UNIVERSITY - COMMUNITY PARTNERSHIPS FOR WORKFORCE DEVELOPMENT
1. a community RFP program to leverage academic resources for neighboring communities

2. Westside-supportive policies in Georgia Tech's Procurement, Hiring, and Diversity initiatives to support Tech's values of inclusion, equity, 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, departments, or 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 with even basic computer access, for 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 training program. Information from the census will be shared with Westside Communities and the Alliance for use in their outreach.

The next step is to synchronize data collected by the work of others into a single database that can be shared with the Westside Communities and their workforce development groups and the Westside Community Alliance for use in their outreach. The next step is to synchronize data collected by the work of others into a single database that can be shared with the Westside Communities and their workforce development groups.

Occurrence, Hiring, and Diversity

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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 forwards, 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 can help build the Westside and investing in positive change, the university cultivates an environment which promotes the growth of its students and technical expertise, while the university benefits from the connection to a repository of knowledge 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 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. 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. In inner cities, colleges and universities have real estate portfolios valued at almost $100 billion. Additionally, inner city anchor institutions account 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 are occupied by renters rather than owners and 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 serve as an anchor institution which positively impacts the Westside community.


A survey was conducted over a period of two weeks in early November to gain a better understanding of worker and social conditions. Questions obtained information from respondents regarding employment background, employment for future community development, and perceptions of Georgia Tech’s economic involvement. Several questions were written to mirror those asked of a representative sample as part of the U.S. Census Bureau’s American Community Survey (ACS) in order to compare findings to data gathered through this survey and data from the mailed ACS household survey.

The workforce survey used in this report was based on a stratified random sample selected by researchers working within Baltimore County during the early 1990s. A street intercept survey method is able to capture the possibility of individuals taking the survey more than once. The possibility of individuals not working haven’t done so in the past. While disabilities can serve as a challenge in finding steady full-time work, the CPS also discovered that individuals 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. The Street intercept survey method is able to serve as a challenge in finding steady full-time work, the CPS also discovered that individuals 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. The Street intercept survey method is able to serve as a challenge in finding steady full-time work, the CPS also discovered that individuals 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. The Street intercept survey method is able to serve as a challenge in finding steady full-time work, the CPS also discovered that individuals 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. The Street intercept survey method is able to serve as a challenge in finding steady full-time work.
service industry jobs. When asked what occupations survey respondents would least prefer to work in, respondents most favored being self-employed, or working in professional service or transportation jobs. Of these occupations, Westside Atlanta had the most interest in encouraging 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 organization within the Westside. Several respondents of the community offer support for entrepreneurs with different scenarios for Westside tech. A disability can quite possibly interest job seekers. The overwhelming majority of respondents had 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 the needs of employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees. Increased work satisfaction and motivation leads to increased productivity, employees.
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.

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-led group 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. While their efforts are noteworthy, the majority 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 can 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 the need for community and service learning as its central pedagogical approach. 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 RFP. The Desired Student Learning Outcomes are: Build Student Awareness, Develop Knowledge and Skills, Connect to Practice, and Structure Deep Learning Experiences. The type of community engagement programs that are identified in the QEP and service learning as its central framework to change and community engagement within the institution. Their focus is on "creating sustainable communities" and they emphasize the need for community and service learning as its central pedagogical approach. 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.

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help Georgia Tech stand out next to other applicants.

**Proposals**

**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. As potential problems that could impact Westside relationships overall.

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.

**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 addition, a continuous stream of feedback will help expedite the process and allow for a more trusting relationship.

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.

**Potential Issues**

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**Figure 3. Request for Proposal Organization & Flow Chart**

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Local procurement practices can represent an institution’s commitment to its community through the businesses of buying power to simultaneously acquire desired goods and services and also invest in the community. Procurement 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.

Inclusionary employment programs can also be mutually beneficial for both the university and the local community. These practices benefit the institution through innovation of creative initiatives, facilitating innovative viewpoints, and maximizing talent through a diverse and engaged workforce. This level of variety in a working body is achieved through strong affirmative action principles, and by offering crucial skills development 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 preference to local and small business. Georgia Tech should make a shift in its hiring practices to include a local hiring component, specifically directed at hiring individuals from the Westside of Atlanta, which can decrease relocation fees. Out of the current 7,155 full-time employees, only 396, or about 6%, reside within Westside zip codes, as shown below in Table 1.17

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

Benefits of Local Procurement and Hiring Practices

While the benefits of local hiring and procurement are extremely significant to the community, institutions can also realize the existing institutional policies that support local businesses in 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.

Local Procurement Opportunities

The University of Pennsylvania, in particular, is a model for the Georgia Tech Procurement Department as the purchasing entity for the university is highlighting the potential of BUZZMART to highlight local businesses for unit purchases below $10,000 as these are not required to be reviewed by the Procurement Department.

The Georgia Tech Procurement Department is the purchasing entity for the university and also plans on using BUZZMART as the gateway to accessing these contracts. Enrolment in BUZZMART, the university’s electronic procurement system, 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 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.

1. Identify an individual or group of individuals within the Procurement 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 units (i.e. specific colleges or schools) to give preference to local businesses for small purchases below $10,000 in order to be reviewed by the Procurement Department.
4. Develop a university symbol or BUZZMART to highlight local businesses in order to ease identification and increase awareness.

Entrepreneur 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 selling to government agencies. The center provides assistance regarding a specific topic can be requested as well. The center'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


18 University of Pennsylvania. Creating an Enter-prising Community.
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 (MBE) 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 university 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, 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.

Chart 7. Where do Ga Tech employees live?
Service, Training, & Career Goals

This tool has been designed to help link community members with current workforce development organizations. However, it cannot ensure them a place within these organizations and the results we can see from our list of services and trainings offered, while the majority of the most desired career paths, trainings, and services are offered. These gaps exist 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 service categories have specific career training opportunities. The following 6 of the organizations offer construction training, which shows that this 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 underrepresented, with this also being one of the top desired jobs according to the survey. These gaps between the services and training offered by workforce organizations and the community’s desires show workforce development organizations are ranked by relevance. A location aspect could also be added to this tool, which prioritizes 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, i.e., a list of follow-up questions and directions broken down by several different modes. The final model will not only list the organizations they almost qualify for, but also list a mix of alternatives that may be better served for them.

Methodology

The assessment began with a list of workforce development organizations that serve the Westside Community. This list was taken to identify the gaps in communities, people, or industries serve the Westside workforce development programs. The data collected from this comprehensive survey will then 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. Thus, 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.

A comprehensive census of the workforce development organizations that serve the Westside Community is being taken to identify the gaps in communities, people, or industries served by these workforce development programs. The data collected from this comprehensive survey will 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. Thus, 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.

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 assessment to design a final product. We have shared our database with the Westside Community Alliance, and we recommend that they adapt 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 such as gender, age, and race. This would allow them to check off their qualities or needs from a list of options. "Background Information" describes the information that that organizations require or are specific characteristics they cater to. "Career Desires" allow users to choose the career path 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. The 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.

“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 background information described, but do not fit the desired trainings and 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.
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
### Appendix

**GA Tech Employee Demographics Compared to Competitors**

<table>
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<tr>
<th></th>
<th>UC-Berkeley</th>
<th>Full-Time Non-instructional Staff</th>
<th>University of Michigan</th>
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<td>📚 Tenure Track</td>
<td>📚 Full-time Instructional Staff</td>
<td>📚 Tenured</td>
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<td>0.3%</td>
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<td>58.9%</td>
<td>14.5%</td>
<td>32.7%</td>
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<tr>
<td>% Female</td>
<td>24.5%</td>
<td>22.5%</td>
<td>0.9%</td>
<td>14.5%</td>
</tr>
<tr>
<td>% Male</td>
<td>75.5%</td>
<td>77.5%</td>
<td>9.1%</td>
<td>85.5%</td>
</tr>
</tbody>
</table>

### Background Questions

1. How old are you? Yes ______ No ______
2. Do you identify as white, black, or other? Yes ______ No ______
3. Are you a full-time or part-time student? Full-time ______ Part-time ______
4. Are you a full-time, part-time, or non-staff employee? Full-time ______ Part-time ______ Non-staff ______
5. What is your race? African American ______ Hispanic/Latino ______ Asian American ______ Other ______

### Work History

6. Have you worked in this field before? Yes ______ No ______
7. Do you feel your current job is fairly compensated? Yes ______ No ______
8. What is your highest level of education? High School ______ Bachelor's Degree ______ Master's Degree ______ PhD ______
9. Have you ever been laid off? Yes ______ No ______
10. Have you ever received a raise? Yes ______ No ______

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If you answered YES in question 7, did you receive a raise in the past 12 months? Yes ______ No ______
If you answered NO in question 7, did you receive a promotion in the past 12 months? Yes ______ No ______

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**Appendix Survey**
WORKFORCE WANTS & NEEDS

15. When is the highest degree in level of work that you have completed? 

[ ] Grade 9 or lower
[ ] Grade 10–11
[ ] Grade 12
[ ] College
[ ] Bachelors Degree
[ ] Master’s Degree
[ ] Doctorate Degree
[ ] Doctor of Osteopathic Medicine
[ ] Specialized degree (as in nursing)

16. What is the highest degree you have completed? 

[ ] Grade 9 or lower
[ ] Grade 10–11
[ ] Grade 12
[ ] College
[ ] Bachelors Degree
[ ] Master’s Degree
[ ] Doctorate Degree
[ ] Doctor of Osteopathic Medicine
[ ] Specialized degree (as in nursing)

13. Do any of the following apply to you? 

[ ] I am unable to read
[ ] I am limited in my ability to read

14. If your answer is yes, do you feel that you are able to read and understand the material presented? 

[ ] Yes
[ ] No

15. Have you used the Internet to look for job opportunities within the past year? 

[ ] Yes
[ ] No

16. Have you used the Internet to look for job opportunities within the past year? 

[ ] Yes
[ ] No

17. Have you used the Internet to look for job opportunities within the past year? 

[ ] Yes
[ ] No

18. How much do you feel that you are able to read and understand the material presented? 

[ ] Very confident
[ ] Somewhat confident
[ ] Not confident

19. Have you used the Internet to look for job opportunities within the past year? 

[ ] Yes
[ ] No

20. How much do you feel that you are able to read and understand the material presented? 

[ ] Very confident
[ ] Somewhat confident
[ ] Not confident
APPENDIX
Survey

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

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