meet the identified community need?

#### **Equity**

Will the project serve the community generally without excluding any particular group in the community, or will it meet the needs of only a particular population of the community to the exclusion of others who would/could benefit? Is the project inclusive?

#### **Impact**

Will the project have a measurable, positive impact on the need(s) to be addressed?

#### **Feasibility**

Can we start and operate the project with funds and other resources currently available?  
Will substantially more resources be required to start and operate the project?

#### **Sustainability**

Could the project continue for a significant period beyond its initial operation? Would there be sufficient financial, human, social, and cultural resources and community interest to maintain the program over time?

## APPENDIX C

### Project Selection Criteria

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#### **Group M**

#### **NEED**

##### After-School Collaborative

- Bring the current area programs together for big things to happen
- Can combine with current programs
- Provide opportunities for one on one coaching
- Can recruit volunteers
- Children can share skills and physical activity
- Allows adults seeking employment to have assistance with their children
- Children falling behind in school need this help (particularly middle schoolers)

##### Clarkston READS

- There is a library in the community
- No other cities (except Decatur) have this type of program
- Should champion reading and make it fun!

##### Youth Mentorship

- Youth need more mentors and inspirational role models  
Employment Clinics
- Adult education should be championed
- Employment is the first step to many things

#### **IMPACT**

##### After-School Collaborative

- Need to measure test scores and grades
- Can deal with behavioral issues
- Can integrate with foster care system and different family structures
- Help children's self-esteem and matriculation
- Be a liaison for parent/teacher interaction
- Grants may be available to create paid positions
- Could foster community gatherings

##### Youth Mentorship

- Creates a counterbalance to less positive influences
- Could have a profound impact on a few lives
- Could help with truancy and poor grades  
Employment Clinics

- Impact would depend on number of jobs achieved, participation, number of companies involved
- Could lead to improved incomes and better provisions for families

## **EQUITY**

### Clarkston READS

- Serves all- young/old, male/female, etc.
  - o Intergenerational
- Champion Clarkston to the “outside world”

### After-School Collaborative

- Would need to accept everyone; all incomes, etc.
- Would need to address vast array of educational and reading levels, great disparity of skills
- Would lead to increased self-esteem for children
- Would have tangible impact to grades K – 12
- Could use “empty-nesters” to invest in the community’s children
- Could get local businesses involved to adopt schools
- A child is part of a family – could encourage civic engagement for parents, parent/teacher conferences, other activities for parents

### Employment Clinics

- Would create job opportunities for adults of all ages
- Would assist “natives” as well as immigrants
- Could facilitate youth internships

## **FEASIBILITY**

### After-School Collaborative

- Can be achieved with minimal resources
  - o Helpers do not have to have title or high level of education
  - o Could draw on volunteers and in-kind donations
- Lots of successful models exist; let’s look at those for guidance
- Platform already exists
- Team of grant-writers and facilitators could be established

### Youth Mentorship

- Materials already available at the high school
- Transportation?

### Employment Clinics

- Program could be targeted and off the ground in a year
- Would be narrowly focused

## **SUSTAINABILITY**

### Clarkston READS

- The \$50,000 would last more than one year
- Could add events each year; grow program over time
- Will be popular among older people
- Will draw interest from those with money
- City could get behind this program

### After-school Collaborative

- Community and businesses will support because of the great need
- Everyone will see impact, beyond just students and parents
- Problems with schools can be positively impacted
- Entire family can be sustained through the children
- Others have already invested in this type of program
- Matching funds may be available due to the starting capital of \$50,000
- May include weekend activities to strengthen and build upon the weaker

programs

- Moves individual programs to the next level

### Employment Clinics

- Engages many different community groups
- Engages Labor Department
- Others would come on board
- Family Dollar should hire from the community
- More businesses would be attracted to the area

### Other Ideas/Discussion

#### Clarkston READS

- Involve libraries and reading teachers at community schools
- Start a book club
- Encourage ESL students to practice by reading to children
- Read to homeless children and adults
- Coordinate with people reading at afterschool programs
- Get politicians in programs to read to children
- Conduct reading/story-telling at the 4/26 festival

### Employment Clinics

- Have a website as a resource
- Feature a different industry each month
  - o Discuss skills needed for success
  - o Speakers take participant resumes
- Collaborate with GPC/GPTC and other colleges
- Provide interpreter services

- Involve youth through internships
- Focus on second-time offenders
- Work with City of Clarkston to attract new businesses



## **Group O**

NOTE: MOST OF THE NOTES FOR THIS GROUP DID NOT INDICATE THE PROJECT CONSIDERED. ASSUMPTIONS WERE MADE, WHERE POSSIBLE, AS TO PROJECT BEING CONSIDERED BASED ON CONTEXT/CONTENT OF NOTES RECORDED

### **NEED**

- Program should be held in apartments
- Working adults should have accessibility to education
- Will reduce vandalism in the community
- Will help in attaining citizenship

### **IMPACT**

#### Clarkston READS

- Ability to read opens other opportunities, leads to greater understanding, and increases mobility

#### After-School Collaborative

- Youth will increase knowledge and gain leadership
- After-school program in the area will help those without transportation  
Employment Clinics
- Employment impacts the entire family

### **EQUITY**

#### Clarkston READS

- Equitable by age group and by level of reading ability
- Will increase knowledge of our children, youth and elders  
Employment Clinics
- Has most equity as it would increase participants' chances of earning income

### **FEASIBILITY**

#### Clarkston READS

- Organizations already exist that work for literacy

#### Employment Clinics

- Organizations already exist that assist with finding employment

### **SUSTAINABILITY**

#### Clarkston READS

- Once a person learns a language, it lasts for their lifetime
- Community leaders can carry the READS program forward
- Could combine READS with the After-school Collaborative  
Youth Leadership
- Might not be very sustainable in newly arrived communities/families

## **Group P**

### **NEED**

#### After School Collaborative

- Could help children learn different languages
- Could provide help with homework and tutoring
  - Provide help with homework that is in English
  - Parents can't always assist with homework due to language barriers
- Allow children to make new friends
  - Particularly, friends from countries other than their own
- Allow children to discuss and solve problems with other children
- Could help children learn how to cope with change and maintain a healthy life
- Would keep children busy and out of trouble
- Many community parents work most of the day. The after-school program could provide their children with supervision and assistance with learning languages.

### **IMPACT**

#### Clarkston Reads

- Help residents learn words in other languages

#### After School Collaborative

- Would help students catch up with their grade level
- Students would be in a safe environment and learn at same time
- Help students perform well on school testing; create opportunities to compete with other students
- Help students feel that they are average or above-average in school performance rather than low-functioning.

### **EQUITY**

#### After School Collaborative

- Ability to learn the language and talk to friends from other countries
  - Translate and hear other languages
  - Improve English
  - Interact with a diverse group of other students
- Schools should treat all children equally in education; after-school collaborative could provide additional support with tutoring
- If students are struggling with homework, some parents cannot help due to language barrier and children do not want to go to school next day as they will be disciplined for incomplete work. So, after-school program is a "full circle".

### Youth Leadership Program

- Leaders can guide and teach children

## **FEASIBILITY**

### After School Collaborative

- Would be a start; people may get interested in supporting it once it gets going
- Interest may grow and resources generated as word about the program spreads
- Could make more phone calls to donors once program gets started and fully operational. It will be a popular program and donors believe education is important. Grants and government money are possibilities as well.
- Momentum may grow after the program gets off to good start

## **SUSTAINABILITY**

### After School Collaborative

- Community wants this program badly enough that residents will invest time, energy, and money
  - Demand and need are both present in Clarkston
- If enough people enroll, perhaps a small fee could be assessed for the program
- It is a program that people can donate time or money to support
  - Community can help with cultural aspects
  - Can be supported by the government or other people
- As seniors graduate, they can teach at the program to help other students. Will create part-time jobs for senior students
- Enough supporters will develop once the program is established

## **Group Q**

### **NEED**

#### After-School Collaborative

- Would bring activities and classes to youth who have nothing to occupy their time
- Youth Leadership
- Our youth lack leadership. They need mentors for next steps in America (especially immigrants)

#### High School Mentors

- Relationships are needed between older and younger students

### Employment Clinics

- Recent immigrants lack jobs.
- Would relieve stress on community members if there was an organization focused on employment
- Learning English would help residents obtain employment

### **IMPACT**

#### Clarkston READS

- Would develop the whole family and start leadership with children  
After-School Collaborative
- Would prevent gangs and truancy
- Would prevent failure of older students
- Would present more opportunities for youth after-school  
High School Mentors
- Would get middle and high school-age students engaged

### Employment Clinics

- Many residents are affected and in need of a local job

### **EQUITY**

#### Clarkston READS

- All family members need to read
- Generations of readers could be assisted
- Refugees cannot attend ESOL classes due to jobs/lack of time. Holds back attainment of citizenship
- Would benefit all age groups ad  
Youth Leadership
- Would benefit many age groups and ethnic groups  
Employment Clinics
- Would reach people who need work
- Without work, a person has no resources

### **FEASIBILITY**

#### Youth Leadership

- Would teach youth to become leaders
- Would be easy to start this program

#### High School Mentors

- Youth are all here in the community

### Employment Clinics

- Most important and needed project
- Will always be a need
- Would be easy to start this program

## **SUSTAINABILITY**

### Clarkston READS

- Everyone must read; reading is a needed skill in all facets of life
- Once you learn and read and write you keep that skill throughout your life  
After- School Collaborative
- Schools will always be there

### High School Mentors

- Youth will always be in the community  
O They will always need to develop leadership and work skills

### Employment Clinics

- People will always need work
- Can connect to government programs

## **Group R**

### **NEED**

#### After School Collaborative

- “I did not have chance to go to school and want my children to get a good education”
- Could bring all the after-school programs together
- Could get quality specialists to provide education

#### Clarkston READS

- “I love reading”
- Most children would benefit from reading more; would learn English
- Reading is good way for all to gain knowledge

### **IMPACT**

#### Clarkston READS

- Will have a measurable outcome

## **EQUITY**

### After School Collaborative

- Every child from every culture has to go to school and after-school
  
- Being uneducated is dangerous for a person's future
  - Uneducated people will be poor all their life
  - People look down on uneducated people – “like a dead man”

## **FEASIBILITY**

### After School Collaborative

- Many successful after-school programs exist already

## **SUSTAINABILITY**

### Youth Leadership

- Will create more leaders and help others

## APPENDIX D

### Notes Arranged by Criteria

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#### **NEED**

##### After School Collaborative

- Could help children learn different languages
- Could provide help with homework and tutoring
  - o Provide help with homework that is in English
  - o Parents can't always assist with homework due to language barriers
- Allow children to make new friends
  - o Particularly, friends from countries other than their own
- Allow children to discuss and solve problems with other children
- Could help children learn how to cope with change and maintain a healthy life
- Would keep children busy and out of trouble
- Many community parents work most of the day. The after-school program could provide their children with supervision and assistance with learning languages.
- "I did not have chance to go to school and want my children to get a good education"
- Could bring all the after-school programs together
- Could get quality specialists to provide education
- Would bring activities and classes to youth whom have nothing to occupy their time
- Bring the current area programs together for big things to happen
- Can combine with current programs
- Provide opportunities for one on one coaching
- Can recruit volunteers
- Children can share skills and physical activity
- Allows adults seeking employment to have assistance with their children
- Children falling behind in school need this help (particularly middle schoolers)
- There is a library in the community
- No other cities (except Decatur) have this type of program
- Should champion reading and make it fun!

##### Clarkston READS

- "I love reading"
- Most children would benefit from reading more; would learn English
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### Youth Leadership

- Our youth lack leadership. They need mentors for next steps in America (especially immigrants)

### High School Mentors

- Relationships are needed between older and younger students

### Employment Clinics

- Recent immigrants lack jobs.
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### Miscellaneous

- Program should be held in apartments
- Working adults should have accessibility to education
- Will reduce vandalism in the community
- Will help in attaining citizenship

## **IMPACT**

### Clarkston Reads

- Help residents learn words in other languages
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- Would develop the whole family and start leadership with children
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### After School Collaborative

- Would help students catch up with their grade level
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### High School Mentors

- Would get middle and high school-age students engaged

### Employment Clinics

- Many residents are affected and in need of a local job
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### Youth Mentorship

- Creates a counterbalance to less positive influences
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### Employment Clinics

- Impact would depend on number of jobs achieved, participation, number of companies involved
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## **EQUITY**

### After School Collaborative

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- Schools should treat all children equally in education; after-school collaborative could provide additional support with tutoring
- If students are struggling with homework, some parents cannot help due to language barrier and children do not want to go to school next day as they will be disciplined for incomplete work. So, after-school program is a "full circle".

- Every child from every culture has to go school and after-school
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### After School Collaborative

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### Clarkston READS

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