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Mapping Community Economies and Building Capabilities in HOPE Village

Sustainability and the HOPE Village initiative Integrated Assessment

Graham Institute Integrated Assessment Report Series Volume III Report 4

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The HOPE Village Initiative
Educate | Empower | Transform
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About The Reports

The Sustainability and the HOPE Village Initiative Integrated Assessment (IA) is the result of a partnership between the University of Michigan (U-M) Graham Sustainability Institute and Focus: HOPE. The IA was developed to support Focus: HOPE's comprehensive place-based effort known as the HOPE Village Initiative. The Initiative's goal: by 2031, 100% of residents living in a 100 block area surrounding the Focus: HOPE campus will be educationally well-prepared and economically self-sufficient, and living in a safe, supportive, and nurturing environment.

The IA recognizes that the success of the HOPE Village Initiative is tied to sustainability factors including the physical environment, economic development, community health, and education. Through collaboration with U-M researchers, residents, and Focus: HOPE staff, the IA developed data, tools, and concepts to advance the HOPE Village Initiative. This document is one of six final project reports completed for IA.

This work was made possible with support from the Graham Sustainability Institute, Focus: HOPE, and neighborhood residents.

Reports In This Series

- Applied Research and Service by Urban Planning Students in the HOPE Village Initiative Area

- Building a Healthy Community in Detroit: Tracking the Impact of the HOPE Village Initiative Area

- Legal Issues in HOPE Village Housing Cooperative and Green Space

- Mapping Community Economies and Building Capabilities in HOPE Village

- Play & Grounds

- The Development of a Community Based Coalition to Promote Career and College Preparation in the HOPE Village Neighborhoods of Detroit and Highland Park

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Executive
Summary

"Participants had a clear understanding that market-based skills were at best a partial and incomplete mapping of the full range of skills that they could offer to the community."

Mapping Community Economies set out to identify productive activities of HOPE Village Initiative (HVI) area residents that are often neglected or undervalued by the traditional metrics - unemployment, business investment, business startups and educational attainment and - used to evaluate local economic growth. Through the use of in-depth surveys and interviews we were able to collect data on 147 skills comprising 13 skill clusters on a sample of 31 HVI residents.

An additional objective of this project was to build-up local capability within the HVI area to undertake community-based research. To that end a community-based participatory research method was adopted. Members of the HVI neighborhood were selected to join the research team. These community researchers were hired and trained in qualitative research methods and human subjects research principles. The training took place within the HVI neighborhood using training materials created specifically for community residents. The training corresponded to the process for certification in human subject research for the social and behavioral sciences. One benefit of this aspect of the project is that a trained cadre of researchers is now available to assist in carrying out further community-based research.

The results of the skills survey reveal that HVI residents possess a wide range of skills including specific clusters of shared skills. This was especially the case for skills related to social and household reproduction (home maintenance, child and elder care, food preparation, transportation, home construction). These are areas which are necessary for human well-being but often fall outside of the formal market or are sites of undervalued, exploited or contingent low-wage labor.

An especially interesting survey result was that skills are contextualized based on the way in which they are used. There were distinct differences in the skills that residents identified as skills for which they might be hired compared to skills at which they were best or skills that they would be able to teach. This suggests that survey participants had a clear understanding that market-based skills were at best a partial and incomplete mapping of the full range of skills that they could offer to the community.

The recommendations emerging from this project include the need to extend the skills audit to include more HVI residents, especially younger age cohorts. An additional recommendation is to engage community residents who possess similar skills clusters to form interest groups in order to explore the possibilities for combining their talents within a range of possible economic structures including social enterprise, cooperative business and community-owned enterprise. Another recommendation was that the HVI neighborhood consider adopting a local exchange trading system (LETS) or community currency to broaden the opportunities for residents to contribute their skills and talents to the local economy.

Introduction

"Develop new, more empowering and sustainable pathways through which participants can recreate their local economy."

The Mapping Communities Economies project focuses broadly on local economic development. In neighborhoods characterized by extensive poverty and long-term unemployment, conventional measures of economic development that focus exclusively on the market economy (paid employment, for-profit businesses) fail to adequately identify the non-market skills, abilities and assets of the community and its residents. So, an overarching goal of the project was to identify the potential for enhancing the social economy of the HVI neighborhood. The social economy extends beyond the traditional market economy and economic structures oriented toward growth, profitability and investor returns. The social economy, by contrast, is characterized by a wide range of economic activities from profit-based social enterprise to the non-profit and not-for-profit provisioning of goods and services.[1,2] The social economy, also referred to as the solidarity economy or third sector, lies beyond the formal market and the state and is organized around a particular set of goals. These goals include: (1) community participation in determining the scope and direction of economic development; (2) valuing the skills, knowledge and potential of all residents; (3) aligning economic development with principles of economic and social justice.[3]

At a more concrete level, the goal of this project was to build the capacity of the HOPE Village neighborhood in the areas of community economic development

and community leadership. The project involved a team of neighborhood residents in a community economy audit to identify the full range of their neighbors' productive skills and interests as well as community-based assets. This includes mapping the skills of community members and the assets of the community.

By expanding our understanding of the diversity of economic capabilities possessed by residents we hope to develop new, more empowering and sustainable pathways through which participants can recreate their local economy.

Project Objectives

The Mapping Community Economies project fulfills two of the primary objectives of the HVI initiative: Economic Development and Community Leadership and Organization. First, the aim of this research was to identify skills and capabilities, often latent or undervalued, possessed by HVI residents. This knowledge can be used to explore economic development possibilities that utilize the skills uncovered by the survey research. The second purpose of the research project was to develop leadership potential among community residents, particularly the community researchers, that leads to actions to promote community ownership, build social capital and create networks of engaged advocates for neighborhood economic and social development.

Project Methodology

The project broadens the scope of what is to be counted as productive economic activity. In that regard it reflects the analytical perspectives of feminist,[4,5] and post-structuralist economics.[6,7] The feminist contribution to this study is found in the rejection of the reliance on traditional metrics (GDP, paid labor) to measure economic well-being. Instead, economic activity is re-cast as provisioning for families and communities through the performance of reproductive household labor (e.g. child care, elder care, cooking, cleaning). The post-structuralist contribution is located in attempts to de-center profit-making, market-based economic activity in order to highlight the diversity of economic practices performed in neighborhoods and families (e.g. community gardens, churches, food pantries).

In addition, the methodology used in this study applies a community-based participatory research (CBPR) model. [8,9] CBPR is a collaborative research approach in which the division between researcher and research subject is erased. The rationale for this approach lies in a respect for the scientific value of indigenous knowledge. CBPR approach, along with the closely associated participatory research action (PAR) method, acknowledges the rich diversity of lived experiences within neighborhoods and the ability of community residents to co-create, along with the academic researcher, rigorous, meaningful research informed by place and the human scale of the lived environment.

The research was carried out in two phases. First, HVI community residents were recruited. Fliers and notices were placed in the public library, the community laundromat and neighborhood block club newsletters. Thirty-one individuals contacted the PI (Pietrykowski) expressing interest in the position. Of those, eleven lived well outside of the HVI neighborhood. During the month of September (2012) sixteen interviews were conducted with community residents. Eight residents were selected to join the research team.

In advance of the recruitment process and in preparation for training the community researchers, IRB approval was requested. This was the first CBPR proposal to go before the UM-Dearborn

IRB. Therefore extra care was taken on both the part of the PI and the IRB committee to create meaningful and practical mechanisms for designating community members as individual researchers. So the IRB approval process was divided into two phases. Phase 1 approval applied to the recruitment and training of community researchers. For this phase of the process the research 'subjects' (the community researchers in training) were exposed to no more than minimal risk. In addition, a waiver of PEERS certification was obtained conditional upon the creation, approval and administration of alternative training modules in human subject research and research ethics.

A training schedule, consisting of two half-day sessions, was formulated and a training manual was created. The manual was approved by UM-Dearborn IRB. The topics covered included:

- Overview of qualitative research principles and objectives
- Research ethics (Belmont Principles)
- Informed consent
- Confidentiality
- Professional and personal integrity
- Risk exposure
- Introduction to qualitative research and research design
- Survey research protocols
- Interview techniques

By training community residents to conduct social and behavioral science research the HVI neighborhood now has a cadre of home-grown community researchers who can continue to participate in community-based research after this particular project has concluded.

Once the training concluded, IRB approval of Phase 2 of the project was requested. In Phase 2 the research subjects now included the neighborhood residents who would participate in the interviews and surveys. In this case, due to the sensitive nature of questions/answers that might reveal participation in the underground/illegal economy the risk level was adjusted to reflect the potential for minor risk to human subjects.

Community researchers' input was used to revise the interview protocol. This was an iterative process. For instance, the qualitative research consisted of two parts: (a) an open-ended question interview about the economy and the role of the subject in the economy; (b) a skills and community asset survey. Based on community researcher experience the order of the research instrument was changed so that the skills survey preceded the interview. In addition, community researcher input was instrumental in determining the community-based vendor to work with in order to process the human subject incentive program. A $20 gift certificate to Cadillac Hardware was provided to each study participant.

In general, the involvement of community researchers conformed to the following key principles of CBPR (adapted from Israel) [7]:

1. Recognize that the community has an identity, history and legitimacy;
2. Build upon the strengths, assets and resources within the community;
3. Facilitate collaborative, equitable involvement of all partners in all phases of the
4. research;
5. Integrate knowledge and action for mutual benefit of all partners;
6. Promote a co-learning environment that is attentive to social inequalities;
7. Involve a recursive and iterative research process;
8. Disseminate findings and knowledge gained to all partners; and
9. Involves a long-term commitment by all partners.

Findings

"A review of this data reveals that HVI residents possess both a wide range of skills together with clusters of shared skills."

The data generated by the survey included responses to a skills audit in which residents were asked if they possessed skill in 147 separate tasks. In addition an open-ended survey was also administered. In this portion of the survey residents were asked if there were additional skills they possessed which were not reported. They were asked which skills they were best at, which skills they could use to obtain employment, which skills they would be able to teach and what skills they would like to learn. They were also asked to identify community assets.[10] Finally, an open-ended interview was conducted. This interview focused on the meaning of the economy and their role in it.

A demographic break-down of the 31 participants in the survey reveals that all were African-American with a median age of 55 and a mean age of 57. Forty-six percent were male and fifty-four percent were female. Most of the residents live on or near Oakman Boulevard (Figure 1).

Key Findings

The 147 skills can be clustered into the following categories: (1) Home Maintenance; (2) Health Care; (3) Building and Construction; (4) Office Work; (5) Machinery and Equipment Operation; (6) Food Preparation; (7) Transportation; (8) Child Care; (9) Administration and Supervision; (10) Sales; (11) Music; (12) Security; and (13) Other. The results of the skills survey collection are displayed in Figures 2-14.
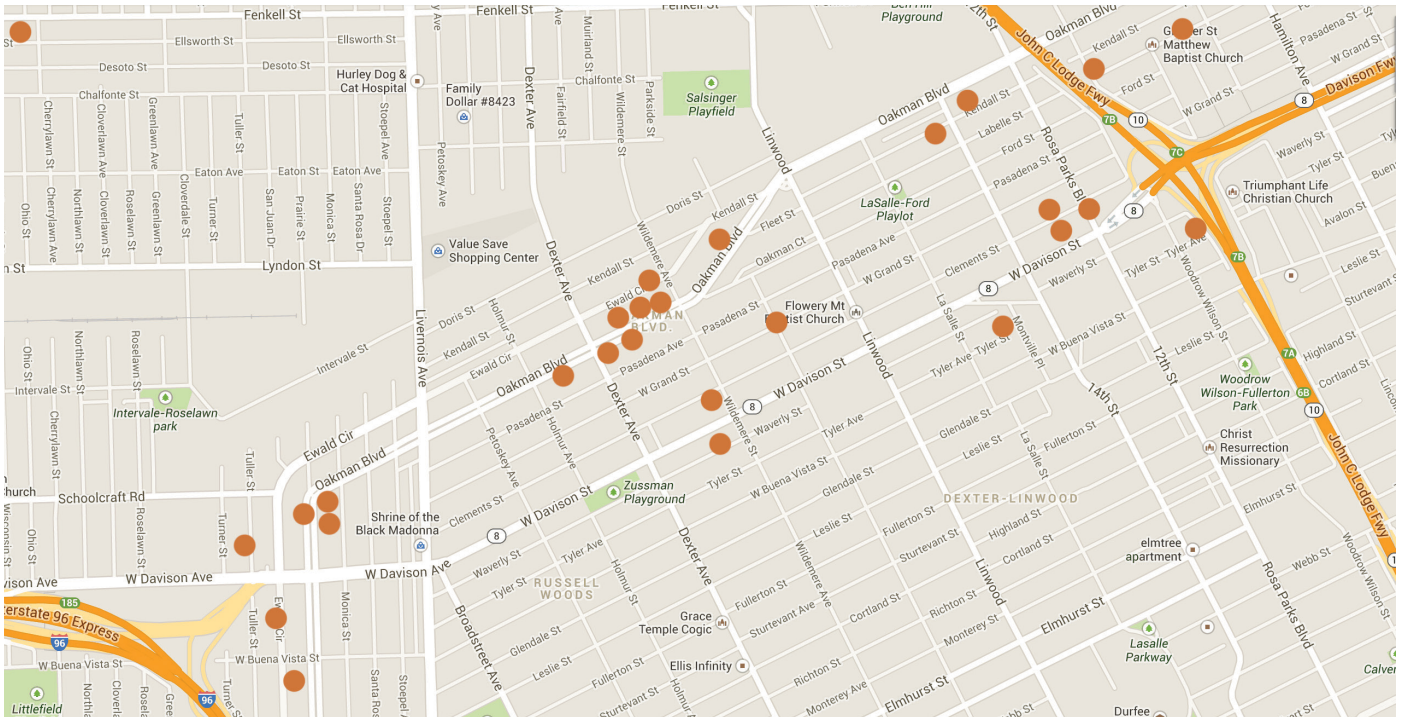
Figure 1 **Map Of Where Survey Participants Reside**

A review of this data reveals that HVI residents possess both a wide range of skills together with clusters of shared skills. This is especially the case in areas of social and household reproduction (home maintenance, child and elder care, food preparation, transportation, home construction). These are areas which are necessary for human provisioning but often fall outside of the formal market or are sites of undervalued, exploited or contingent low-wage labor. [11, 12]

In which specific clusters do a significant number of residents have skills? Of the 31 residents surveyed, we can set a minimum threshold of at least 12 residents (40 percent) in order for a skill to be strongly represented in the sample. We can then calculate the percentage of individual skills within each cluster that meet the 40 percent threshold. The results are presented in Table 1. In addition to the household provisioning skills mentioned above, administrative and supervisory skills, office skills and sales skills are also well-represented by HVI residents.

Skill Drill-Down

In addition to the 147 skills surveyed, residents were asked about other skills not contained in the list. They were also asked to identify their best skills, skills for which they could be hired, skills that they could teach, and skills that they would like to learn (Appendix A Table 2).

In the category of "other skills" not identified in the survey residents mentioned social skills and mentoring skills. These interpersonal skills are often overlooked in traditional approaches to human capital development. In addition, specific skills relating to community development and non-profit management - notably community organizing and grant writing - were mentioned. Several forms of artistic expression were also identified by residents in the HVI neighborhood. Finally technical skills relating to engineering and industrial design were also mentioned.

In response to the request to identify their best skills, residents provided an exceptionally wide variety of competencies from project management, organizing and record keeping, to people- skills and parenting to home repairs, art and massage therapy. It's important to note that this list differs from the list of skills for which residents thought they could be hired. While there is some overlap (e.g. project management) the skills for hire were more specific to a particular industry or set of marketable tasks. This is a useful list, a starting point, for thinking about the stock of labor market skills possessed by HVI residents.

Different still was the list of skills residents felt that they would be able to teach. It's informative to examine the differences between this list and the skills for hire list. The skills that residents could teach, on the whole, focus much more on personal development and enrichment. This suggests possibilities for creating opportunities for these non-marketable skills to be utilized in the HVI neighborhood. As a general rule, care should be taken to define "skills" broadly and to provide opportunities for residents to choose how and in what capacity they would like to contribute their skills to the community.

Finally the skills residents would like to learn are split between specific trade and business skills (computer, financial, business, skilled trades), on the one hand, and self-improvement, enrichment and recreational skills on the other.

Community Assets Survey Results

The community assets survey comprised thirteen questions asking residents to identify local businesses, neighborhood associations, non-profit groups, religious organizations, health and public safety providers, and educational institutions as well as to identify green space, vacant land and particular portions of the local housing stock that was an asset to the HVI neighborhood.

The social and institutional assets of the community designate sites for the creation and maintenance of financial, human, social and cultural capital (Appendix A Table 3). But they, in turn, also represent community institutions within which information is shared and community events are discussed.[14] In the case of businesses and business associations, by far the most frequently mentioned business was Cadillac PRO Hardware on Davison near Linwood. This was also the business chosen by the project community researchers to which community members would receive a gift certificate in return for their participation in the study. The Linwood Business Owners' Association was mentioned by ten percent of the study participants. The remainder of commercial enterprises was a mix of locally owned and national chains. More research would need to be conducted in order to determine why these businesses were perceived to be assets to the community.

In the category of citizen organizations, the Oakman Boulevard Community Association (OBCA) was identified as an asset by 60 percent of the survey participants. Similarly, in the category of cultural events several Focus: HOPE events - the Focus: HOPE walk, concert series, movie night - were among the most frequently cited assets to the community. The Russell Woods concerts also received multiple mentions as did events at the Shrine of the Black Madonna and the OBCA. In light of the high visibility of the OBCA in the HVI neighborhood, it is not surprising that the OBCA newsletter was frequently identified as a community asset.

A total of sixteen different religious institutions were mentioned as community assets. The Church of the Madonna and the Greater Quinn AME church were identified by the majority of survey participants.

Three non-profit community development and social service agencies were by far the leading community assets in the HVI neighborhood. They are Focus:

HOPE, Neighborhood Services Organization (NSO) and Lutheran Child and Family Services (Wellspring Lutheran). In the eyes of HVI residents these are important social service anchor institutions serving the community. In terms of educational resources, the Parkman Library was listed as a community asset by 90 percent of survey participants. Glazier Elementary, Joy Academy and Stewart Elementary were also listed as educational assets.

Community residents identified a large number of parcels and parks that they considered to be neighborhood assets (Table 4). The gardens along Linwood as well as the small parks in an around Focus: HOPE and the plantings along Oakman Boulevard were most frequently identified as assets. In the category of commercial buildings, the former Michigan Bell building (now NSO) and the Focus: HOPE campus were mentioned most frequently as assets. When strictly commercial buildings are identified it's unclear from the survey results whether the building function, building architecture or some combination of both functional significance and architectural quality contributed most to its perceived asset value.

Finally, the housing stock most often cited as an asset to the community consists of the homes along Oakman Boulevard and Ewald Circle. But even in this category, individual residents identified other blocks of housing that they personally felt were assets (or potential assets) to the HVI neighborhood.

While the sample size was relatively small (n=31), the in-depth quality of the interviews combined with the participation of community researchers who were recruited from the neighborhood and who, in turn, recruited their neighbors to take part in the research project resulted in a rich, fine-grained set of responses that can be used as confirmatory as well as exploratory data to be used for identifying potential partnerships, developing educational initiatives, and providing a local, place-based context for participatory planning and community development projects.

Recommendations

"Each of these recommendations will have a positive impact on social equity in the HVI neighborhood by creating opportunities for members of the community to participate in the local economy."

Recommendations

Recommendation 1

The survey data and interviews comprise a stock of local knowledge about the community assets, resident skills, and how residents understand the distinctions between skills available for the market economy and those that can contribute to the wider social economy.[2] The result for the community should be a much richer comprehension of the range of diverse economic practices, with employment in a profit-making enterprise but one of several means to enhance the economic well-being of the community.[15] The recommendation is to utilize this data to explore a range of participatory community-based human and social capital development initiatives.

Recommendation 2

Ideally more residents should be included in the survey in order to get a better picture of the skill set of residents in the HVI neighborhood. The demographic profile of the current survey participants is skewed to an older population so it would be especially useful to include more residents in their 20s and 30s in the survey.

Recommendation 3

Based on a more representative survey of HVI residents it would be possible to identify clusters of similar skills that residents possess. A call could then be issued to encourage the formation of interest groups around particular skill clusters, for example cooking and catering; home repair; elder care; project management; or 'soft' skills training.

Participants in interest groups, with guidance from a trained facilitator, could then develop a plan for creating an economic organization that is compatible with their vision for a community enterprise. Models of entrepreneurship, principles of cooperative and community-owned businesses could be introduced and discussed.

Recommendation 4

Compatible with Recommendation 3, a local exchange trading system (LETS), community currency or time bank could be established for the purpose of matching skilled residents with community needs.[15, 16] The objective would be to provide an opportunity for HVI residents to offer their services to each other. In order to avoid the difficulties associated with bartering - directly matching mutually desired needs - a unit of currency can be created. The currency could be valued at the prevailing living wage for an individual.[17] If a service is estimated to take 2 hours the payment would be made in two units of the community currency. Highly skilled labor could be valued more. This system would require the active participation of locally owned business in honoring payment (or a proportion of payment) for goods and services in community currency. For example, a local hardware store might adopt a policy to accept ¼ of the purchase price in community currency. The owner of the hardware store could use the accumulated community currency to purchase local supplies or hire labor to work in the store. Worker salaries, with the consent of the worker, could be paid in part

with community currency.

Impact of Recommendations on Social Equity

Each of these recommendations will have a positive impact on social equity in the HVI neighborhood by creating opportunities for members of the community to participate in the local economy. Underutilized resources in the form of undervalued skills and assets will be (1) identified; (2) connected to a skill cluster and (3) productively engaged to meet tangible community needs.

In addition, by creating local alternatives to goods and services may currently be 'imported' from outside of the neighborhood, local economic development is enhanced by plugging the leakages of money and spending that escape from the local economy.[18] This is especially the case with the use of community currency since this form of money has a limited geographic range explicitly intended to encourage local spending and re-spending.

Replicability

The skills audit and community assets survey are easily adapted to different communities and different scales of implementation. The open-ended interview, data from which are still being analyzed, is much less scalable given the labor-intensive nature of both the interview itself and the analysis of the qualitative data.

The recommended actions are also replicable so long as there are adequate community-based resources in the form of the organizational capacity necessary to conduct the survey and implement a participatory development plan based on the survey results all the

while keeping the community engaged and in control of the process.

Ongoing Role of Researchers

The qualitative analysis of the interview data is still ongoing. Moving forward, the Mapping Community Economies project team would be able to assist Focus: HOPE to carry out the implementation phase of the project detailed in the recommendations section of this report. The community researchers, four of whom are still active in the project, may also be available to continue to work on the project.

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Appendices

Appendix A

Table 1 **Skill Reporting by Cluster**

Skill Cluster	Percentage of skills possessed by over 40% of residents
Child Care	100%
Administration And Supervision	100%
Home Maintenance	93%
Office Work	93%
Health Care	82%
Sales	75%
Food Preparation	67%
Music	67%
Building And Construction	50%
Transportation	50%
Other	50%
Operating Equipment And Machinery	23%
Security	10%

Table 2 **Resident Skills Categorized by Type**
(Number in parentheses represents the frequency mentioned, if >1)

Other Skills		
• Motivational speaking • Interpersonal skills(3) • Child care • Tutoring • Counseling/mentoring • Outdoor education • Gun safety • Marksmanship • Grant writing • Organizing • Mtg. facilitator	• Art • Art, card making, party decorations • Presentation design • Art teacher • Acting • Jewelry making • Sign painter • Art restoration • Designer • Framing and matting art • Film production, editing, camera	• Counting money • Real estate sales • Property mgmt. • Cooking • Cooking - fried chicken • Baking • Blueprint and schematic reading Installation of engineering systems

Best Skills

- Project management (5)
- Problem solving
- Organizing(5)
- Balancing accounts
- Record keeping

- Property mgmt(2)
- Home improvement
- Maintenance
- Home repairs
- Construction
- Carpentry(2)
- Home remodeling (handicap accessibility)
- Painting
- Electrical low voltage installation
- Cleaning
- Christmas lighting

- Interpersonal Skills(4)
- Motivational speaking

- Customer service
- Client services

- Household mgmt(2)
- Child care(2)
- Parenting(2)
- Teaching/Mentoring

- Gardening(3)

- Cooking(3)
- Food design

- Sewing, Knitting and crocheting(2)

- Auto Repair

- Art
- Dance

- Creativity
- Creative thinking

- Massage therapy
- Health care

- Computer
- Math

- Music
- Music tutor (Tuba, Trombone)

- Driving(2)
- Driving tractor trailer
- Trucking

- Computer
- Math

Skills For Hire

- Project management(4)

- Customer service
- Interpersonal skills
- Public speaking
- Sales
- Communication
- Partnership creation
- Motivational speaking

- Activity director
- Events coordinator

- Editor
- Speech writing

- Community organizing

- Working with youth
- Teaching(3)
- Driver Ed

- Household mgmt(2)

- Child care(2)
- Care programming for elderly/disabled

- Computer
- Office skills
- Banking
- Bank teller

- Health care
- Massage therapy

- Property mgmt(2)
- Real estate

- Security

- Moving
- Furniture assembly

- Gardening(2)
- Landscaping

- Sewing/Crocheting

- Cooking/Catering(2)

- Art
- Creative design

- Blueprint and schematic reading

- Truck driving

- Auto repair
- Welding

- Design, install handicap accommodations
- Construction
- Maintenance
- Carpentry(3)
- Painting(3)
- Vinyl installation/siding/roofing
- Home repairs

Skills Can Teach

- Interpersonal skills(2)
- Public and motivational speaking

- Diversity training(2)

- Civic advocacy/organizing
- Partnership creation

- Project management
- Career management

- Dress for success (female)
- Life skills
- Mentoring/values training for men

- Teaching reading
- History
- Creative writing

- Health maintenance for elderly

- Household mgmt(2)
- Child care

- Hair braiding
- Knitting

- Cooking/Culinary Arts(3)

- Home repair
- Property mgmt
- DIY home maintenance
- Maintenance
- Carpentry
- Painting
- Roofing
- Electrical repair
- Electrical work

- Auto repair
- Mechanical repair
- Small machinery operation (e.g. lawn mowers)
- Welding

- Driver Ed

- Marksmanship(2)
- Gun safety
- Self-defense
- Sports fishing
- Archery

- Music
- Painting and drawing
- Public art design and layout
- Fresco painting

Skills Would Like To Learn

- Proposal and grant writing
- Public speaking
- Communication
- Community organizing

- Adoption navigator
- Counseling degree
- Health care mgmt degree

- Business plan creation
- Business skills
- Accounting
- Real estate license

- Electrical(2)
- Electronics

- Computer programming
- Computer software application
- Computer training(4)
- Info technology

- Computer repair
- Web design

- Finish carpentry
- Carpentry(2)
- Masonry
- Home repair
- Plumbing
- Crane operation
- Operate hi-lo
- Machinery operation
- Alternative energy design and installation
- HVAC

- Auto repair(2)
- Bldg trades
- Bus driving
- Driving Commercial Truck CDL

- Fitness(2)

- Rock climbing
- Relaxation techniques

- Dress making
- Knitting

- Professional cooking
- Fruit carving
- Ice sculpting

- Guita
- Piano
- Tango

- Second Language

- Photography
- Leaded glass repair and design
- Make-up artist

Table 3 **Social and Institutional Community Assets**
(number in parentheses represents the frequency mentioned, if >1)

Associations of businesses or individual businesses:

- Cadillac Pro Hardware(7)
- Linwood Business Owners Assoc.(3)
- Rite Aid(2)
- HP Business Assoc.
- CVS
- Glory supermarket
- Simply Casual
- D& L Convenience
- Party store Dexter and Ewald Circle
- Dollar General
- Al's Plumbing
- Kelly's Windows
- Happy's Pizza
- Church's Chicken
- McDonalds
- Wendy's
- White Castle

Cultural organizations and cultural events in the neighborhood (festivals, concerts, etc.):

- Focus HOPE concert series(5)
- Focus HOPE Walk(5)
- Focus HOPE movie night(3)
- Russell Woods music in park(4)
- Shrine of Black Madonna(2)
- OBCA Picnic(2)
- OBCA annual events
- Ford Lasalle Park
- Ford Lasalle park community day
- Bingo at Church of Madonna
- Broadstreet Parade
- Church of Madonna yard sale
- Concert at Ball and Leslie in July
- Detroit kids fishing derby
- Detroit Repertory Theater
- Family on Grand organizes festivals in August
- Flowery Mt. Baptist Church
- Focus HOPE artist gallery
- Focus HOPE community festival
- Khary Frazier festival
- MLK Program in Churches

Citizens' associations/block clubs/senior citizen organizations:

- Linwood Davison Lodge Oakman (LDLO) Neighborhood Assoc.(2)
- Focus HOPE(2)
- OBCA Security Patrol
- Oakman Manor
- Oakman Manor Activity Committee
- Ewald Circle Hopes & Dreams Block Club
- Russell Woods block club
- Detroit Area Agency on Aging

Neighborhood newsletters, papers, webs

- OBCA Newsletter(18)
- Focus HOPE(4)
- Be on Lookout website (BOLO)(2)
- 10th precinct newsletter(2)
- OBCA Facebook
- Oakman Manor newsletter
- Central Woodward NE newsletter
- Linwood Lodge Davison Oakman (LLDO)
- Rainbow PUSH
- NAACP
- Detroit News

Religious organizations:

- Church of Madonna(11)
- Greater Quinn AME(6)
- Muslim Center(3)
- Nation of Islam
- St. Gregory(2)
- Dexter Ave. Church
- Dexter Baptist
- After Christ Christian Ctr
- Greater St. Matthew
- Healing Spring Baptist
- Hopewell Baptist Church
- Institute of Divine Metaphysical Research
- Linwood Church of Christ
- Shrine of Black Madonna
- Spirit and Truth
- St. Luke

Public Safety (police and fire):

- Detroit Fire/EMS(23)
- Police 10th precinct(20)
- Oakman neighborhood watch(3)
- HP Fire and Police
- HP Water Dept

Non-profit community development and job training organizations:

- Focus HOPE(31)
- NSO(4)
- Lutheran Child Family Services(2)
- Boys and Girls Clubs of America
- Community Lighthouse
- Greater Quinn AME outreach group
- HP Human Rights Coalition
- ManPower 14th & Woodrow Wilson
- Meals on Wheels
- MSU extension Stepping Stones outdoor ed. Program
- Rosa and Raymond Parks Institute

Public social service agencies:

- Focus HOPE(8)
- NSO(5)
- Lutheran Family Services(4)
- Detroit 300
- DHS
- DMC Petoskey and Davison
- Govt social services
- Muslim Center
- Rafael Johnson men's mentorship
- Wayne Co. Child Family Services

Library and schools:

- Parkman Library (28)
- Glazier Elementary(7)
- Joy Academy(3)
- Stewart Elementary(2)
- Alternative school
- Focus HOPE
- Gabriel Richard Library
- HP Academy
- Northwester HS
- Sampson Weber middle school

Hospitals and health clinics:

- HF Hospital(8)
- DMC(6)
- Detroit Medical Clinic on Davison(2)
- Dr. Yoo pediatrician(2)
- Davison Health Clinic
- Hamilton Health Clinic
- HUDA Clinic, Muslim Center
- Muslim Center
- Senior discussion at Greater Quinn AME

Table 4 **Physical and Environmental Community Assets**
(number in parentheses represents the frequency mentioned, if >1)

Vacant land/ open space/ green space:	Commercial buildings (particular buildings):	Housing stock (identify particular blocks):
• Gardens on Linwood(5) • Median Oakman Blvd(3) • Focus HOPE park(2) • Ford Lasalle park(2) • Ben Hill park • Ewald Circle and Wildemere • Former site of Pettengill elementary • Glazier playground • Greater Quinn AME community garden 12th & Davison • I-96 Oakman to Chicago • LaSalle Ford • McKenzie field • Vacant lot (former deli) on Dexter • Zussman Park	• Focus HOPE(6) • Michigan Bell NSO(6) • Atlas market • Grand River and Oakman • Oakwood Manor • Post office on Fenkell • Pro Hardware • Queen's Laundromat • Sander's bldg. • Sav-on Foods on Dexter • Village of Oakman Manor	• Oakman Blvd(11) • Ewald Circle(3) • Grand toward Linwood • Historic home on Clements • Kendall St. • Lasalle • Lasalle Blvd • Monica • Pasadena • Pasadena/Grand/Clements • Russell Woods • Santa Rosa • Sturtevant between Holmer and Petoskey • Tuller between Davison and Schoolcraft • Waverly block
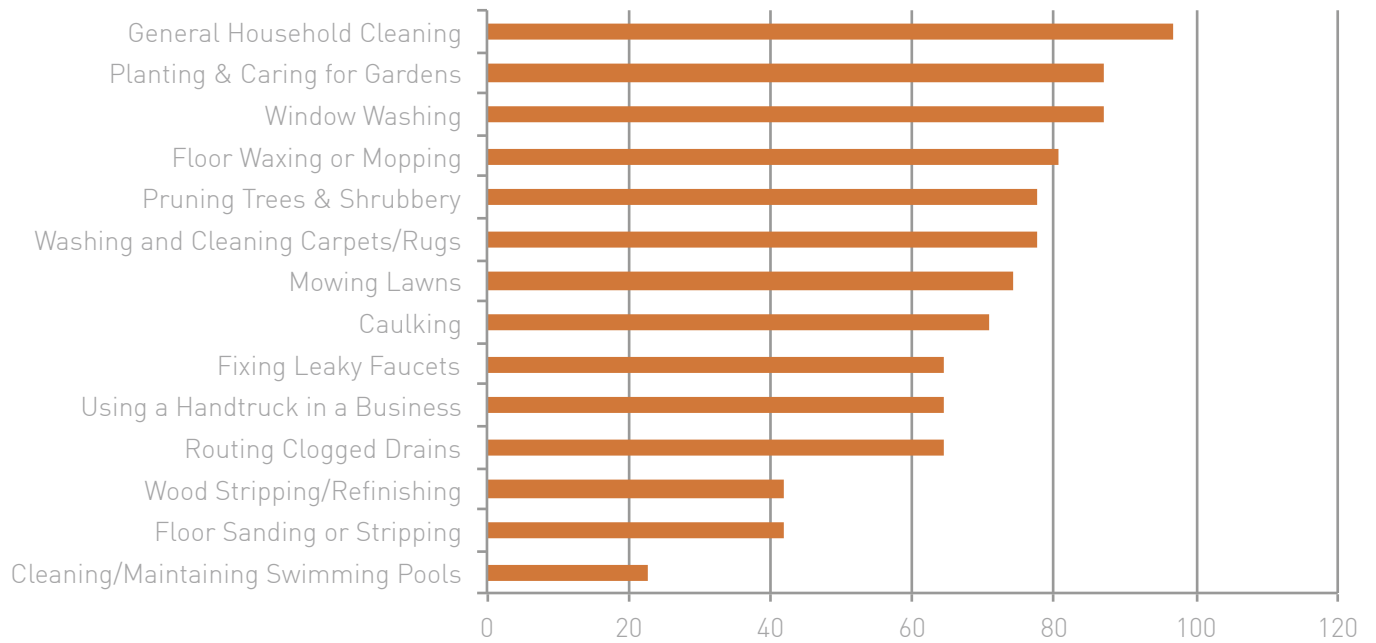
Figure 2 **Home Maintainance Skills**
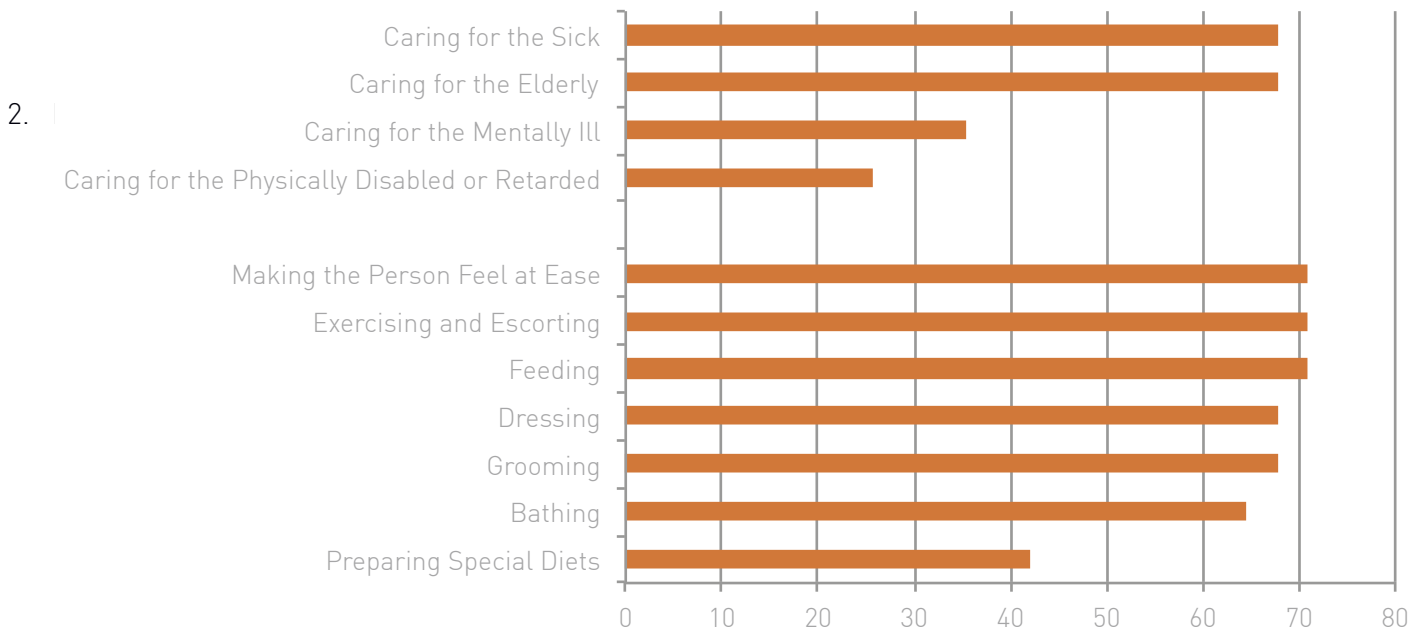
Figure 3 **Health Care Skills**
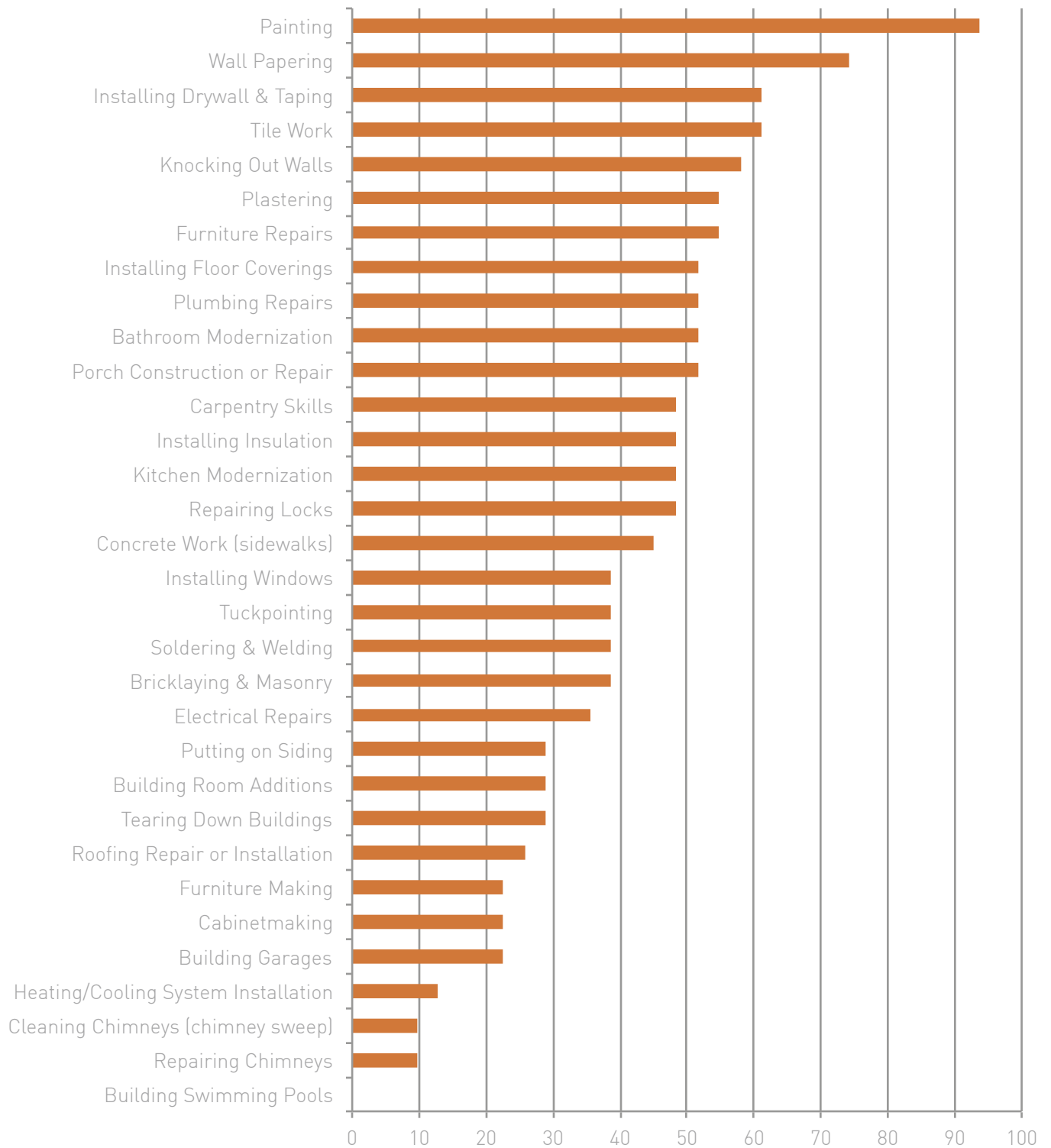
Figure 4 **Building and Construction Skills**
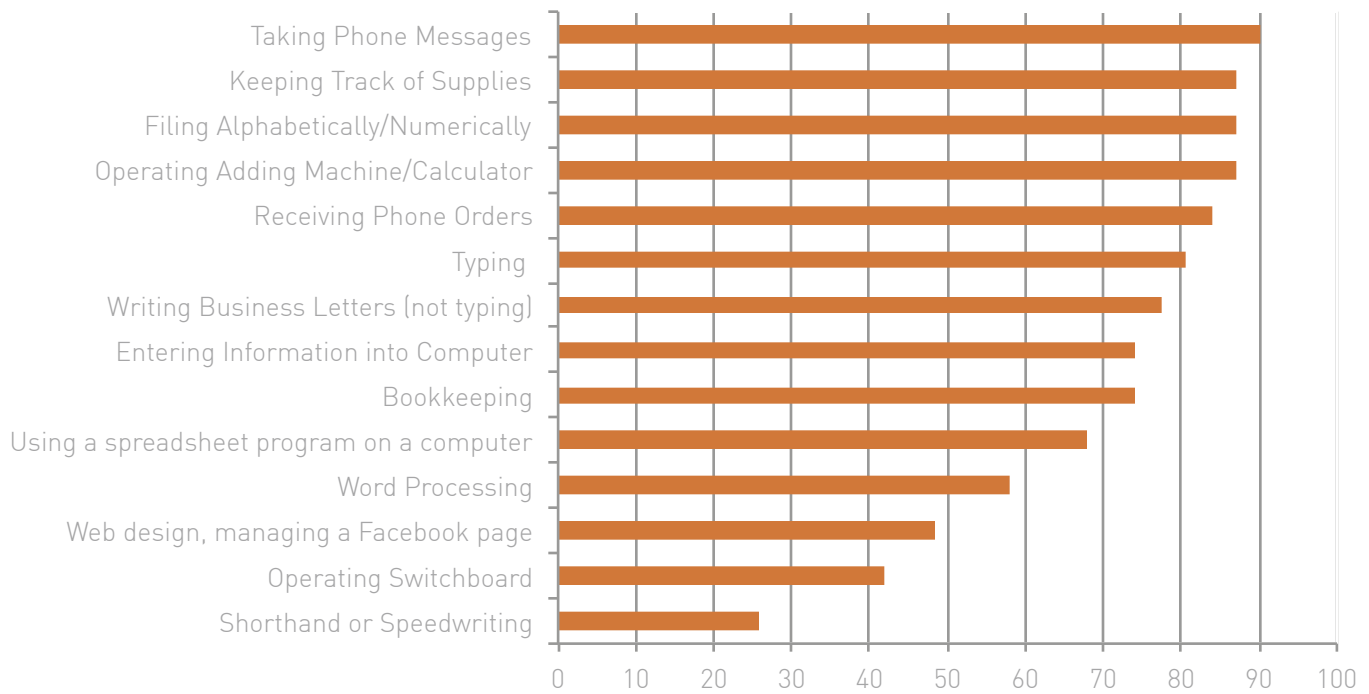
Figure 5 **Office Skills**
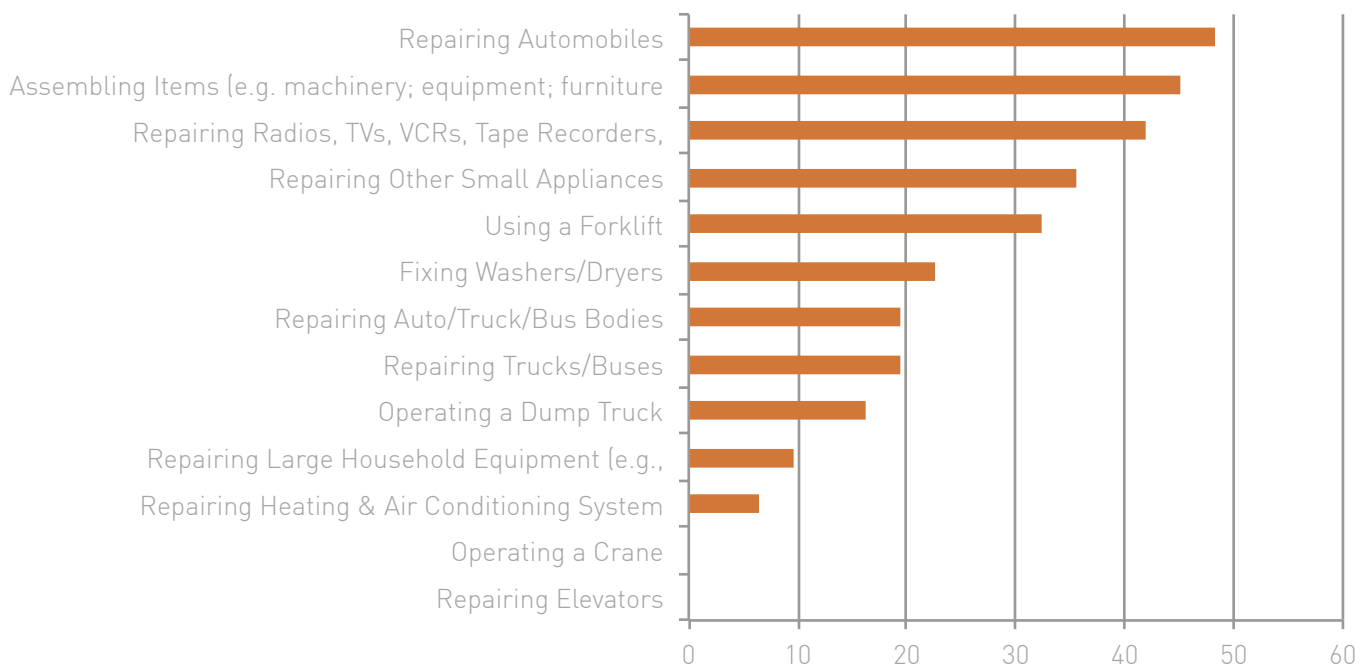
Figure 6 **Operating Equipment and Machinery Skills**
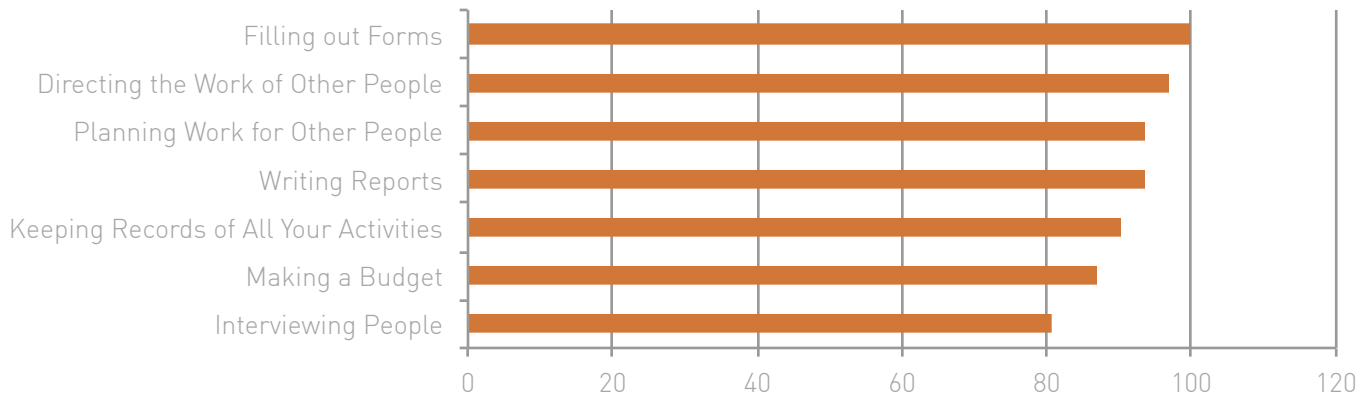
Figure 10 **Administration and Supervisory Skills**
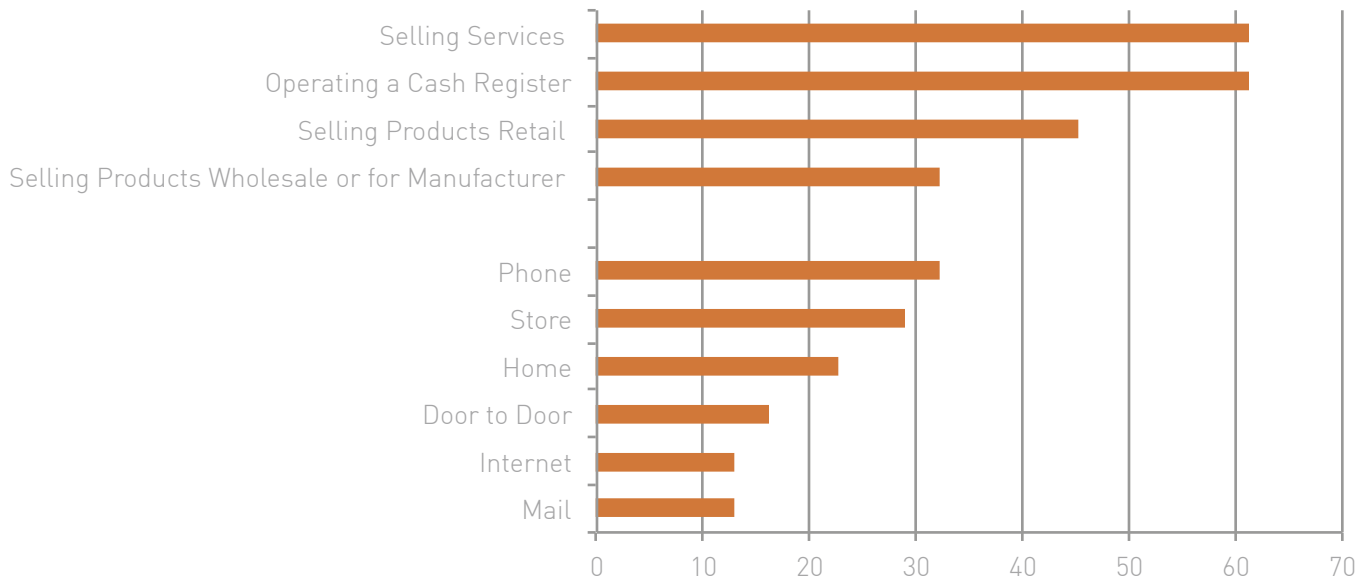

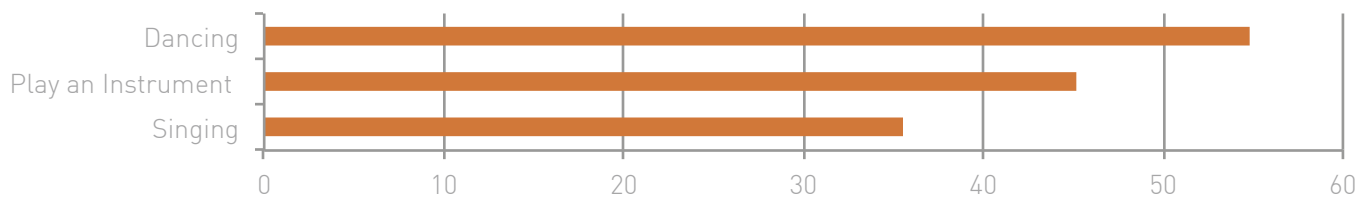*Figure 11* **Sales Skills**

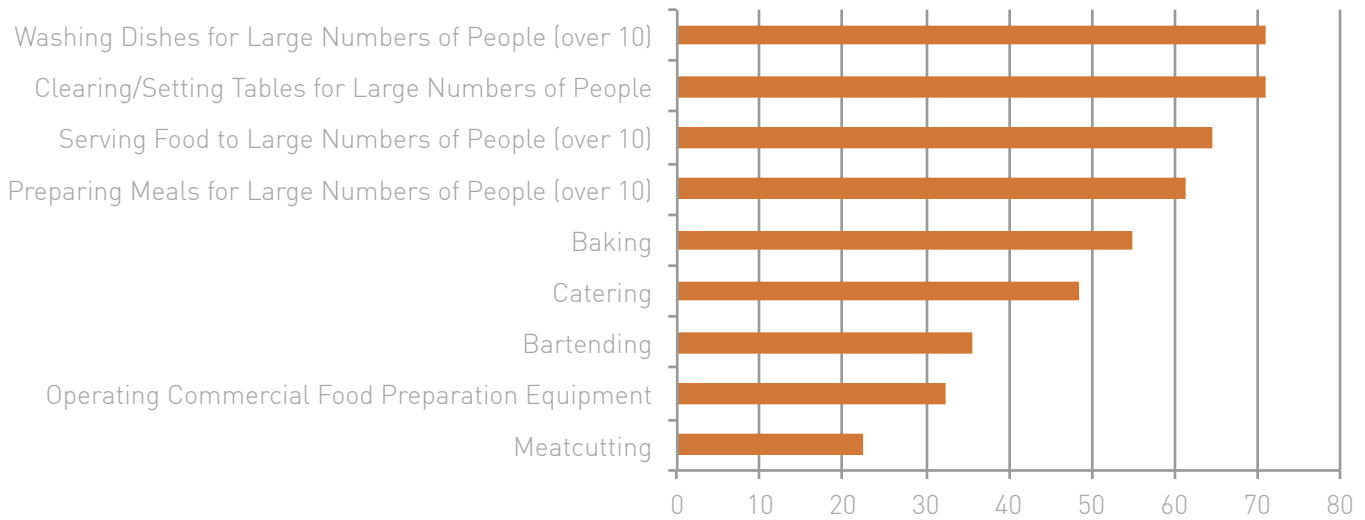*Figure 12* **Music and Movement Skills**
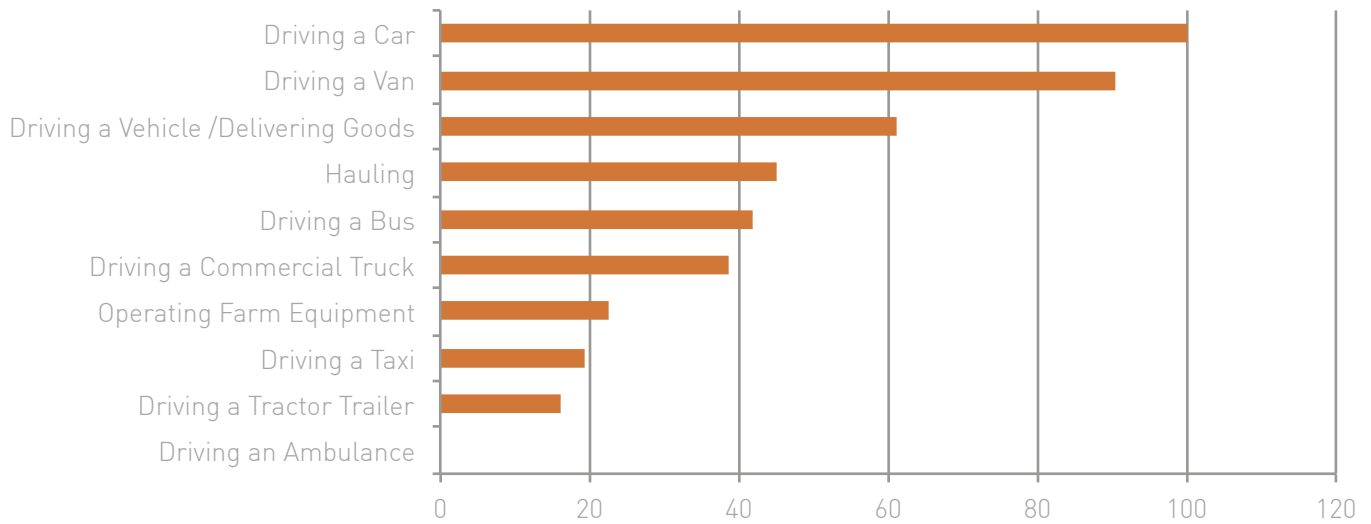
Figure 7 **Food Preparation Skills**

Figure 8 **Transportation Skills**
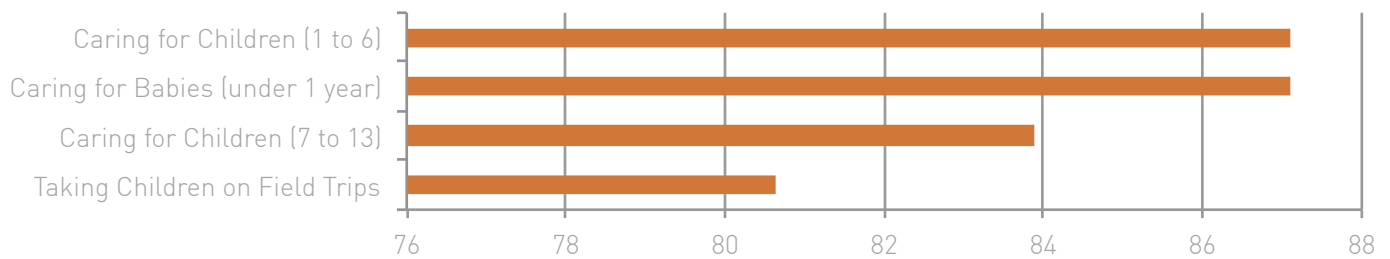
Figure 9 **Child Care Skills**
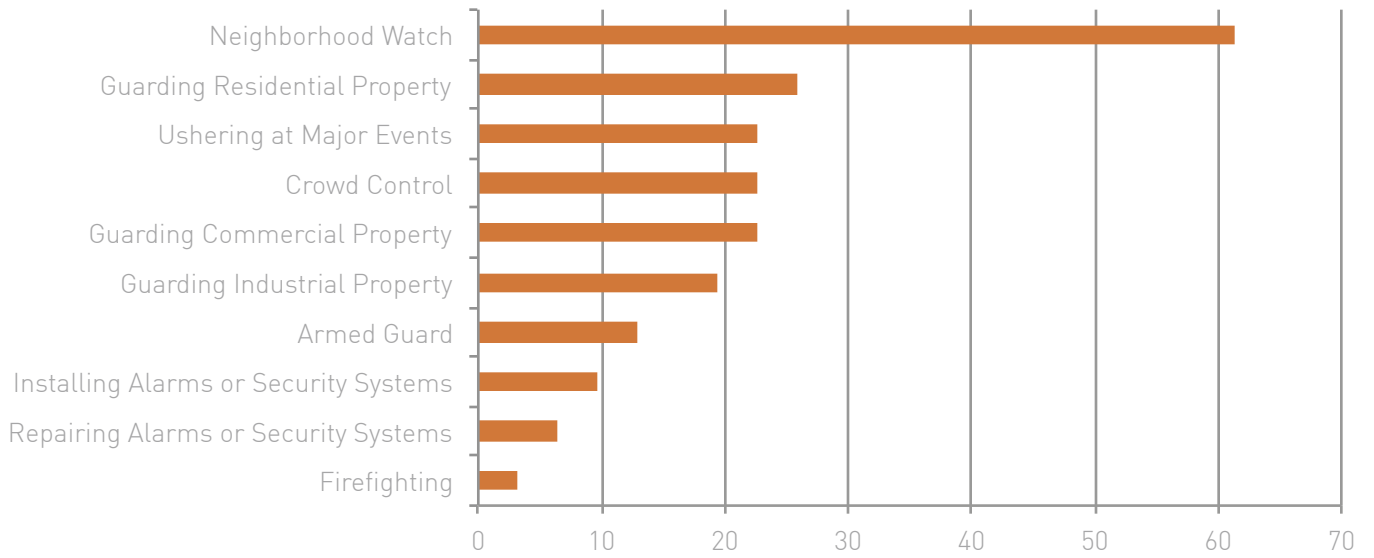
Figure 13 **Security Skills**
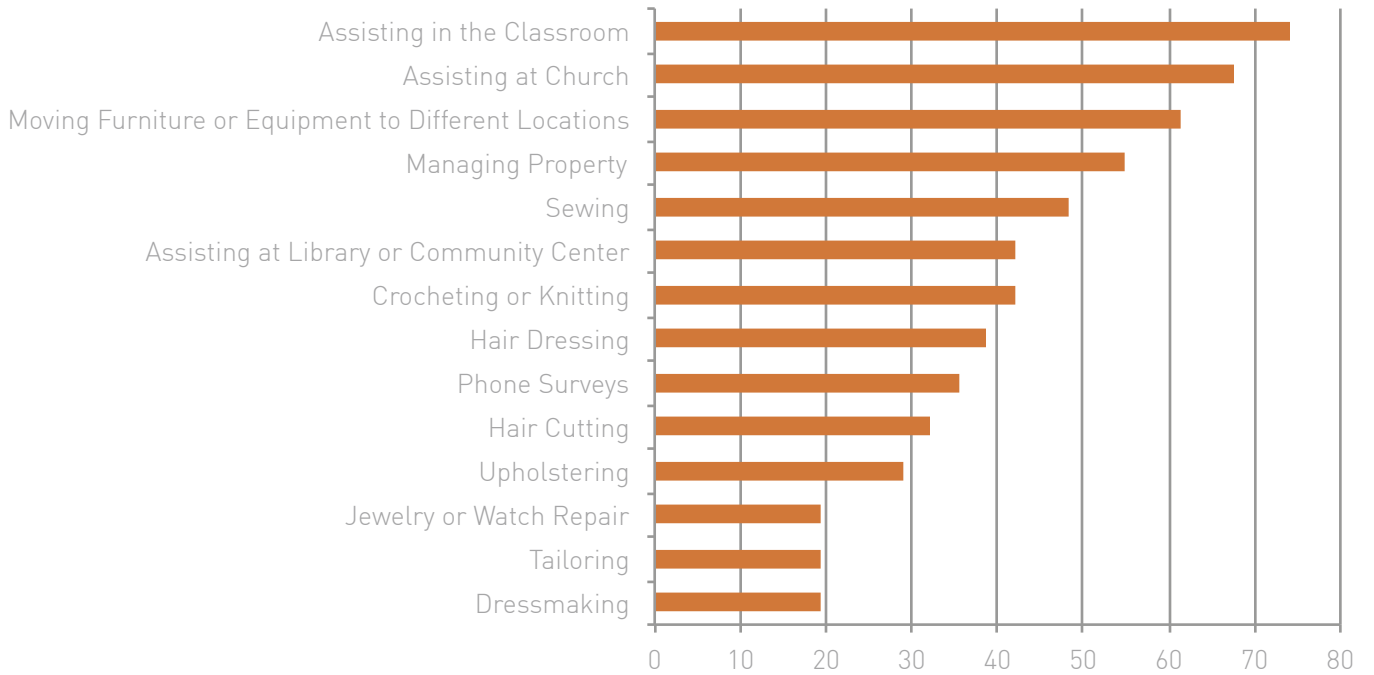
Figure 14 **Other Skills**

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