UNIVERSITY - COMMUNITY PARTNERSHIPS FOR WORKFORCE DEVELOPMENT

Fall 2015 Planning Studio

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Visitors to Georgia Tech need only to walk a few minutes' distance from campus to find the Westside community, but they will feel like they're in a different world. Though the area has made a significant cultural contribution to Atlanta, in recent years severe disinvestment has led to high unemployment, high crime rates, low educational attainment, and other problems in the community. While its neighbor to the east, Georgia Tech, has grown and thrived, the Westside has been left behind. Many residents lack even basic computer access, for example, making it even more difficult to find work. This is the situation at the doorstep of an internationally recognized research university; but we don't have to accept it.

Georgia Tech has the opportunity - and the ability - to help turn around the decline of the Westside. As Atlanta's growth begins to shift inwards, away from the sprawl of past decades, the Westside, an intown neighborhood close to Downtown, will become even more important. Georgia Tech is known as an urban university and the existing relationship with Midtown shows dedication to this image. The university would be blind to ignore the potential of its other neighbor. By committing to cooperation with the community and investing in positive change, the university can help build the Westside neighborhoods back up, creating stronger places for both residents and the institution.

This report proposes two areas of focus for Georgia Tech to take action for the Westside:
1. a community RFP program to leverage academic resources for neighboring community projects
2. Westside-supportive policies in institutional procurement, hiring, and diversity.
These recommendations are preliminary, but have been designed with simple and quick implementation in mind.

RFP

Each year, Georgia Tech works on studios, departmental initiatives, and student led projects in the Westside. These are not uniformly aligned with community needs, however. The RFP seeks to rectify this process by allowing community organizations within the Westside the chance to voice their needs and connect with resources that have traditionally been held within the institution. In turn, Georgia Tech will help to provide a bridge between the community's desires and the institute's needs for academic research and development. This process will allow for the development of more initiatives to support Tech's values of progress and service, as listed in the mission and prioritized in the recent Quality Enhancement Plan.

Procurement, Hiring, and Diversity

Georgia Tech is in a position to positively influence the surrounding communities. Currently, only 6% of Georgia Tech's employees live in the Westside. The implementation of inclusionary employment practices at Tech would have a direct economic impact on the communities surrounding the institution and could reach segments of the population that traditionally have not had an opportunity to work. This impact can be augmented by filling small scale procurement needs with the Westside business community. Furthermore, the impact of changing these policies would be felt almost immediately by the neighborhood.

Based on conversations with organizations working on workforce development issues in the Westside and on a survey of residents and workers in the area, additional problems in job training access were identified. The Workforce Organization Census described in this report is a database which identifies not only the services provided by local workforce development groups but also the requirements for enrollment, the length of courses, and other important details for those looking for a training program. Information from the census will be shared with the Westside Communities Alliance for use in their outreach. The next step is to synchronize the system so that these programs can work in concert with one another to coordinate the flow of unemployed workers into skill building programs. By making this system more efficient, the amount of worker spillage, or workers that fall out of training, will be greatly reduced.

When anchor institutions such as Georgia Tech take an active role within neighboring communities it yields a healthier city and a healthier institute. The community benefits from the connection to a repository of knowledge and technical expertise, while the university cultivates an environment which promotes the growth of its students as well as the surrounding community. Georgia Tech stands at a crossroads and must choose either to embrace or turn away from its neighboring communities. This choice will shape the social and built environment of Tech's immediate surroundings, as well as the institution's reputation at home and around the country. What will Georgia Tech's Legacy be?

Geographically, the Westside community is defined by the borders of Neighborhood Planning Units (NPUs) L, K, and T. The community stretches northwest to the intersection of West Marietta St NW and Rockdale St NW, as far west as West Lake Avenue South West, as far south as the intersection of White St SW and W Whitehall Street, and is bordered to the east by Northside Dr. Within this area are 13 different neighborhoods which include some of the more well-known communities in the city of Atlanta such as West End, Washington Park, Castleberry Hill, Vine City, and Bankhead. Just a short distance from the Westside are three major Atlanta universities, one of which is the Georgia Institute of Technology, an immovable fixture within the fabric of the local community. As a local anchor institution, Georgia Tech's actions have the ability to shape the social and economic character of the area surrounding it.

Anchor institutions are nonprofit institutions that, once established, tend not to move locations[1]. Hospitals, universities, and major cultural institutions are often referred to as "anchors" because they have made massive investments in social capital and real estate, making it extremely difficult to move their business and leave[2]. In inner cities, colleges and universities have real estate portfolios valued at almost

1 Community-Wealth.org. (2015). Community-Wealth.org: Wealth-Building Strategies for America's Communities. Retrieved 10 December 2015, from http://Community-Wealth.org

2 Icic.org. (2015). Home | ICIC. Retrieved 10 December 2015, from http://www.icic.org/

$100 billion. Additionally, inner city anchor institutions accounted for over $200 billion spent on goods, services, and labor. Anchor institutions account for 11 percent of inner city jobs. Given these characteristics, anchor institutions have the potential to make a major social impact on local communities and neighborhoods.
 The Westside community is home to some of the oldest neighborhoods in the city of Atlanta and has contributed extensively to the cultural and historic heritage of the region. It included a thriving African American community throughout much of the 20th century and played a central role in the Civil Rights Movement of the 1960s, hosting major events and producing some of the movement's most crucial leaders. The Westside is also home to the largest consortium of African American Institutions of Higher Learning in the world, the Atlanta University Center.

In more recent decades, however, this area has experienced extensive disinvestment, resulting in high concentrations of unemployment, poverty, blight, home vacancies, and crime. Negative impacts on residents include low levels of economic attainment, limited educational opportunities for both youth and adult populations, and health problems due to uncorrected environmental hazards that exist in the area. Currently, the Westside has much lower average incomes than Atlanta as a whole, with 24% of residents with incomes below $10,000 per year and 29% with incomes below $25,000. Rates of public assistance usage here are much higher than in the rest of the city. The majority of homes in the area occupied by renters rather than owners

and home values are low. Together, these factors have created precarious living conditions which require extensive remediation.

These conditions have come about relatively quickly, though, and can be pushed in the other direction through dedicated community action. Georgia Tech's proximity to the Westside creates an implicit obligation to work to improve the condition of the area. With this understanding, this report seeks to explore how Georgia Tech can best serve as an anchor institution which positively impacts the Westside community.

Survey Methodology

A survey was conducted over a period of two weeks in early November to gain a better understanding of worker and resident needs in Westside Atlanta. Questions obtained information from respondents regarding employment background, employment challenges, and perceptions of Georgia Tech's community involvement. Several questions were written to mirror those asked by the U.S. Census Bureau's American Community Survey (ACS) [3] in order to compare data gathered through this survey and data from the mailed ACS household survey.

The workforce survey used in this report was designed to resemble a street intercept survey pioneered by researchers working in Baltimore, Maryland in the early 1990s [4]. A street intercept survey is administered by walking through a neighborhood and interviewing any willing person that the interviewer may encounter. This can include individuals who are walking along the sidewalk, waiting on a bus, or sitting in front of a building or in a park. The street intercept survey was designed to reach a more representative sample of low income African American neighborhoods than a phone or mail survey and elicit a higher response rate. The street intercept survey method is also able to capture individuals who do not have secure housing or consistent phone access. One of the challenges of the street intercept survey method is that it does tend to over-represent the homeless, unemployed, and men as these are the people most frequently encountered on a low income neighborhood street.

In adapting the street intercept survey method for this report, sites with high foot traffic were selected throughout Westside Atlanta's Neighborhood Planning Units (NPUs). The central sites for surveying are represented as points on the map below. Interviewers walked the areas surrounding highly trafficked sites in pairs or groups of three and attempted to survey each individual they encountered. Surveys were shown and read aloud to respondents while interviewers recorded answers. Each interviewer conducted a single survey at a time and provided a $5 Wal-Mart gift card for each survey that was fully completed. Interviewers also offered literature with information about nearby workforce development organizations to all those individuals encountered on the street. At least two survey sessions were scheduled in each NPU in order to collect a representative sample of the population. Survey sessions were also limited to two hour intervals and typically not scheduled at locations close to one another on the same or back-to-back days. This was done in order to reduce the possibility of individuals taking the survey more than once.

3 *U.S. Census Bureau. (2015). The American Community Survey Questionnaire. Washington D.C.: U.S. Department of Commerce.*
4 Miller, K., Wilder, L., Stillman, F., & Becker, D. (1997). The feasibility of a street-intercept survey method in an African-American community. Am J Public Health, 87(4), 655-658.

Figure 1. Westside Atlanta map with NPU divisions and survey sites

Survey Results

The survey population was largely representative of the overall Westside Atlanta population. Of those who resided in the Westside, 25% of survey respondents were from NPU L, 30% were from NPU K, and 45% were from NPU T. U.S. Census data for the area indicates that 18% of Westside Atlanta residents reside in NPU L, 31% in NPU K, and 52% in NPU T. The survey slightly over-represented African Americans. African Americans comprised 96% of our survey respondents. In comparison, the U.S. Census estimates that only 91% of the Westside Atlanta population is African American. Females were a substantially lower share of the survey sample than would be expected and comprised only 37%. Additionally, 30% of the total respondents did not live inside NPUs L, K, or T. However, all respondents lived in the Atlanta area. This is not unexpected for a street intercept survey. Such surveys tend to over-represent both men and transient individuals.

Survey results show a great degree of job instability for Westside Atlanta residents. While 54% of respondents reported having a current job, 32% of respondents who were not retired reported being unemployed. In comparison, the Bureau of Labor Statistics reported that the Atlanta area had a 5.5% unemployment rate in September 2015 [5]. Half of those who aren't working haven't done so in

5 *Bureau of Labor Statistics. (2015). Atlanta-Sandy Springs-Marietta, GA Economy at a Glance. Retrieved 10 December 2015, from http://www.bls.gov/eag/eag.ga_atlanta_msa.htm*

over a year. Of those who are currently working, 58% report working less than 40 hours in a typical week. Nearly one in four are working less than 30 hours per week. A total of 44% of the Westside population is either unemployed or underemployed. This reality poses a tremendous challenge for future community development and stresses the importance of tackling workforce development as a first step in strengthening the overall community.

There are several economic and environmental barriers preventing residents from finding and keeping a stable job. When asked to identify these barriers, residents identified lack of transportation (50%), low pay (47%) and inconsistent or too few hours (31%) as the top three challenges they have faced in the past. Most Westside residents rely on bus or rail transit to commute to work. Of those surveyed who were working, 71% reported regularly using public transit to get to work. Building up the Westside community will have to start with addressing the spatial mismatch of households and the availability of high quality full-time jobs.

Residents of the Westside face a number of social barriers to finding and keeping a stable job. Roughly 21% of survey respondents reported receiving Social Security Disability Insurance. Earlier this year, the Bureau of Labor Statistics released a report stating that results from the most recent Current Population Survey (CPS) indicate that only 17% of those with a disability are currently employed. Individuals with a disability are nearly twice as likely as those without a disability to be employed part-time. However, while disabilities can serve as a challenge in finding steady full-time work, the CPS also discovered that
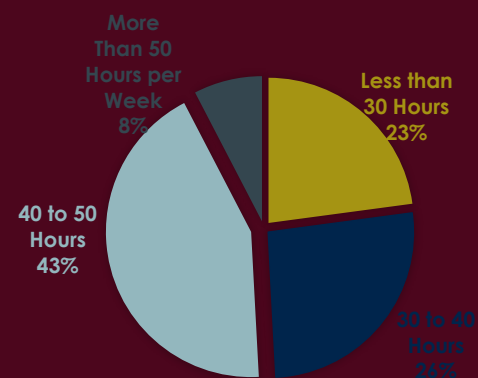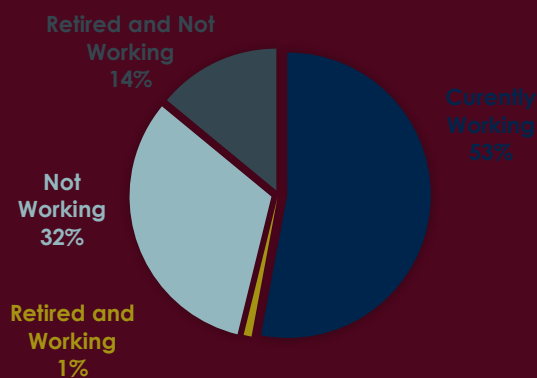

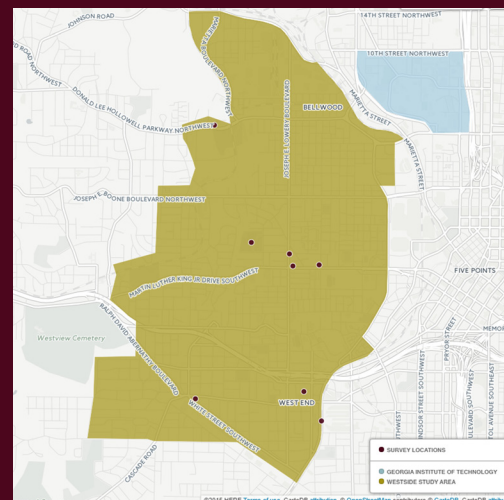*Chart 1. Average hours worked per week*

Chart 2. Employment
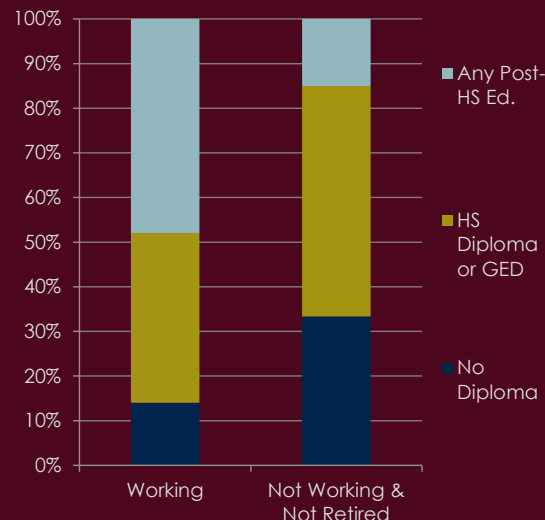
those with a disability often adapt by pursuing self-employment. Individuals with disabilities were nearly twice as likely as those without a disability to be self-employed[6]. A sizable portion of neighborhood residents also have criminal records (15%) or are currently homeless (12%). Many employers refuse to hire individuals with a record of past felonies, and it can be difficult to fully complete a job applicant process without a permanent place of residence.

While the Westside community faces workforce development challenges, Westside residents do have numerous strengths to build upon. While 22% of the population does not currently have a high school diploma or GED, the overwhelming majority of residents have graduated high school. Nearly 40% of residents have at least taken some college classes and 16% have an associate's, bachelor's, or graduate degree. Helping the 23% of residents that have some college experience finish college would be make a tremendous impact on the community. Additionally, 44% of respondents indicated that they have no social barriers such as a criminal record or disability that would impede their ability to hold down a job.

In a city with many service industry jobs, it is important to understand what jobs will satisfy and motivate employees. Increased work satisfaction and motivation leads to increased work performance across a range of

service industry jobs[7]. When asked what occupations survey respondents would most and least prefer to work in, respondents most favored being self-employed or working in either professional service or transportation jobs. Of these occupations, Westside Atlanta is the most ill prepared to encourage self-employment. A review of businesses in Westside NPUs revealed that there is currently only 1 business services center along the northern border of the Westside, and no community organizations within the boundaries of the community offer support for entrepreneurs[8]. Half of respondents indicated that they would least prefer to work in fast food, sanitation/janitorial, and construction jobs. Residents also expressed a desire to see new jobs that would be either close to transit or close to home (68%) as well as offer benefits such as health insurance or retirement packages (65%).

An overwhelming majority of respondents indicated that they use the internet, but only 36% indicated that they use the internet from their home laptop or desktop computer. Residents have at least a basic level of computer literacy, but relying upon other methods to access the internet such as a smartphone (45%) or library (38%) can be unreliable due to limited access and data availability.

A majority of survey respondents (62%) indicated that they typically look online for job opportunities. Residents of the Westside need reliable internet access during reasonable hours in order to participate in online learning or research and apply for jobs.

Westside residents are aware of the training they most need to be competitive in today's job market. Computer skills classes were the most frequently cited example (54%) of a service that respondents would be interested in attending. The second most requested service was help with starting or growing a business (50%), followed by resume and cover letter assistance (31%). Currently, local workforce development organizations and agencies provide very limited assistance to those wanting to start or grow an independent business. Some organizations and agencies provide computer access but few offer computer skills classes. Several workforce organizations and agencies do offer resume and cover letter assistance, but many residents indicated that they did not know that many of these organizations existed.

The only workforce organization or agency that a majority of residents were able to identify was the Atlanta Workforce Development Agency (55%). Slightly less than half of respondents were able to identify the Atlanta Job Corps Center (46%). However, both of these entities are government run. There is a clear divide between recognition of these government agencies and recognition of local nonprofit organizations. The nonprofit organization with the greatest recognition was Westside Works (30%). No other non-profit organization was

recognized by more than 20% of respondents. It is also evident from survey results that those organizations with the greatest name recognition received the greatest participation.

Georgia Tech has tremendous potential to positively impact workforce development in Westside Atlanta, but Georgia Tech's impact on Westside Atlanta has been historically limited. This is evidenced by the fact that only 10% of survey respondents were familiar with programs in Westside Atlanta run by Georgia Tech. When presented with three different scenarios for Georgia Tech's future involvement in the community, residents responded by saying that such involvement could substantially impact the neighborhood. Three in four respondents stated that Georgia Tech buying more products and services from Westside Atlanta businesses would have either a moderate or major impact on the overall community. Roughly 87% of respondents indicated that Georgia Tech hiring more employees from the Westside would have a moderate or major impact on the community, and 64% felt that this would leave a major impact on the community. There is substantial interest from the community in working for a local university as 29% of respondents had previously applied at one of the local universities. An overwhelming 86% of respondents also predicted that Georgia Tech partnering with local community organizations could have a moderate or major impact on the community.

Numerous workforce and career development organizations that provide training, preparation, and employee-employer matchmaking services are working to combat unemployment and

Chart 3. Employment by highest level of education obtained
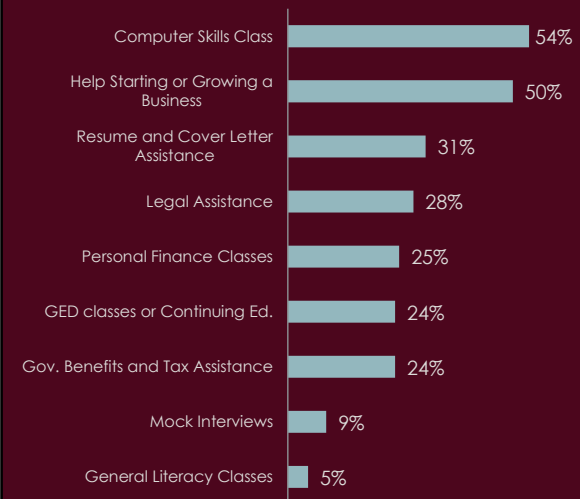
Chart 4. Professional training interest
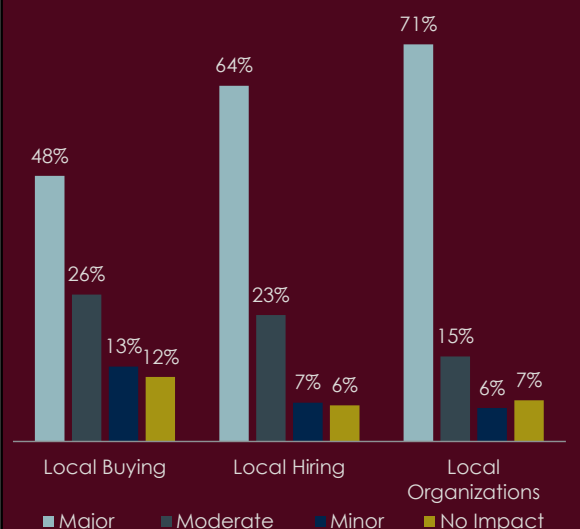
Chart 5. What level of impact could Georgia Tech have on the community?

[6] *Bureau of Labor Statistics. (2015). Persons With A Disability: Labor Force Characteristics Summary - 2014. Washington D.C: U.S. Department of Labor.*

[7] *Iyer, R., & Johlke, M. (2015). The role of external customer mind-set among service employees. Journal Of Services Marketing, 29(1), 38-48.*
[8] *Esri. (2015). Esri Demographics: Business Data. Provided by the Georgia Institute of Technology Center for Geographic Information Systems.*

workforce skills gaps in the Westside communities. Their efforts assist local residents, many of whom face numerous barriers to success, gain access to living-wage employment opportunities. However, despite their best efforts, some projects and programs go unrealized because of a lack of manpower, technical skills, and other resources. Georgia Tech, a longtime neighbor to these communities, is an entity with significant manpower and immense capacity for technical skills and resources. Georgia Tech has the potential to play a major role in filling gaps in Westside community organizations' projects by adopting the formal community engagement matchmaking proposal outlined in this report.

Least Desired Jobs:

Sanitation & Janitorial — **1**
Fast Food — **2**
Construction — **3**
Police — **4**

Most Desired Jobs:

Self-Employment — **1**
Professional Services — **2**
Transportation — **3**
Administrative — **4**
Restaurant — **5**

Figure 2. Least and most desired jobs

Close to Public Transportation — 55%
Health Insurance — 41%
Benefits Package — 39%
Close to Home — 32%
Sick Leave or PTO — 25%
Opportunity to Help Others — 24%
Potential for Promotion — 22%
Consistent Schedule — 22%
Daycare Available or Close By — 12%
Employee Feedback is Valued — 5%

Chart 6. What are the top three things that a great job provides?

To some degree, Georgia Tech already works with partners in the Westside. Over the years, various Georgia Tech entities have collaborated with different Westside organizations to provide assistance in fulfilling a variety of needs. In 2015, the Westside Atlanta Land Trust (WALT) worked with Georgia Tech faculty member Carl DiSalvo and his students in a Public Design Workshop. Through this workshop, data was collected and maps created that showed an up-to-date inventory of existing vacant lots in the Westside neighborhoods. Another example of a successful Georgia Tech-Westside community engagement interaction is the work performed by the student organization Epic Intentions. The student-led group worked to develop and implement marketing strategies for The Center for Working Families, Inc.'s Lead Safe Atlanta Program.

The Westside Communities Alliance (WCA) program was created in 2011 to operate within the Ivan Allen College of Liberal Arts. The WCA serves as the primary point of contact between the Westside community and Georgia Tech. The WCA has been integral in connecting community groups in the Westside with researchers and faculty at Georgia Tech's College of Architecture and College of Liberal Arts. In 2014, the group received the prestigious Chancellor's Service Excellence Team of the Year Award from the University System of Georgia[9]. While their efforts are noteworthy, the majority

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9 *Westside Communities Alliance. (2014, October 16). Chancellor Award IAC and COA. Retrieved from Westside Communities Alliance: http://westsidecommunities.org/chancellor-award-iac-and-coa/*

of the matchmaking that connects staff and the community is done in an ad hoc manner as opposed to a streamlined process. Georgia Tech has the opportunity to expand on this work by using the institutional commitment currently focused in the Center for Serve-Learn-Sustain (SLS) to move forward with a large-scale formal extension of the matchmaking services currently provided by the WCA.

This service could be organized in a way similar to that of a Request for Proposal (RFP) process: workforce development organizations would complete an RFP to request assistance from the Georgia Tech network on specific projects. The RFP document could be broadcasted to Georgia Tech's network of researchers, project-based courses, grant opportunities, student organizations, and more. The RFP process will provide a clear path for organizations to connect with resources at Georgia Tech and leverage them to meet their needs. In return, students will have the chance to apply their knowledge and skills to real world situations, learn to deal with and overcome real-world challenges, and benefit their local community.

The first requirement for this program is to establish a permanent entity within Georgia Tech that could take on managing the RFP process as part of their regular responsibilities. Based on the stated mission and objectives outlined in the Quality Enhancement Plan (QEP), the new Center for Serve-Learn-Sustain (SLS) is best suited to this role.

The Serve-Learn-Sustain QEP was completed in March of 2015 and outlines Georgia Tech's strategy to further

advance and promote sustainability and community engagement within the institution. Their focus is on "'creating sustainable communities'" and they emphasize community engagement and service learning as its central pedagogical approach."[10] The RFP process would involve student interaction directly in community engagement and service learning. Furthermore, the RFP would ensure that the work responds to true community needs.

A series of Desired Student Learning Outcomes and Goals are identified in the QEP. The Desired Student Learning Outcomes are: Build Student Awareness, Develop Knowledge and Skills, Connect to Practice, and Structure Deep Learning Experiences.[11] The type of community engagement this program would facilitate would build student awareness of the neighborhood that borders Georgia Tech, help them develop skills in dealing with diversity, and would provide a deep learning experience by having them apply their learned skills to real world issues facing the community.

The QEP also identifies six main goals of the new initiative and provides a series of Actions To Be Implemented based on each goal. The six main goals are: (1) Build Awareness of Issues and Opportunities,(2) Develop Knowledge and Skills, (3) Connect to Practice, (4)

Structure Deep Learning Experiences, (5) Build Long-Lasting Values and Beliefs, and (6) Create Supporting Institutional Infrastructure.[12] While all of these goals would be met under the proposed RFP process, "Goal Six - Create Supporting Institutional Infrastructure", is especially relevant.

Within the proposed actions to be implemented in Goal Six, the QEP explicitly identifies the following as an action to be implemented: "Develop an IT infrastructure for partner/project/faculty/student matchmaking and pathway tracking... [and] develop and maintain...partnerships to create meaningful opportunities for students to engage with sustainability and community issues."[13] The RFP process would accomplish exactly these goals.

According to the timeline of events listed in the QEP document, 2015 and 2016 are the years in which the infrastructure for partner/project/student matchmaking and pathway tracking should be reviewed, developed, and tested.[14] In order to adhere to the requirements of the QEP and stick to the proposed timeline suggested in the report, Georgia Tech must act quickly to designate this program as the match-making component to SLS. Not only would the RFP process complement the Serve-Learn-Sustain initiative requirements, but it would help

make Georgia Tech more attractive to national-level community engagement awards, such as the New York Life Higher Education Civic Engagement Award and the Carnegie Foundation for Advancement of Teaching Elective Community Engagement Classification.

The New York Life Higher Education Civic Engagement Award is handed out to a small group of universities and colleges every year that have shown an exceptional commitment to community engagement within their institution. Since 2009, the Washington Center has presented this distinction to institutions that have shown leadership and innovation in defining and addressing issues of public concern, established a vision for change that is systematic and sustainable, and has a significant depth and breadth of institutional commitment[15]. The winning institutions receive a scholarship of $20,000 to support a student to take an internship at the Washington Center's Academic Internship Program in Washington, D.C.

For several years, Georgia Tech has applied for this distinction with no success. Within their application, Georgia Tech describes the current extent of the community engagement efforts being performed within the institute. The efforts cited as evidence of their commitment to community engagement include the work being

performed by the Westside Communities Alliance, the K-12 intervention program done by the Center for Education Integrating Science Mathematics and Computing (CEISMC), and the Project Engage program which aims to attract more underrepresented minorities into STEM fields within Georgia Tech. The application also mentions the Office of Leadership and Civic Engagement (LCE). The listed programs do good work, but they do not demonstrate institution-wide engagement. The RFP process could serve this role in future applications.

Another award of interest to Georgia Tech is given out by The Carnegie Foundation for the Advancement of Teaching. Each year the organization recognizes universities and colleges that are leaders in community engagement efforts nationwide. They define community engagement as "the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity."[16] This is another recognition that Georgia Tech has so far been unable to attain. The RFP process, with its emphasis on local community engagement, would support the type of institutional-level community engagement the Carnegie Foundation looks for in its candidates. The RFP process, with its unique structure, could

10 Georgia Institute of Technology. (2015). Serve Learn Sustain Quality Enhancement Plan. Atlanta, Georgia: Georgia Institute of Technology.

11 Ibid.

12 Ibid.

13 Ibid.

14 Ibid.

15 The Washington Center. (2015). New York Life Higher Education Civic Engagement Awards. Retrieved from The Washington Center at: http://www.twc.edu/partnerships/colleges-universities/awards/new-york-life-higher-education-civic-engagement-awards

16 The Carnegie Classification of Institutions of Higher Education (n.d.). About Carnegie Classification. Retrieved from http://carnegieclassifications.iu.edu/.

help Georgia Tech stand out next to other applicants.

Structure of the Process

The RFP process could be facilitated through Georgia Tech's existing institutional network, as shown in image 1 on page 15.

Organizations with an identified issue or need would approach the designated entity in charge of distributing the Request for Proposal form. The Request for Proposal would help the organizations delineate the problem definition and identify possible solutions and organized efforts they believe could help solve that problem. The Request for Proposals would be sent out to researchers, department heads, student organizations, and other faculty and staff that are looking for community engagement opportunities. Interested parties would create a proposal that outlined their vision for the project, their timeline and availability, and the details of the potential agreement. Organizations would then choose a partner and enter into an agreement with the Georgia Tech group, finalizing the RFP process. A sample template for the RFP is included in Appendix 1.

Potential Issues

The following issues have been identified as potential problems that could impact the effectiveness of the RFP process. In anticipation of these issues, a number of responses and solutions are also described below.

Incentives

While some Georgia Tech entities may be self-motivated to engage in the RFP process, others may require greater incentive to participate. The following strategies could help ensure a better response rate from the Georgia Tech side.

Potential Incentives:

1. Create a competition award for the best community engagement project or study that would be handed out once per year to the best project
2. Provide grant money to fund projects struggling to identify a funding source from their department or organization
3. Identify the monetary value of the organization/class/research project so that there is a calculable monetary benefit associated with their work. This type of information can be used to promote the organization or school involved

Project Quality Control

As a major engineering and technical institution, Georgia Tech can provide valuable technical assistance to the Westside through the RFP process. A major draw of the RFP process is that it taps into Georgia Tech's recognized strengths and leverages them in the neighboring communities with the greatest needs. In order to maintain this vision and ensure that the program and its outcomes are focused, the RFP instructions for the Westside organizations must emphasize and be explicit about project criteria and qualifications. An example of an invalid request would be assistance with funding or fundraising. The problem definition section of the RFP will help organizations understand if their identified problem or need is appropriate.

Alternative Model

An alternative model of the RFP program could involve reversing the roles of Georgia Tech entities and Westside community organizations. Instead of having Westside community organizations create an RFP to which Georgia Tech entities may respond, the two parties could switch roles. If a research team, professor, or student organization had an idea for a project and needed a partner in the community, they would be able to fill out a similar Request for Proposal form seeking an organization to assist. The organizations interested in the project being offered could submit a pseudo-proposal in response describing why they are the best choice and proving their commitment. This would require additional administrative burden on the organization managing the proposal process but, if it is well-received, it would help to scale up the program and strengthen Georgia Tech-Westside relationships overall.

Final Thoughts

In light of the Georgia Tech project being developed at the Tech Enterprise Park site on Northside Drive and North Avenue, having an identified plan for community engagement and benefits will help in facilitating the relationship and communication between the neighborhood and the development. In any given project, a content community will help expedite the process and allow for a more trusting relationship. Now is the time for Georgia Tech to commit to being a good neighbor and partner for the Westside community.
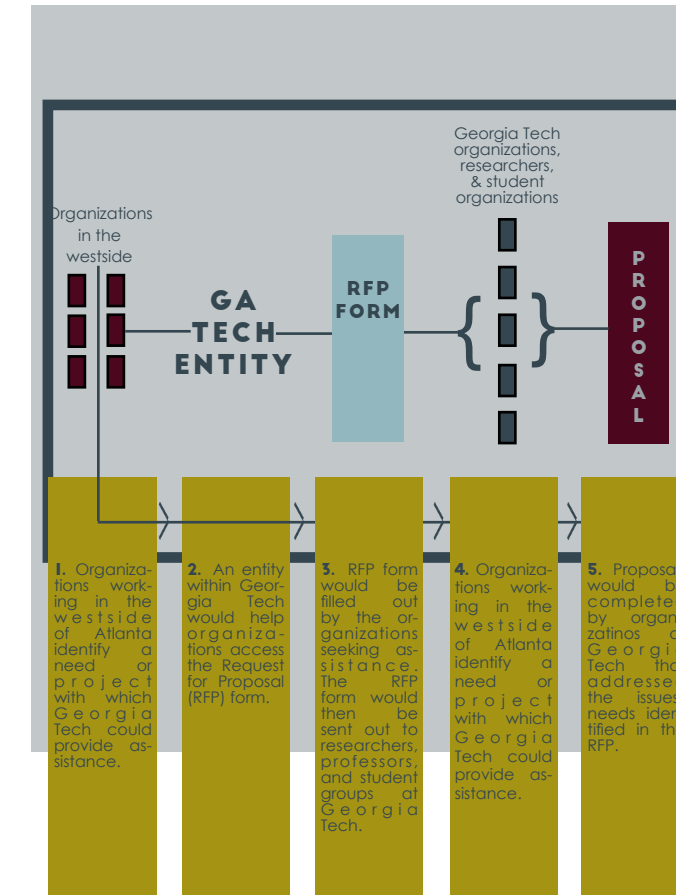

Figure 3. Request for Proposal Organization & Flow Chart

Local procurement practices can represent an institution's commitment to its community through the use of buying power to simultaneously acquire desired goods and services and also to invest in the surrounding local economy. Purchasing practices can be developed to build and strengthen a mutually beneficial relationship with local businesses and promote economic inclusion. As an example of best practices, the University of Pennsylvania has pioneered a number of programs, such as their local community business initiative, to help give support in accessing their electronic procurement system.[17]

Inclusionary employment programs can be another mutually beneficial community relations tool. Generally these practices benefit the institution through inspiration of creative thinking, facilitating innovative viewpoints, and maximizing talent through a varied workforce. This level of variety in a working body is achieved through strong affirmative action principles, and by offering crucial skills development opportunities to the employee base. A leader in innovation, the University of Pennsylvania has created a diverse set of employment practices such as the Lucien E. Blackwell Apprenticeship Program to bolster their workforce.[18]

[17] *University of Pennsylvania. Local Community Business Initiative. Retrieved from http://www.purchasing.upenn.edu/social/local-community-business.php.*

[18] *University of Pennsylvania. Creating an Enterprising Community.*

The provisions of this program include providing training needed to enter trade unions to local community members, working with welfare recipients looking to move into the workforce, and a high school paid employment program.

Benefits of Local Procurement and Hiring Practices
While the benefits of local hiring and procurement are extremely significant to the community, institutional benefits also exist. Institutional procurement policies that support local businesses strengthen the local economy and can spur new business growth. A more comprehensive local economic system can provide cost reduction in the form of a more diverse group of suppliers. Additionally, proximity to suppliers can increase ease of access and reduce delivery time.

Why should Georgia Tech consider local procurement and hiring practices?
An institution is only as good as the community in which it resides. With this in mind, Georgia Tech is faced with a unique opportunity to service both its own needs and the needs of the community. Two primary ways in which it might accomplish these goals simultaneously would be through updating its hiring practices, marketing, and providing additional assistance to local and small business. Georgia Tech should make a shift in hiring practices to include a local hiring component, specifically directed at hiring more individuals from the Westside of Atlanta, which can decrease relocation fees. Out of the current 7,155 Tech employees, only 396, or about 6%, reside within Westside zip codes, as

shown below in Table 1.[19]

By supporting local and small businesses as part of the procurement process, Georgia Tech would also be able to identify potential savings that could come from small business alternatives.

Local Procurement Opportunities
Georgia Tech Procurement Department
The Georgia Tech Procurement Department is the purchasing entity for the university and also plays a major role in administering contracts. Enrollment in BUZZMART, the university's electronic procurement-to-pay pipeline is required for all businesses to bid on contracts. BUZZMART serves as the gateway to accessing these contracts. As a public university, Georgia Tech is required to meet regulations set forth by the State of Georgia's Department of Administrative Services. Federal grants, a major source of Tech's funding, also limit flexibility in altering existing contracting procedures. Recent federal restrictions on requiring or preferring a specific geographic preference in contracting further restrict this. Opportunities do exist, however, for businesses to use the existing system. Opportunities and recommendations for the university are highlighted below.
Opportunities
1. Identify an individual or group of individuals within the Procurement

[19] *Some of the northwestern portion of the study area exists within 30318. That zip code however, is rather large and therefore the number of employees more than likely positively skews the total residing in the study area.*

Department who can provide BUZZMART registration assistance to businesses.
2. Conduct registration-oriented events in the community to target local small businesses.
3. Require or encourage individual university units (i.e. specific colleges or schools) to give preference to local businesses for unit purchases below $10,000 as these are not required to be reviewed by the Procurement Department.
4. Develop a moniker/symbol on BUZZMART to highlight local businesses in order to ease identification and increase awareness.

Enterprise Innovation Institute's Procurement Assistance Center (GTPAC)
GTPAC is a federal extension program, located within Georgia Tech's Enterprise Innovation Institute, which coaches Georgia businesses on the best practices of researching, identifying, successfully bidding on government contracting opportunities. The center's services are provided at no cost to all Georgia businesses, no matter the size, that possess the interest and potential to work as a prime contractor or subcontractor for federal, state, or local government agencies.

GTPAC's programming consists of seminars and workshops on a wide array of government contracting topics proven to assist businesses with contracting with the government sector. Individual assistance regarding a specific topic can be requested as well. The center does not, however, guarantee contracting opportunities or provide business creation services. The center provides assistance throughout

6,759 : 94%
396 : 6%
36 : 1%
22 : 0%
338 : 5%

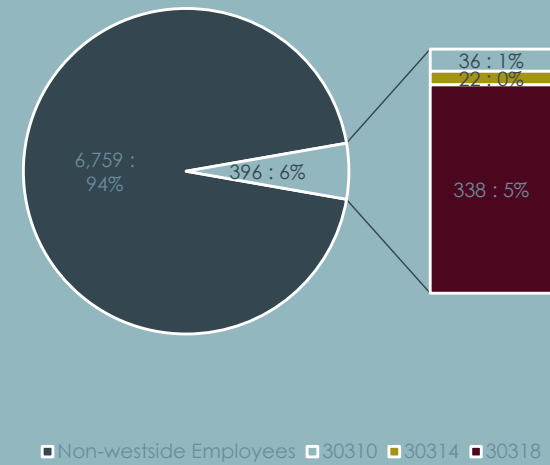■ Non-westside Employees ■ 30310 ■ 30314 ■ 30318

Chart 7. Where do Ga Tech employees live?

the bidding process, from beginning to successful contract bid. Opportunities and recommendations for GT PAC are highlighted below:

Opportunities
1. Present semi-annually at meetings of the Northwest Business Association in order to bring awareness of GT PAC's programming to Westside businesses.
2. Attend and market services at other events located in the Westside to expand awareness.
3. Meet with Business Department officials at Clark Atlanta University and Morehouse College to encourage students/entrepreneurs to utilize GTPAC services.

Enterprise Innovation Institute's Minority Business Development Agency (MBDA) Business Center
The MBDA helps Minority Business Enterprises (MBEs) access capital, increase profitability, create jobs, and become sustainable. The center, located within Georgia Tech's Enterprise Innovation Institute, specializes in helping minority businesses with accessing new or existing markets, contracts, and capital, as well as strategic business consulting and global business development.

The neighborhoods and businesses encompassing the Westside reflect a large market potential for the Center. The process for businesses to access these services, further information regarding the services, and opportunities to improve marketing to these businesses all need to be better understood.
Opportunities
1. Present semi-annually at meetings of the Northwest Business Association in order to bring awareness of MBDA's

programming to Westside businesses.
2. Attend and market services at other events located in the Westside to expand awareness.
3. Meet with Business Department officials at Clark Atlanta University and Morehouse College to encourage students/entrepreneurs to utilize MBDA services.

Local Hiring Opportunities
Georgia Tech Office of Human Resources
The Georgia Tech Office of Human Resources services the university through strategic human resources counsel, leadership in employee engagement and learning, and facilitation of campus-wide organizational effectiveness. It orients and prepares new employees and supports existing employees and managers in addressing complex workplace issues. HR would administer any univeristy actions to implement a local hiring preference policy.
Opportunities
1. Identify an individual, or group of individuals, within the Human Resources Department who can provide application and hiring assistance to local residents on a recurring basis.
2. Provide open house events in which local residents can interact with human resources and the Georgia Tech Center for Career Discovery and Development professionals to receive resume, cover letter, and hiring assistance.
3. Participate in local job fairs to further expand hiring opportunities for local residents.

Diversity Opportunities
Georgia Tech has made commitments to ensuring a greater diversity of staff. Georgia Tech's Office of Institute Diversity quotes the Strategic Plan in saying, "We aspire to be an Institute that pursues excellence and embraces and leverages diversity in all of its forms. In the years ahead, we must continue to enhance a culture of collegiality, close collaboration, global perspective, intercultural sensitivity and respect and thoughtful interaction among a community of scholars that includes all of our students, faculty, and staff." The Office of the President also commits the university to greater diversity in saying, "We will recruit, develop, retain, and engage a diverse cadre of students, faculty, and staff with a wide variety of backgrounds, perspectives, interests, and talents, creating a campus community that exemplifies the best in all of us—in our intellectual pursuits, our diversity of thought, our personal integrity, and our inclusive excellence."

With these commitments, and the ever increasing roles of college rankings in providing transparency and accountability to students' choices of where they intend to enroll, competition based on diversity statistics will certainly increase. Georgia Tech could become more competitive through more diverse hiring practices. Table 2 outlines in detail the diversity numbers, as of November 1, 2014, from the National Center for Education Statistics IPEDS Data Center for Georgia Tech.

A comprehensive census of the workforce development organizations that serve Atlanta and the Westside community was taken to identify the gaps in communities, people, or industries served by current workforce development programs. The data collected from this comprehensive survey should also be used to create a website and app for people seeking to utilize workforce development programs. Currently many programs serve the Westside community, but survey results show that few are well-known among residents. The goal of this census was not only to provide the contact information for all of these workforce organizations in one place, but also to make it easier for job seekers to learn about all the opportunities available to them.

Methodology
The assessment began with a list of workforce development organizations compiled by the Westside Communities Alliance (WCA). These organizations have a wide variety of focuses and goals because not all organizations are a good fit for all job seekers. By cataloging the applicant requirements, career focuses, and services provided by each organization, job seekers in the Westside will be able to seek assistance from local organizations best suited to their needs.

Analysis began with online research of each organization. Based on the information provided on organization websites, a list of follow-up questions was created to ensure equivalent information for all organizations involved. First contact was made through email and follow-up communications were made via phone as necessary. The result is a database of information about Westside workforce organizations: what services they offer, what they require of their participants, and what sectors they focus on.

Service, Training, & Career Gaps
This tool we have developed will help link community members with current workforce development organizations, however it cannot ensure them a place within these trainings and services. As we can see from our list of services and trainings offered, while technically the most desired career paths, trainings, and services are offered - there are large gaps between the percentage of the most desired services available and the percentage of people who desire these services. For example, only 2 of the 18 organizations offer entrepreneurial trainings - both of these located outside of the Westside, but this was the second most desired service according to our survey, with 50% of respondents wanting help starting or growing a business. Conversely, 6 of the organizations offer construction training, while our survey shows that this was one of the three least desirable jobs respondents gave when asked what job they would least like to have. Training and career paths in professional services were also notably under represented, with this also being one of the top desired jobs according to the survey. These gaps between the services, trainings, and career paths offered by workforce organizations and the community's desires show that workforce development organizations, while abundant in the Westside, are still not sufficiently meeting the needs of the community.

Tool Vision
Though a website or app would ultimately be the most useful mode of access for this database, it was out of the scope of this project to design and test such a product. We have shared our database with the Westside Community Alliance, and recommend that they develop the tool described below, to add to their data dashboard. The figure 2 to the left describes the envisioned function of the final model.
On the website, users would input various descriptive information under 3 specific categories: "Background Information", "Career Desires", and "Services Desired". This would allow them to check off their qualities or needs from a list of options. "Background Information" describes information that that organizations require or are specific characteristics they cater to. "Career Desires" allows users to choose which certifications, trainings, and career paths they are interested in pursuing. "Services Desired" lets users choose the basic non-training services that organizations offer, such as computer labs, clothes closets, GED courses, etc.

Once the desires and identifying information are entered, the organizations are ranked by relevance. A location aspect could also be added to this tool, which prioritize organizations by ease of access with mode of travel being an input. Users would be able to click on the organizations and see the contact information, website, and directions broken down by several different modes. The final results will be sorted by level of match to the user: "Perfect Match", "Almost Match", and "If Nothing Else".

"Perfect Matches" are those where all the program requirements have already been met, and they offer all the trainings and services desired. "Almost Matches" are those where trainings and services desired are offered, but where the user lacks only a few of the requirements. These are divided into fixable requirements, such as obtaining ID, and those that are not fixable, such as becoming a veteran. The "Almost Matches" would give users back not only the list of organizations they almost qualify for, but also a list of missing requirements and information on how to obtain these requirements.

"If Nothing Else" consists of the remaining organizations that are within the database. These are the organizations that do not fit the desired trainings or services, but still offer workforce development programs to the Westside Community. Thus, fairness to all Westside organization is ensured as users will have the ability to look at all the organizations regardless of rank. Overall, this ranking system will allow people to easily sort through the many workforce programs and quickly find the most relevant ones for them.

Figure 4. Workforce Matching Tool

INPUTS

Background Info /Requirements

Veteran
Criminal Background
Educational Attainment

Career Desires

Certifications
Seeking Trainings Desired
Career Path

Services Desired
Computer Lab
GED
Financial Literacy

ORGANIZATION MATCH

Perfect Match

Almost

If Nothing Else

If you go to X organization, you will need the folowing

Fixed　Fixable

Provide info on how to obtain missing requirements
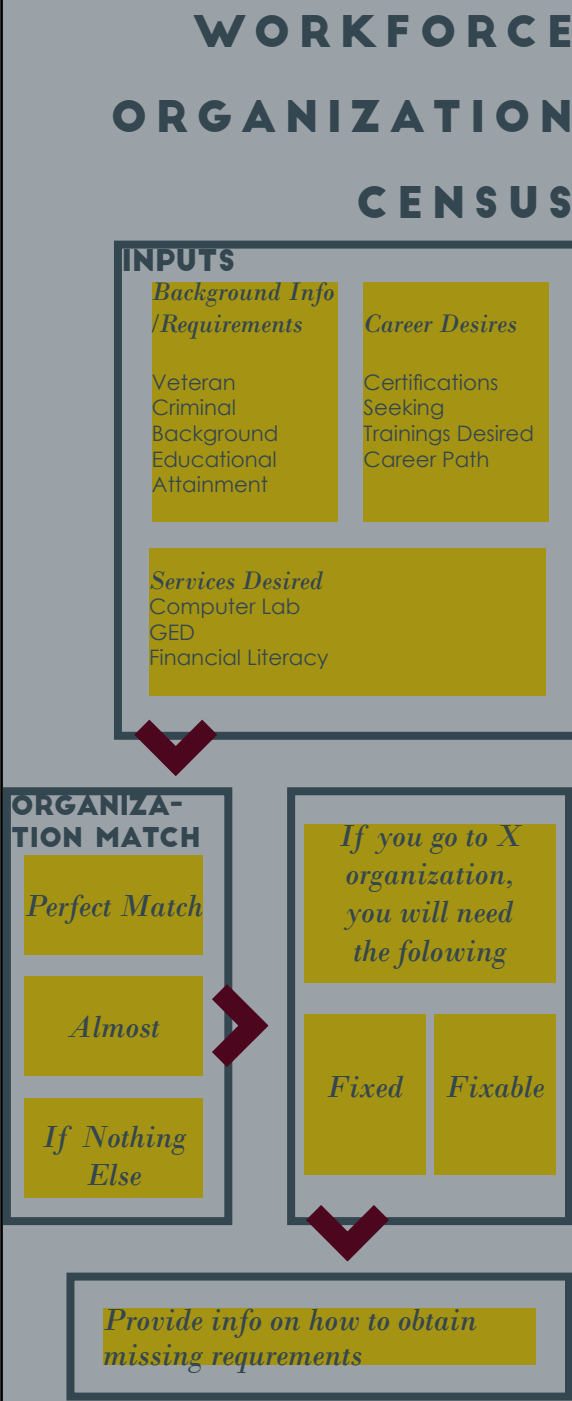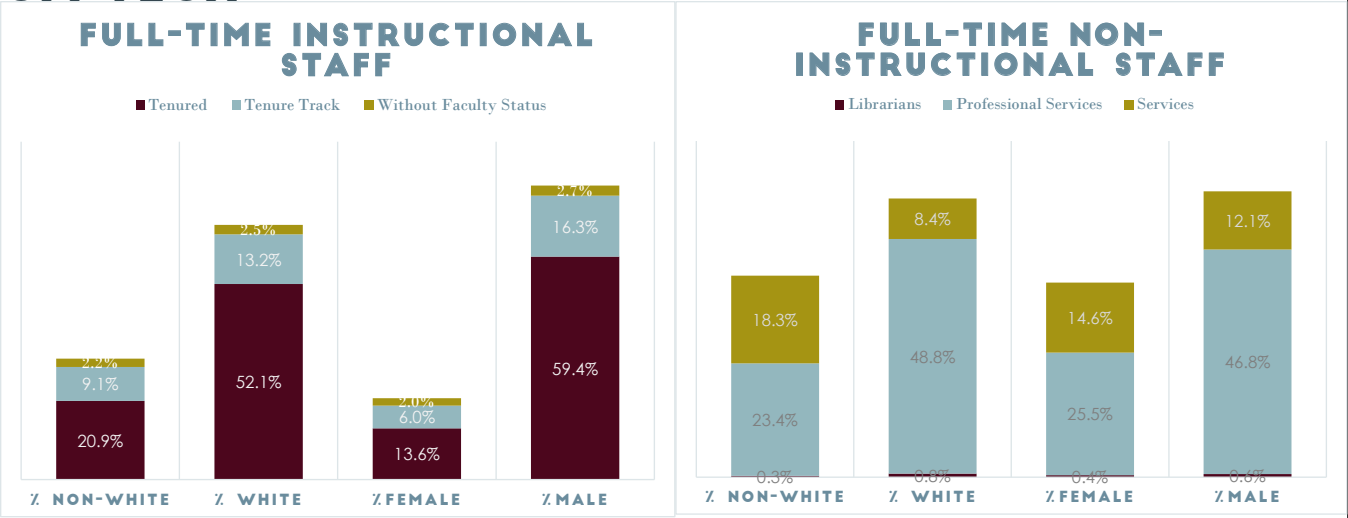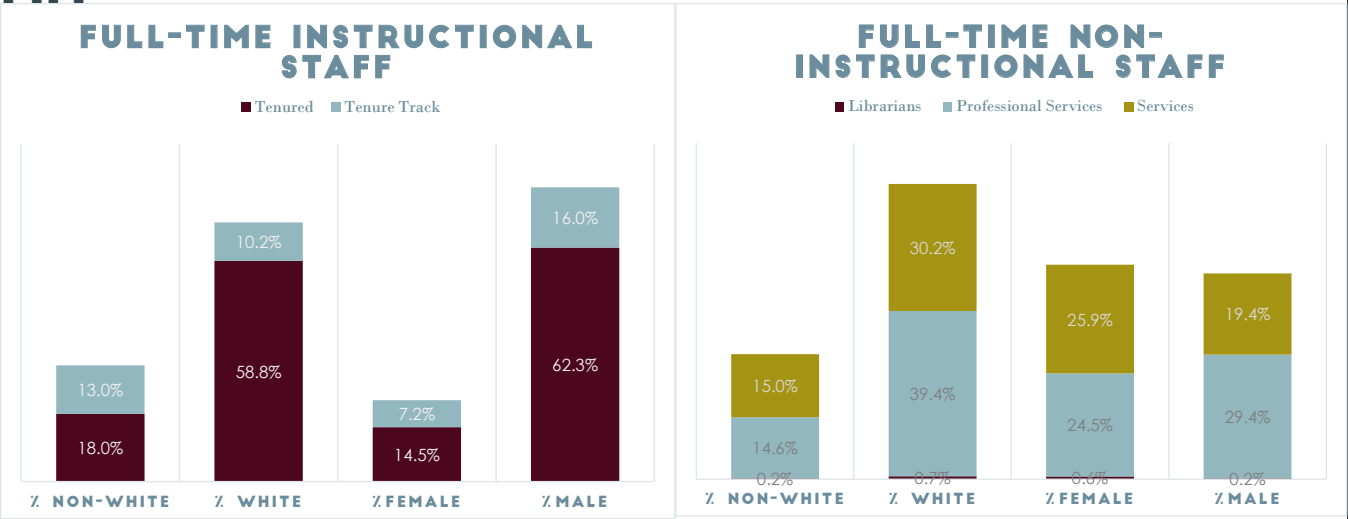
There are a number of strategies which Georgia Tech can implement to quickly and easily maximize the university's impact on both the institutional reputation and the community's economic sustainability. These strategies will help the university build relationships with its neighbors and increase overall community engagement.

1. Adopt the Request for Proposal Process,
• Appoint the Serve-Learn-Sustain as the managing entity
• Formalize the RFP requirements and applications
• Recruit community partners with identified projects of interest
2. Link partners with Georgia Tech entities
• Support Westside Businesses Through Procurement Practices
• Provide BUZZMART registration outreach and assistance to businesses
• Encourage local business preference for unit purchases below $10,000
• Highlight local businesses in BUZZMART with a unique moniker/symbol
• Utilize GTPAC and the MBDA Business Center for marketing and awareness of Tech business opportunities
3. Expand Hiring into the Westside Community
• Participate in local job fairs
• Provide application and hiring assistance to local residents
• Host open house events to offer resume, cover letter, and hiring assistance to residents

GA TECH

FULL-TIME INSTRUCTIONAL STAFF

Legend: ■ Tenured ■ Tenure Track ■ Without Faculty Status

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Without Faculty Status	4.9%	34.5%	2.0%	24.3%
Tenure Track	9.1%	13.2%	6.0%	16.3%
Tenured	20.9%	52.1%	13.6%	59.4%

FULL-TIME NON-INSTRUCTIONAL STAFF

Legend: ■ Librarians ■ Professional Services ■ Services

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Services	18.3%	8.4%	14.6%	12.1%
Professional Services	23.4%	48.8%	25.5%	46.8%
Librarians	0.3%	0.0%	0.4%	0.0%

MIT

FULL-TIME INSTRUCTIONAL STAFF

Legend: ■ Tenured ■ Tenure Track

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Tenure Track	13.0%	10.2%	7.2%	16.0%
Tenured	18.0%	58.8%	14.5%	62.3%

FULL-TIME NON-INSTRUCTIONAL STAFF

Legend: ■ Librarians ■ Professional Services ■ Services

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Services	15.0%	30.2%	25.9%	19.4%
Professional Services	14.6%	39.4%	24.5%	29.4%
Librarians	0.2%	0.0%	0.0%	0.2%

UC-BERKELEY

FULL-TIME INSTRUCTIONAL STAFF

■ Tenured ■ Tenure Track

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Tenure Track	10.7%	5.6%	6.3%	10.0%
Tenured	22.6%	61.1%	24.5%	59.2%

FULL-TIME NON-INSTRUCTIONAL STAFF

■ Librarians ■ Professional Services ■ Services

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Services	20.6%	10.6%	16.8%	14.4%
Professional Services	32.7%	34.0%	37.5%	29.2%

UNIVERSITY OF MICHIGAN

FULL-TIME INSTRUCTIONAL STAFF

■ Tenured ■ Tenure Track

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Tenure Track	9.5%	13.5%	9.5%	13.5%
Tenured	18.1%	58.9%	22.5%	54.5%

FULL-TIME NON-INSTRUCTIONAL STAFF

■ Librarians ■ Professional Services ■ Services

	% NON-WHITE	% WHITE	% FEMALE	% MALE
Services	8.5%	26.0%	20.3%	14.2%
Professional Services	14.5%	49.7%	38.0%	26.4%
Librarians	6.3%			8.4%

BACKGROUND QUESTIONS

1. Please have a look at the map and tell me if you live in one of these shaded areas.
    ☐ Yes - NPU L
    ☐ Yes - NPU K
    ☐ Yes - NPU T
    ☐ No - What neighborhood do you live in? _____

2. How old are you? _____ Years

3. Do you identify as male, female or other? Mark one answer below.
    ☐ Female   ☐ Male   ☐ Other

4. Are you of Hispanic, Latino, or Spanish origin? Mark one answer.
    ☐ No   ☐ Yes

5. What is your race? *Mark all answers that apply below.*
    ☐ White   ☐ Black/African American
    ☐ American Indian/Alaska Native ☐ Asian
    ☐ Pacific Islander   ☐ Another Race _____

WORK HISTORY

6. How many paying jobs have you held in the past 12 months?

    _____ Jobs

7. Do you have a paying job right now? Mark answer below.

    ☐ Yes - Not Retired
    ☐ Yes - Retired and Working   [Move to Question 8]

    ☐ No - Not Retired
    ☐ No - Retired and Not Working [Move to Question 11]

If you answered YES to question 7

8. In the past week, how many different paying jobs (or businesses) did you work for?

    _____ Jobs

9. How did you get to work last week? Marks all that apply below.
    ☐ Car you own/lease
    ☐ Car you borrow/rent
    ☐ Carpool
    ☐ Bus
    ☐ Streetcar
    ☐ MARTA train
    ☐ Taxicab/Uber/Lyft
    ☐ Bicycle
    ☐ Walked
    ☐ Worked at home

10. Thinking about the job or jobs you have now, how many hours do you work in the average week?

    _____ Hours

If you answered NO to question 7

11. When did you last work for pay, even for a few days?
    Mark one answer below.

    Within the past 6 months
    Over 5 years ago
    Within the past 12 months
    Never worked
    1 to 5 years ago

WORKFORCE WANTS & NEEDS

12. What is the highest degree or level of school you have completed? *Mark one answer below.*

☐ Grade 8 or below
☐ Grade 9-11
☐ Grade 12 - No diploma
☐ High school diploma
☐ GED or alternative credential
☐ Some college but no degree
☐ Associate's degree (for example: AA, AS)
☐ Bachelor's degree (for example: BA, BS)
☐ Master's Degree/Phd/Professional Degree (for example: MD, JD, etc.)

13. Where do you access the internet? *Mark all that apply below.*

☐ Home on a **desktop** computer ☐ Home on a **laptop** computer
☐ Work ☐ Public library
☐ Westside Communities Alliance computer lab ☐ Other public computer lab
☐ Friend or family member's house ☐ Coffee shop/restaurant
☐ Smartphone that you pay for ☐ Lifeline/Obama phone
☐ I never use the internet

14. Where do you typically look for job announcements? *Mark up to 3.*

☐ Newspaper/Magazine Classifieds (in printed paper)
☐ Online Job Search Engines/Classifieds (Monster.com, Indeed.com, etc.)
☐ Craigslist
☐ Online Social Media (Facebook, LinkedIn, etc.)
☐ Word of Mouth
☐ Walk-In or Flyers (at potential employer)
☐ Workforce Organization/Agency
☐ Somewhere else: _____

15. Next, I'll read a list of challenges that some people have finding or keeping a job. Please tell me which, if any, have happened to you. [in the last 5 years] ***

☐ Lack of reliable transportation?
☐ Lack of government ID?
☐ Lack of child care?
☐ Trouble seeing?
☐ Lack of computer or tech skills?
☐ Health issues (yourself or family)?
☐ Lack of required work clothing?
☐ Low pay?
☐ Lack of benefits? [problems with SNAP, etc.]
☐ Inconsistent or too few hours?
☐ No job training or certification
☐ Legal issues (criminal record, failed drug test, unpaid legal fines, etc.)
☐ Commute to work is too long?
☐ Something else: _____
☐ None of these

16. [In the past 5 years] When you have filled out a job application, did you ever have trouble with: ***

☐ Writing tests? ☐ Reading tests?
☐ Math tests? ☐ None [or no applications in the past 5 years]

17. Do any of the following apply to you now? *Mark all that apply below.*

☐ Service Member or Veteran
☐ on SSDI (Disability)
☐ Have a criminal record
☐ Unemployed for 1 year or longer
☐ Homeless
☐ Low Literacy Level
☐ Single Parent of child under 18
☐ Migrant or Seasonal Worker
☐ None

18. Here is a list of qualities that a great job can have, besides money. Which things are the most important to you? *Mark up to 3.*

☐ Close to public transportation
☐ Close to home (short commute)
☐ Sick leave or paid time off
☐ Daycare available or close by
☐ Health insurance
☐ Benefits Package (Retirement, parental leave, etc.)
☐ Consistent work schedule
☐ Employee feedback is valued
☐ Potential for job promotion
☐ Opportunities to help others
☐ Something else _____

19. What kind of job would you like to have if you could choose?

_____

20. What job would you hate to have?

_____

Workforce Development Organizations

Here is a list of some workforce development organizations in the Westside area that are helping people get training or find jobs.

21. Have you heard of any of these groups? Have you received services from any of these groups in the last 5 years? [if needed: attended a class, used computer lab, got career advice, got job search help, etc.] *Mark all that apply below.*

Organization Name	Have you heard of them?	Have you received services from them?
Atlanta Center for Self Sufficiency		
Atlanta Jobs Corps Center		
Atlanta Regional Career Resource Center		
Atlanta Workforce Development Agency		
Bobby Dodd Institute		
Families First		
Georgia Quick Start		
Georgia Trade-Up		
Go Build Georgia		
Greenworks		
Lift Up Atlanta		
Neighborhood Union Health Center - Vine City		
Operation Workforce		
The Center for Working Families		
Urban League of Greater Atlanta		
Westside Communities Alliance		
Westside Works		
YearUp		

22. What kinds of programs would you be most interested in? *Mark up to 3.*

☐ Resume and cover letter assistance
☐ Personal finance counseling and classes
☐ GED classes and continuing education
☐ General literacy classes
☐ Mock interview sessions
☐ Computer skills class
☐ Legal assistance
☐ Assistance with government benefits and taxes
☐ Help with starting or growing a business

GAUGING GEORGIA TECH'S CURRENT WESTSIDE ATLANTA INVOLVEMENT

23. Have you ever applied for a job at the following local universities? ***
Mark all that apply below

☐ Georgia Tech
☐ Atlanta University Center (Morehouse, Spelman and Clark Atlanta)
☐ Georgia State University
☐ Atlanta Technical College
☐ None of these

24. Have you heard of any programs in Westside Atlanta that are run by Georgia Tech?

☐ No   ☐ Yes

Surveyer Name _____
Location _____
Date _____   Time _____

26. Would Georgia Tech buying more supplies and services from Westside businesses have an impact on the community?

☐ No Impact
☐ Minor Impact
☐ Moderate Impact
☐ Major Impact

27. Would Georgia Tech hiring more new employees from Westside neighborhoods have an impact on the community?

☐ No Impact
☐ Minor Impact
☐ Moderate Impact
☐ Major Impact

27. If Georgia Tech helped community organizations in the Westside improve services to residents would this have an impact on the community?

☐ No Impact
☐ Minor Impact
☐ Moderate Impact
☐ Major Impact