

Standberry Christian Academy: Workforce Development and Community Center

**Project Sponsor:
Dr. Standberry**

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GEO242

November 17, 2017

The Project Summary

This project appealed to our group on the basis of Dr. Standberry's upstanding vision. His lengthy description of the goals and services of the Standberry Christian Academy appealed to our high esteem of grassroots efforts against the neoliberal capitalist forces that disproportionately affect low-income neighborhoods. He and his faculty have assigned for themselves the mission of providing support for children where it is lacking in whatever public education they're receiving.

The SCA's most recent initiative that requires our help is to make informed decisions and gain political favor/sway in obtaining funding for a new academy directed toward adult populations in the same area the SCA serves. In the Steans Partnership document we based our project goals upon, the center requested that we come to know the "hard-to-serve" population that resides in the northern half of the 15th State Senate district that's in close proximity to the Standberry Christian Academy, namely the residents of Riverdale, Robbins, Dixmoor, Posen, Phoenix, Blue Island, Dolton, Markham, East Hazel Crest, Hazel Crest, Phoenix, Thornton, South Holland, Calumet City, Lansing, and Harvey through data collection and visualization.

Dr. Standberry, having had in mind plans to create an employment support center prior to getting in touch with the Steans Center, prepared some preliminary research for us to base our studies on. He used research from the U.S. Department of Labor to narrow his areas of focus on proven barriers to employment including: inappropriate job skills, populations consisting of immigrants, welfare-to-work, the disabled, seniors, ex-offenders, etc.

Considering these subject matter and the limitations to data we could acquire through public search and time constraints we had as students, we decided on these criteria for our maps (all of which are focused on the upper half of the 15th state senate district): Percentage of 18-24 year-olds without a high school diploma, percentage of those with disabilities, percentage of those enrolled in the food stamp (SNAP) program, percentage of households with income less than 10k, percentage of those who aren't U.S. citizens, percentage of Spanish-speakers who speak English less than "very well", percentage of unemployed, percentage of vacant residences, and percentage of those with a bachelor's degree. In addition to these maps, to more easily locate areas of particular concern on these maps we've compiled hotspot maps of the disability, food stamps, household income that is less than 10k, and those with bachelor's degrees. The final and most important map for the SCA's purposes is our map showing the ideal location for a community center based on the demographics aforementioned, based on most evident poverty level using a compilation of all of our individual maps.

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Introduction

Standberry Catholic Academy, located in Harvey, Illinois, seeks out an educational community make-up of K-12 students that have been labeled “at-risk” due to either familial conditions, environmental conditions, or a combination of the two. The programs students participate in not only follow rigorous and well-rounded course work, they also are set up to foster the advancement of skills such as leadership, public speaking, teamwork, and other job acquisition skills.

The SCA has petitioned the help of the Steans Center at DePaul University to assist in the completion of their newest undertaking:

“The mission of Standberry Christian Academy (SCA) is to build competency in hard-to-serve (at-risk) participants looking for assistance, training and employment in relevant specialized skills that will allow them to adapt to the changing labor market of the 21st Century to obtain and retain employment.”

Using our unique skillset, we decide we would have the greatest impact on the mission by locating pockets of underserved communities that would most benefit from the self-improvement services the SCA sought to provide and we built a project outline to accomplish this task. The project being addressed this quarter stimulates research inquiry on various social environmental factors that influence the populations in the south suburbs of Cook County, Illinois that are deemed “hard-to-serve”. Through the course of this project, there is intention to uncover evidence that provides further information on these populations and the influence of variables such as educational level, income level, unemployment, level of citizenship, English-speaking skills, SNAP program enrollment, and housing vacancy may further inhibit job sourcing for these specified pockets.

Our area of interest, for its proximity to the SCA included Riverdale, Robbins, Dixmoor, Posen, Phoenix, Blue Island, Dolton, Markham, East Hazel Crest, Hazel Crest, Thorton, and South Holland, and Harvey - otherwise understood to be cities within the northern half of the 15th State Senate District. The borders were drawn based on the edges of the census tracts, and the Indiana/Illinois state border, since some of these areas’ census tracts run to the state line.

This report will include a needs assessment that reviews the process undertaken to shape the focus of our project. Subsequent to this is our section on system requirements. From there we will outline our methods of data acquisition, and then walk through why we chose our visualization elements and analyze the value of our data. The results section will tie together all of the findings our data visualization and analysis and clearly indicate as to where poverty exists in the Cook County region of the 15th state senate district. The 14 maps made for the project will also be included in this section. The conclusion will discuss the effectiveness of our efforts and what work still remains to fulfill the SCA’s mission.

Needs Assessment

The exigency of our project is persistent poverty and unemployment in 15th state senate district within Cook County. The goal of the project is to locate specific points or small areas in which a community center could be built in order to have a beneficial influence on underserved populations.

Meetings with our client, Dr. Standberry, were greatly useful in narrowing the trajectory of our project goals. An in-person meeting helped us to understand that he is focusing exclusively on adults and providing them with social services curtailed to improve their employment prospects. Formerly, we didn't know for what reason specifically he sought to find the pockets of poverty, but now we had more of a structured outlook on how we would go about mapping. A significant feature he asked us to showcase was the evidence that these services were needed in these tracts; there is a lack of social service provisions in these communities.

Now understanding that a workplace development/social services center was our goal we tailored our literature review to delineate the needs and research of those kinds of institutions. We began with the *Executive Summary (The Illinois Public Agenda of College and Career Success)*--suggested by Dr. Standberry--a study that found that the most unprepared populations for the labor market are high school "dropouts", individuals with some college credit but a lack of credentials, and potential workers in need of new skills and credentials.

Individual research was fruitful as well. Three papers were used as our main sources: *What We Know About Workforce Development for Low-Income Workers: Evidence, Background and Ideas for the Future* (2013); *What Works In Job Training: A Synthesis of the Evidence* (2014); and *Vulnerable Youth: Employment and Job Training Programs* (2017).

Findings from these vital sources of information were endless. "What We Know" is an elaborate bibliography of every relevant source up to 2013 dealing with the effectiveness of workforce development programs, how they might be improved and the impact the Great Recession had on job markets and low-income American populations. Sweeping conclusions made from this extensive report in regard to possible improvements to workplace development centers are that they are in peak form when they work on a deeply individual level with both clients and employers to shape training for future employment that would improve their situation. Another service that does well to support communities is attention paid to keep jobs once obtained and seek upward mobility within that field.

"What Works" consists of a review of federal programs in the workforce and training system to ensure they are designed to equip the nation's workers with skills matching the needs of employers. Findings on what works to employ America's adult population include post-secondary education (degree or industry-recognized credential related to jobs in demand), contextual learning and bridge programs, and up-to-date labor market data.

"Vulnerable Youth" gave insight into the severity of youth unemployment. The study confirmed the findings of the article the SCA sent us through Dr. Standberry in that youth under the age of 25 high school dropouts, youth involved in foster care, and other populations with

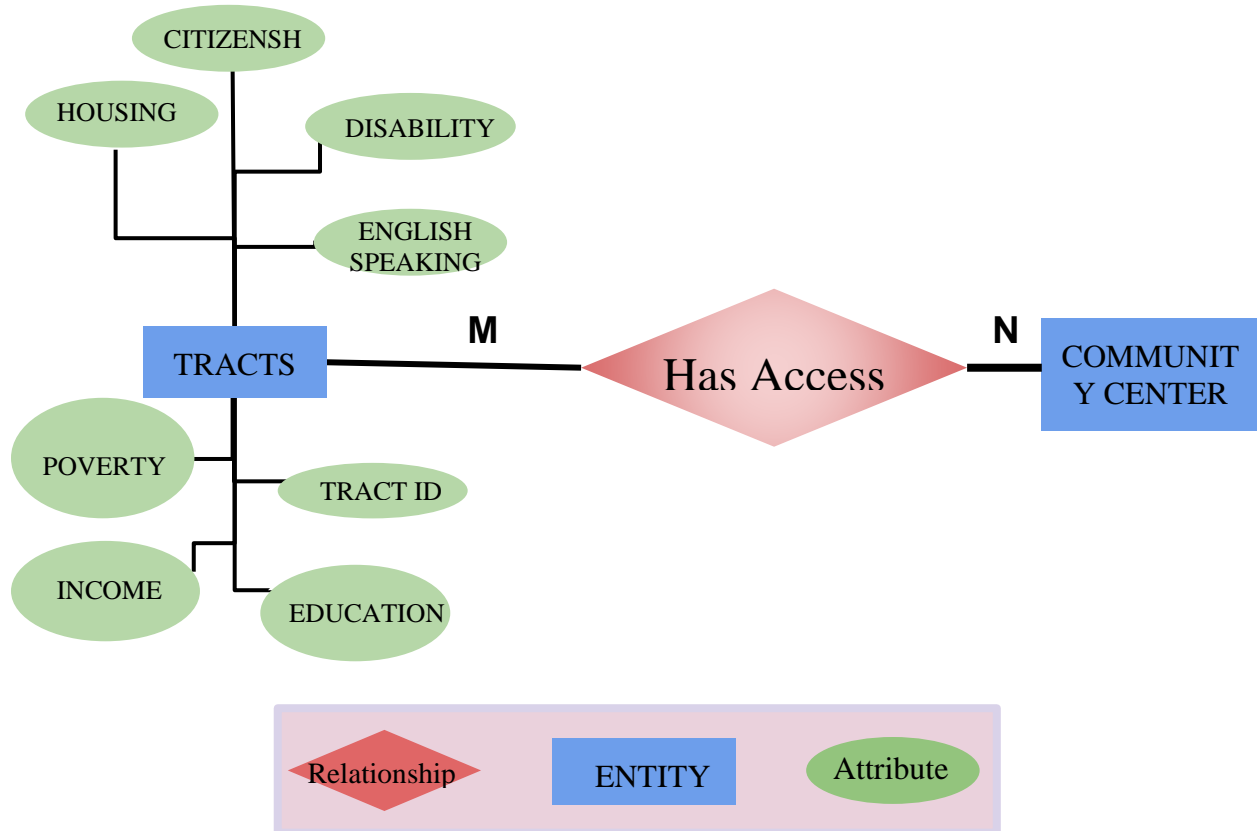
classic indicators of poverty were much less likely to be gainfully employed. Dated in 2017, the article found a decrease in youth employment in recent years, making our work with the SCA all the more important as it addresses a problem that is more and more relevant as time goes on.

System Requirements

System requirements dictate the steps we as a team took to properly execute the goals for this collaboration. These requirements should be used as a guideline to help future researchers perform accurate and reliable work.

When identifying our entities, our group had to locate commonalities in the data that may or may not be accessible to us. We wanted to address several factors that we believe to be displays of poverty. The commonality in the demographic data was tracts. Though this entity we were able to properly display the best possible area that would allow the demographics to have access to the proposed job training program. This process is illustrated below in our entity relationship diagram. Our goal is to find the most severely depressed areas using the criteria connecting to census tracts on the right and assist in bringing a community center uniquely suited to the needs of the citizens of those areas to them.

Entity Relationship Diagram



From there we continued our illustrated understandings of the tasks at hand by drawing up a relational database schema. This is a simple visualization of how we intended to join different datasets as an expository step in the process of mapping for poverty. A diagram of this is seen below.

RELATIONAL DATABASE SCHEMA

TRACT

POVERT	INCOM	HOUSING VACANCIES	DISABILIT	EDUCATI	IMMIGRA	GEO ID
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Data Acquisition

In this section you will find how and why our team obtained any and all data. Data acquisition is a key part in maintaining reliability in the final product. In addition, the source of all of our data can be found in this section.

Despite knowing the goals of an employer, it isn't always clear how you can go about displaying necessary information so it was critical for our team to think broadly about our problem statement. As previously mentioned, poverty goes beyond income, other factors must be taken into account. All data was obtained from the United States Census Bureau and their American Fact Finder search program with a government funded data base. Every dataset is from the American Community Survey 15 with a five-year estimates from 2011-2015.

It is, of course imperative to discuss the margin of error existent within our datasets. Every dataset was normalized against a "total" value, the margin of error of which was consistently 9.5%, an understandable consistency considering each file was sourced from the same years of the American Community Survey. There was a larger margin of error for the specific value we had to normalize to find percentages. There was a range of 31-37% margin of error in these sets across the board, a margin which would still qualify them as reliable datasets--plus, these are multiyear estimates giving them an additional boost of reliability.

When observing the areas required for our team to research, we found that they were all contained within Cook County. Thus, we were able to access one Cook County shapefile instead of attempting to find microdata of each individual township of interest and then finding the data which may or may not be accurate. Using Cook County census data we were more confident in the validity of our results. A Cook County block group shapefile was obtained from TIGER data website. This shapefile was used for all of the following data sets.

When discussing poverty it was clear our team had to cover the basics with income and unemployment. It was quickly decided that income must be at an extreme low in order to display high levels of need. Income levels of \$10,000 a year or less were expressed in our team's maps. Initially downloaded as a csv file, its source is from 2015 with a 5 year estimate from 2011-2015. Unemployment was observed from the ages of sixteen and higher from the year of 2015 with a five year estimate.

Education was one of the first data our team started looking for. However, there are several levels of education that must be taken into account. Evidently, it was decided that both the ability to obtain a bachelor's degree and having a high school diploma are highly variable in job acquisition. It's reasonable to believe that residences without either will have a harder time finding work compared to people who have them. Data collected includes, a 2011-2015 year estimate of the population between the ages of 18 to 24 without a high school diploma from the year of 2015 and a 2011-2015 year estimate of the population with a bachelor's degree from the year of 2015. Both files were downloaded as a csv file and joined to the Cook County shapefile.

Our sponsor, Dr. Standberry, wanted a wide range of concerns addressed, one of these being disabilities. Often the most overlooked residents when considering ability to find

employment and make a stable living. Data is from the year of 2015 with 2011-2015 year estimate and this includes all of disabilities not institutionalized.

One of the most in need populations in the United States are immigrants who would greatly benefit from engaging in professional work conversations. To address this, our group decided to include data from the non-U.S citizen population. Data was acquired in 2015 with (year) year estimates that was originally downloaded as a csv file.

However, despite having non-U.S Citizens addressed, it didn't seem as though we were properly addressing the issues that comes with attempting to establish yourself in a new country. After all there are plenty of green card holders that are doing well for themselves. Thus, our team decided upon including ability to speak English. The actual data used was speaks English less than "very well." Data was from 2015 with 2011-2015 year estimate and was originally downloaded as a csv file.

Our team thought of several factors that could display poverty and we soon came across housing vacancies. Not only do vacancies show inability to maintain housing, but also displacement of the original residence. Data was downloaded as a csv file and acquired in 2015 with a 2011-2015 year estimate.

Our final data set to display poverty was enrollment in The Supplemental Nutrition Assistance Program or SNAP otherwise known as food stamps. Somewhat self explanatory, this data set would give us the ability to see what residences are having trouble supporting themselves enough to have to get government assistance. Data used was from the most recent available in 2015 with 2011-2015 year estimate file was csv.

Data Analysis

This section will list in brief the process we undertook to create maps from the datasets we had compiled from the ACS 15 (5-Year Estimate). All of these maps were projected using the Illinois state plane projection NAD_1983_StatePlane_Illinois_East_FIPS_1201_Feet for the least distortion.

Each map was created using the same Cook County shapefile taken from an Illinois census tract shapefile. This meant that in order to display ACS data on the Cook County shapefile we would have to join tables via attributes, namely their GEOID, or geocode the data. These consisted of one-to-one relationships as each GEOID had a pair on the other dataset.

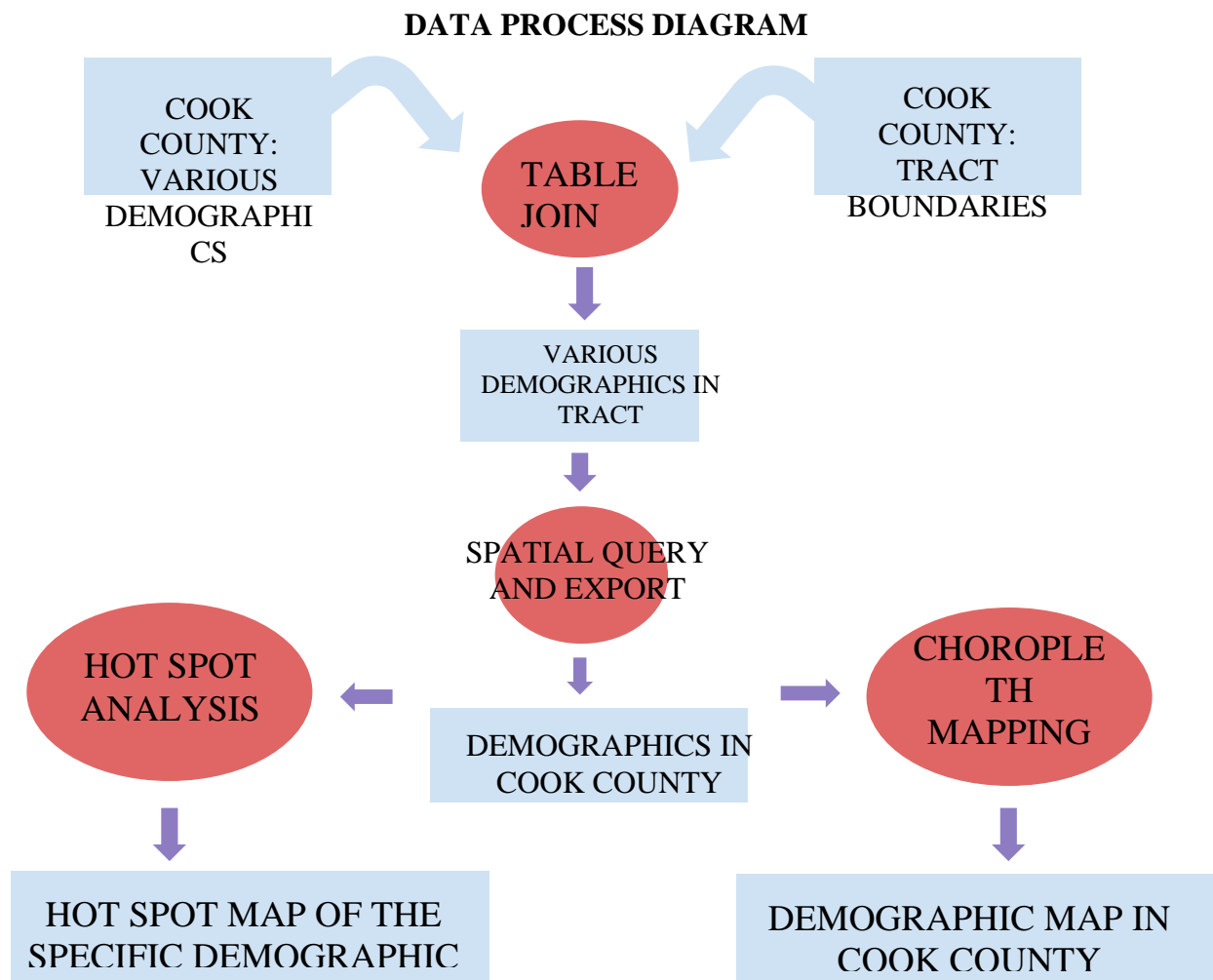
From there we normalized the data by whatever the equivalent of its “total” was or used a raster calculator to come up with a percentage and added this as a field value to the attribute to the census shapefile. We projected this, classified them in either natural breaks or manual, whichever was most effective in highlighting specific pockets that we could mark as possible community center locations, and used a neutral color scheme to illustrate the graduation of poverty without forcing an opinion upon it. The north arrow and scale bar have much less to do with the data we’re representing than they would have with, say, physical geography. The audience these maps are intended for aren’t GIS or geographic experts so the legend format is as viewer-friendly as possible, making it easy to identify the intentions of the map.

Hot spot analysis come with the disability, SNAP program, income, and bachelor’s degree acquisition. This is to accentuate the point that, in comparison with all of Cook County, our area of interest is in more need than other regions of Chicago and its surrounding suburbs.

Our final map simply layers the nine maps we made that aren’t hotspot analysis to isolate the most depressed areas and clue in to where specifically Dr. Standberry’s efforts should be focused.

Data Visualization

Below is a data process diagram that explains more efficiently the process described above. You can follow our process from data acquisition to realization in just a few orderly steps. This diagram was useful for us in our process and will continue to be useful for presentation purposes.



Results

The area chosen to conduct analysis on, was chosen by Dr. Standberry's wishes. His interest included areas such as Riverdale, Robbins, Dixmoor, Posen, Pheonix, Blue Island, Dolton, Markham, East Hazel Crest, Hazel Crest, Thorton, and South Holland - otherwise understood to be cities within the northern half of the 15th State Senate District. The borders were drawn based on the edges of the census tracts, and the Indana/Illinois state border, since some of these areas' census tracts run to the state line.

Our analysis revealed a strikingly high percentage of those without high school diplomas aged 18-24 in all of our areas compared with the rest of the county with particularly low percentages seen at Dixmoor, Posen, South Hazel Crest between Crawford and Kedzie Avenues, Phoenix between IL 83 and South Holland, and South Harvey (Fig 1). Vacancies dominate West Pullman and Harvey and varying between 3-10% throughout the rest (Fig 2). High percentages of disability could be seen in Robbins and Calumet City to the north and east of the Forest Preserves of Cook County (Fig 3). Concentration of SNAP program enrollment was observed in West Pullman to the East of I-94. Non-US Citizens and those who don't speak English "very well" were both clustered in Dixmoor and Posen and South and West Harvey (Fig 5 & 6). Those unemployed from the ages of 16-64 were focused in West Pullman, Calumet City, and with consistency of between 10-17% across the board (Fig 7). Household income below \$10,000 USD annually was most evident in Harvey and surrounding townships, Robbins, and West Pullman (Fig 8). The entire area has only a few spots that have up to 50% of people with a bachelor's degree, most of the areas is made up of areas that range between a 6-15% of people who have bachelor's degrees (Fig 9).

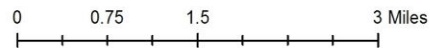
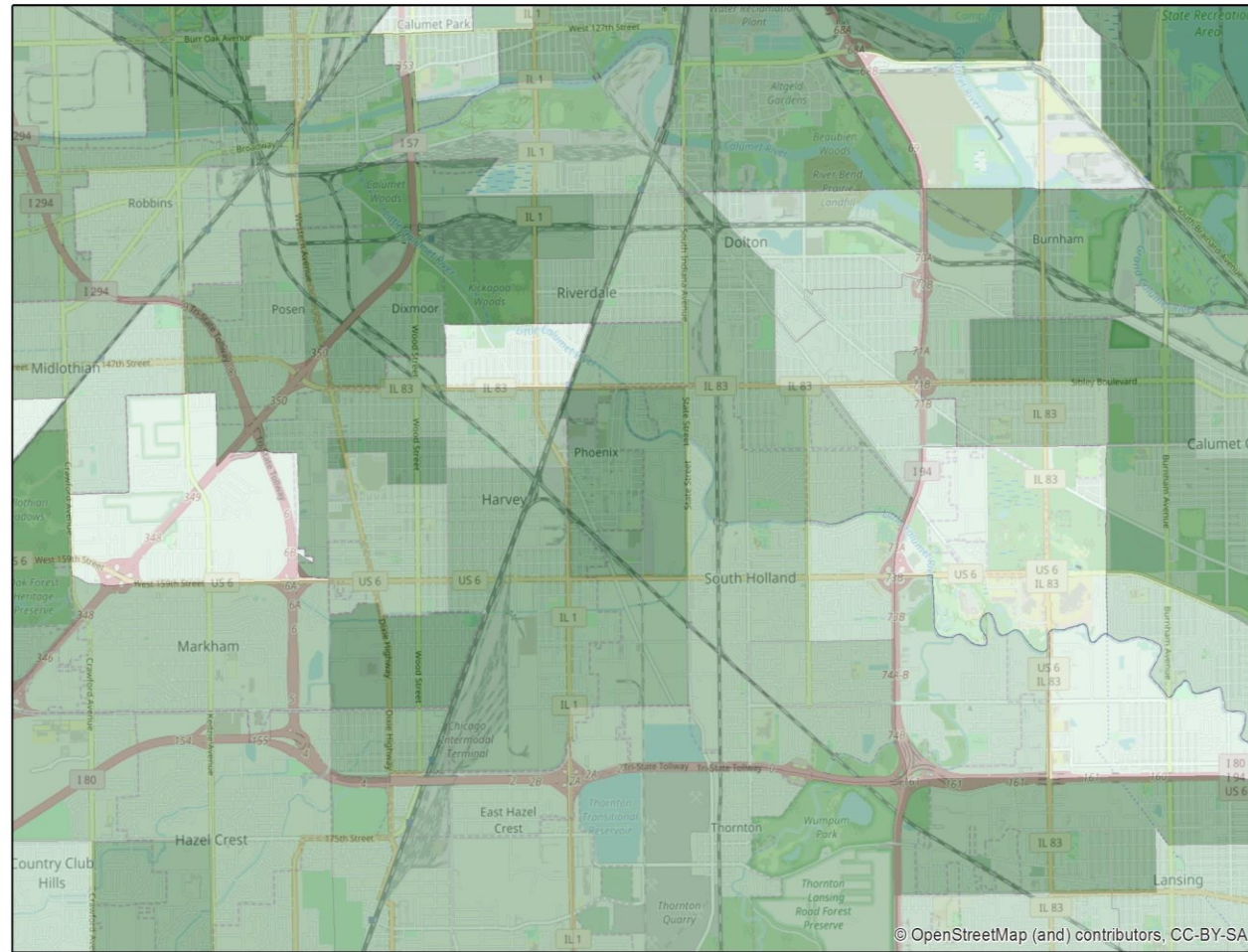
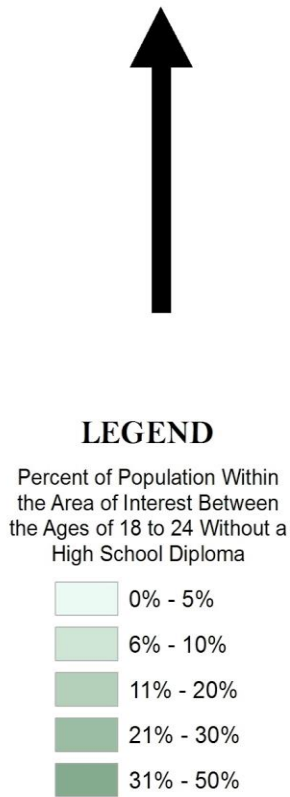
The hot spot maps that were created were especially interesting given the information discovered. Hot spot analysis is a good tool to utilize when interested in running statistics on the data available. This ArcMap tool uses a Getis-Ord G_i^* statistic to calculate statistically significant hot spots and cold spots using a set of weighted features. So, instead of simply mapping the percentages of census tract data, the statistic calculates spatial clusters to determine if a feature with a high value is also neighbored by other features with high values. Hot spots and cold spots are measured with confidence levels between 99% and 90%, and all statistical results beyond those confines are considered "not significant". What made running this analysis so interesting, is that the results of the Getis-Ord G_i^* determined that the area of interest contained statistical significance in high percentages of food stamp usage, high percentages of disability, and high percentage of families with an income of less than \$10,000 USD annually. There was also a cold spot of population with a bachelor's degree in the area, meaning that the population did not have a high percentage of bachelor's degree obtained.

Dominating the northeastern portion of our area of interest is a wash of disability hot-spot (Fig 10). The SNAP program hot-spot when compared with all of Cook County was overwhelmingly the central area of our maps from the southern boundary of Harvey to the upper half of our maps, but less so in Calumet City to the west (Fig 11). Hot-spots of families with an

income of less than \$10,000 USD annually were the central portion of our maps, neglecting the four corners and the southern portion. Areas not included in hot-spot of our area would be to the west of I-94 and to the south of I-294 (Fig 12). The hot-spot of those with a bachelor's degree revealed everything that isn't south of I-294 has extremely low percentages of bachelor's degree attainment (Fig 13).

The final map (Fig 14) points toward an area, considering all the other factors and maps we created, that would be ideal for an adult community center specializing in workforce development. We can pinpoint areas on the map ideal for a community center based off level of poverty and the consistency of that poverty. The red box on this map indicates an area that has moderately high and high levels of poverty that are consistent. If there were to be a center in the middle of this area (the borders of which are 159th St or US-6, Sibley Blvd or IL-83, State St, and I-294) it would benefit people who are affected by many different symptoms of employment difficulty and it would be close to the existing SCA. Key intersections include Wood St and US 6IL for its easy car access and central location and Park Ave and 155th street for its proximity to the metra and central location. Another area of notably severe poverty is West Pullman, though this is further away from the SCA.

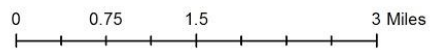
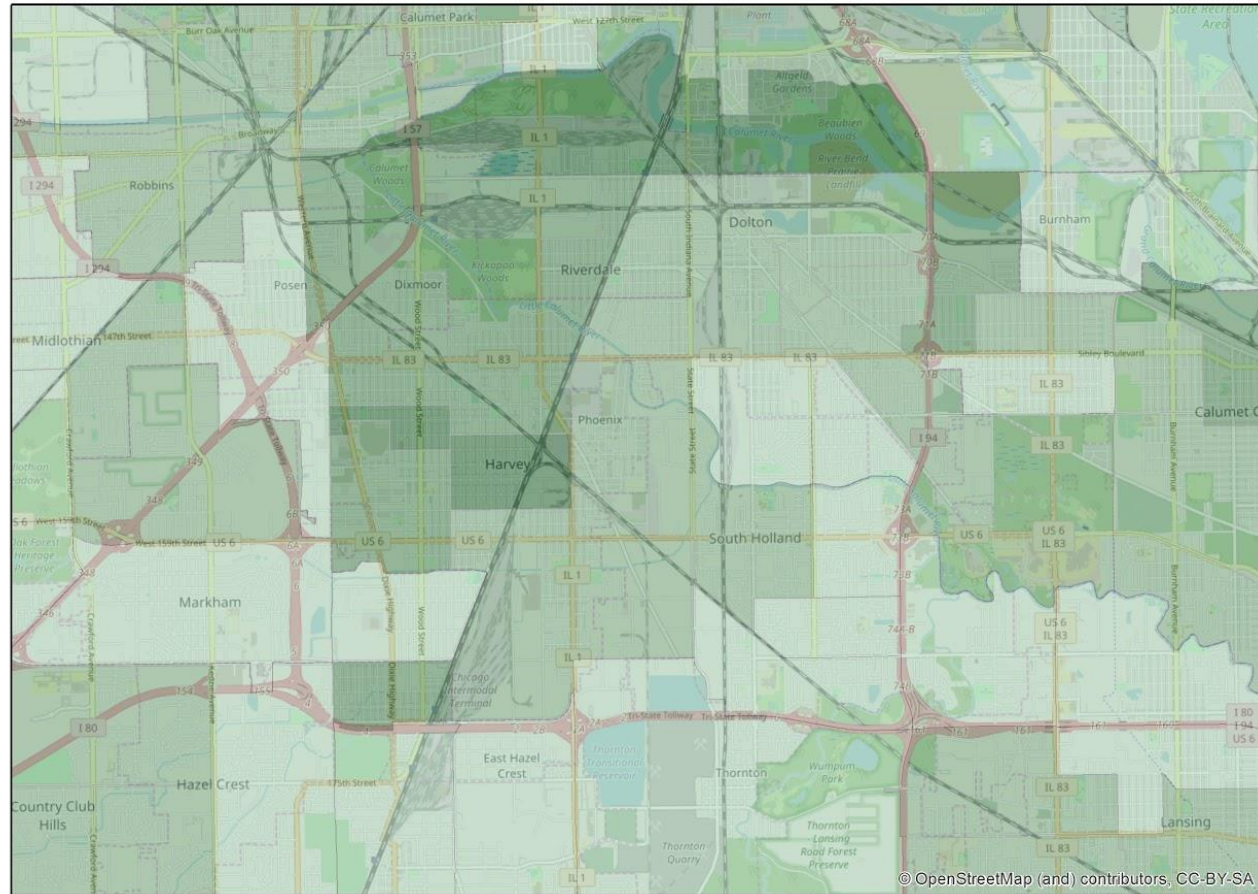
Percent of Population Within the Area of Interest Between the Ages of 18 to 24 Without a High School Diploma, Cook County, Illinois (2015)



Created By: Carly Zoladz, Madeline Mosso,
and Christine Confederat
Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Figure 1: 18-24 Without a High School Diploma

Percent of Housing Vacancies Within Area of Interest, Cook County, Illinois (2015)



Created By: Carly Zoladz, Madeline Mosso, and Christine Conferat
Data Sourced From: U.S. Census Bureau, 2015
Date: November 10, 2017

Figure 2: Housing Vacancy

Percent of Population Within the Area of Interest With a Reported Disability, Cook County, Illinois (2015)

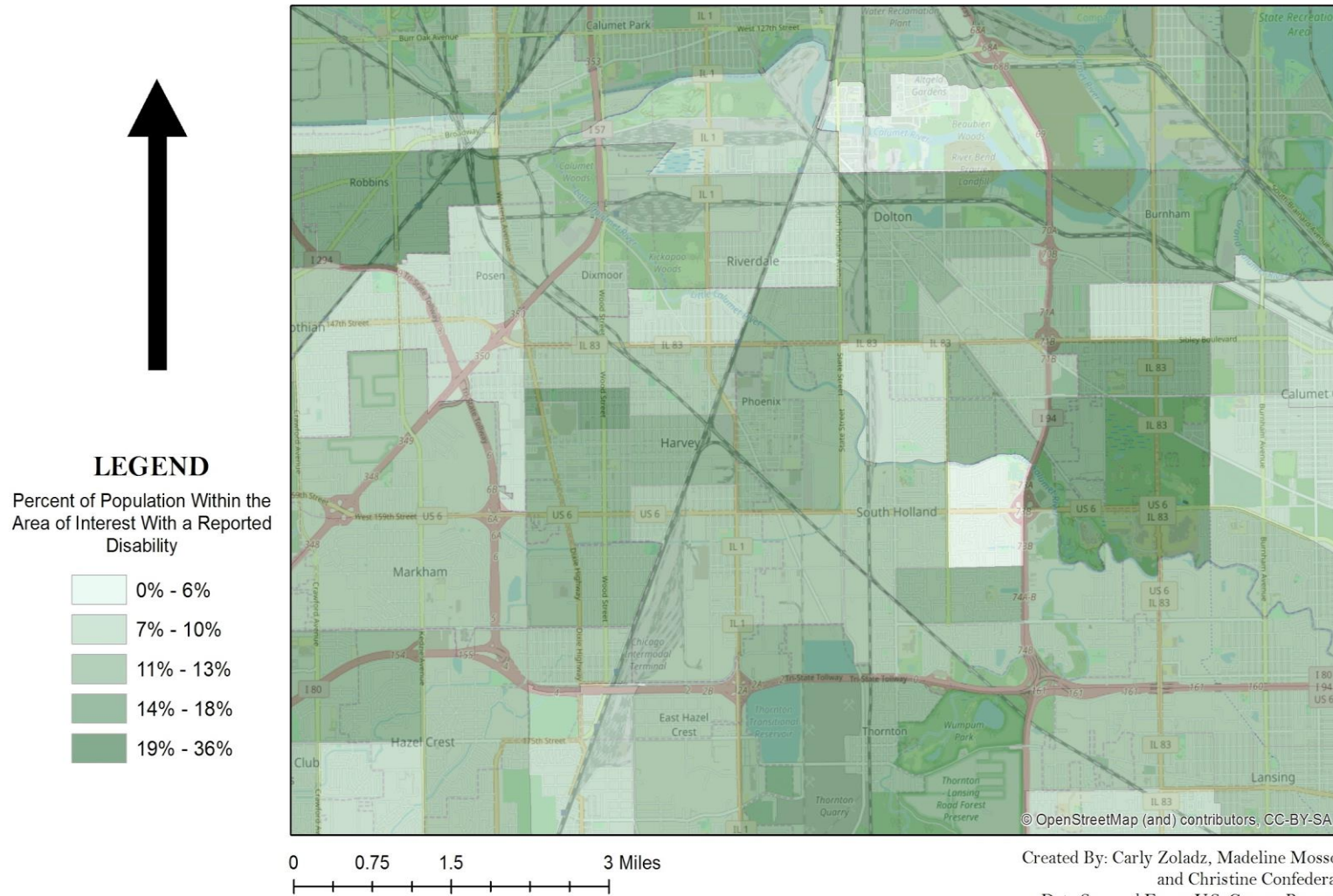
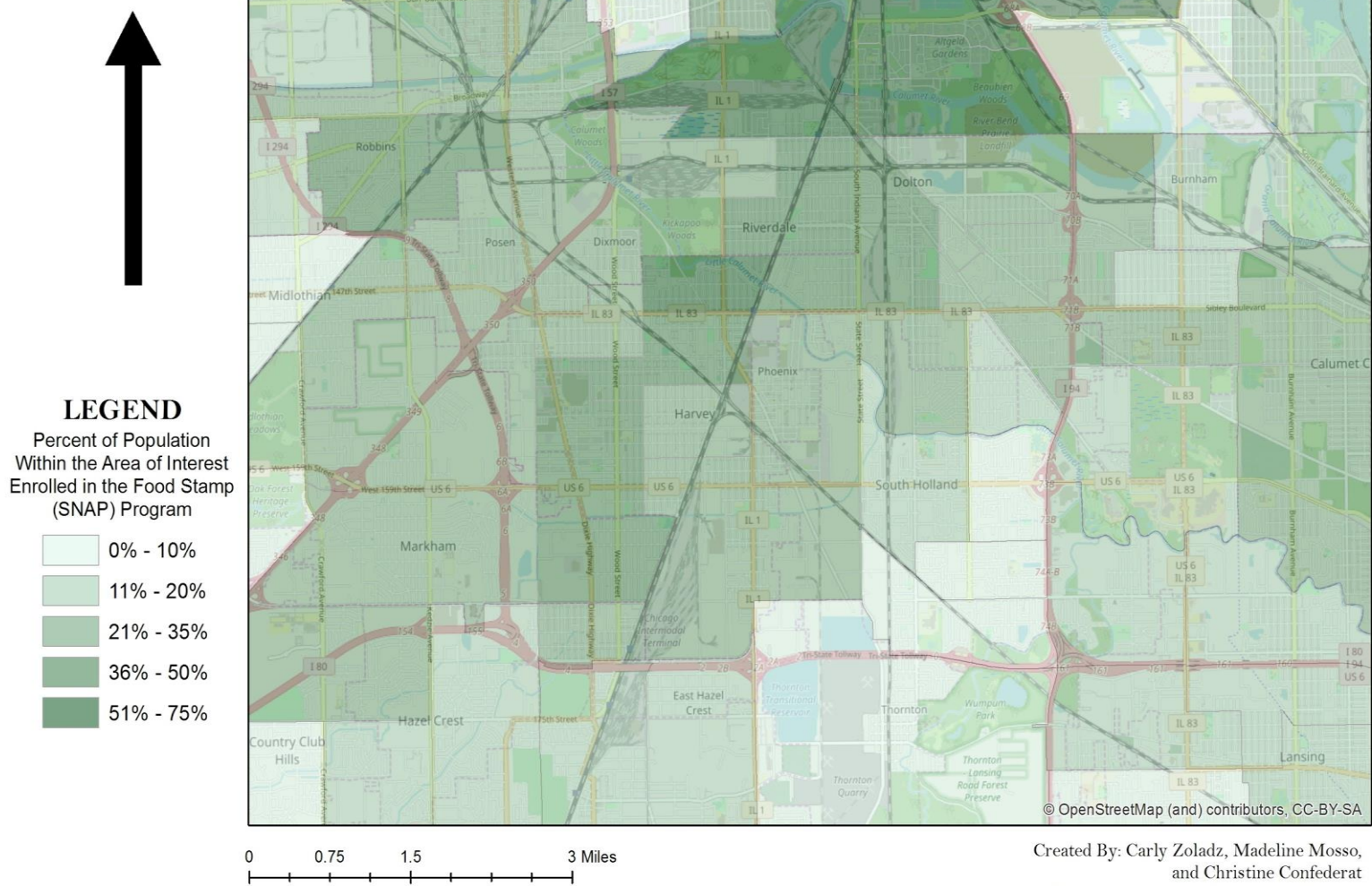


Figure 3: Reported Disability

Created By: Carly Zoladz, Madeline Mosso,
and Christine Confederat
Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Percent of Population Within the Area of Interest Enrolled in the Food Stamp (SNAP) Program, Cook County, Illinois (2015)



Created By: Carly Zoladz, Madeline Mosso, and Christine Confederat
 Data Sourced From: U.S. Census Bureau, 2015
 Date: November 10, 2017

Figure 4: SNAP Program Enrollment

Percent of Spanish or Spanish Creole Population that Speaks English Less than "Very Well", Cook County, Illinois (2015)

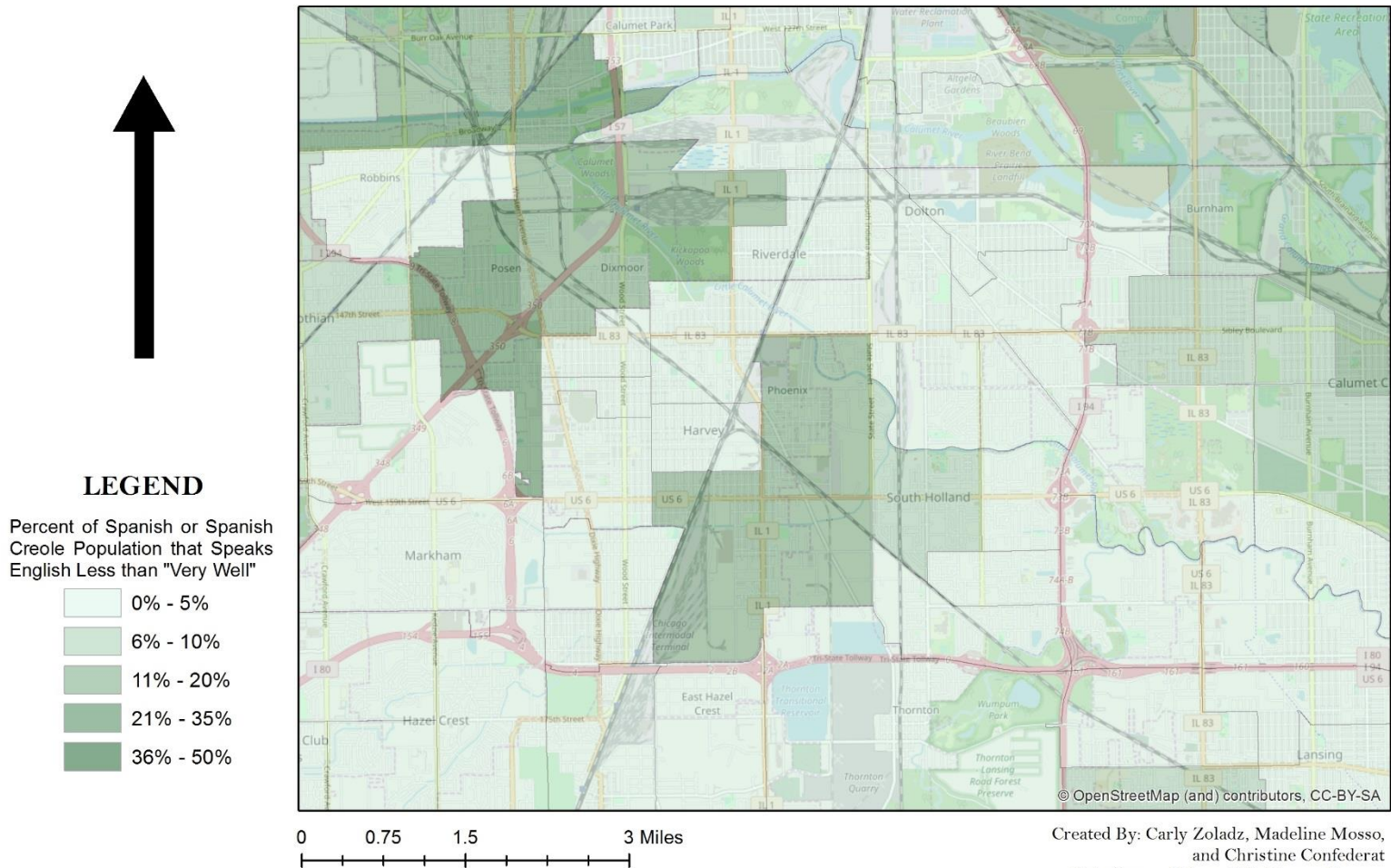


Figure 5: Spanish speakers who speak English less than "very well"

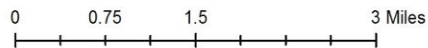
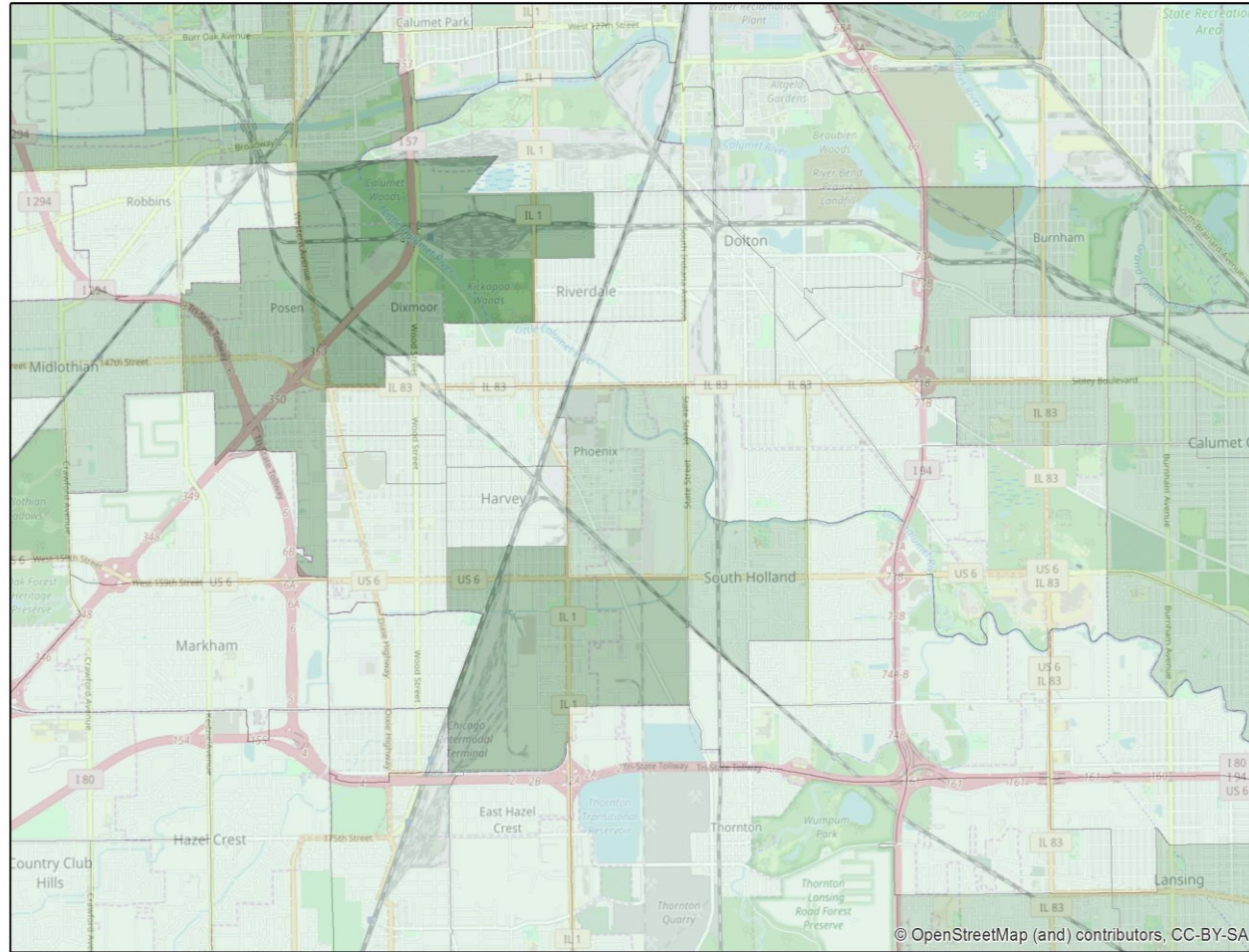
Created By: Carly Zoladz, Madeline Mosso, and Christine Confederat
 Data Sourced From: U.S. Census Bureau, 2015
 Date: November 10, 2017

Percent of Non-U.S. Citizen Population Within the Area of Interest, Cook County, Illinois (2015)

↑

LEGEND
Percent of Non-U.S. Citizen Population Within the Area of Interest

- 0% - 4%
- 5% - 11%
- 12% - 19%
- 20% - 29%
- 30% - 44%



Created By: Carly Zoladz, Madeline Mosso,
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Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Figure 6: Non-U.S. Citizens

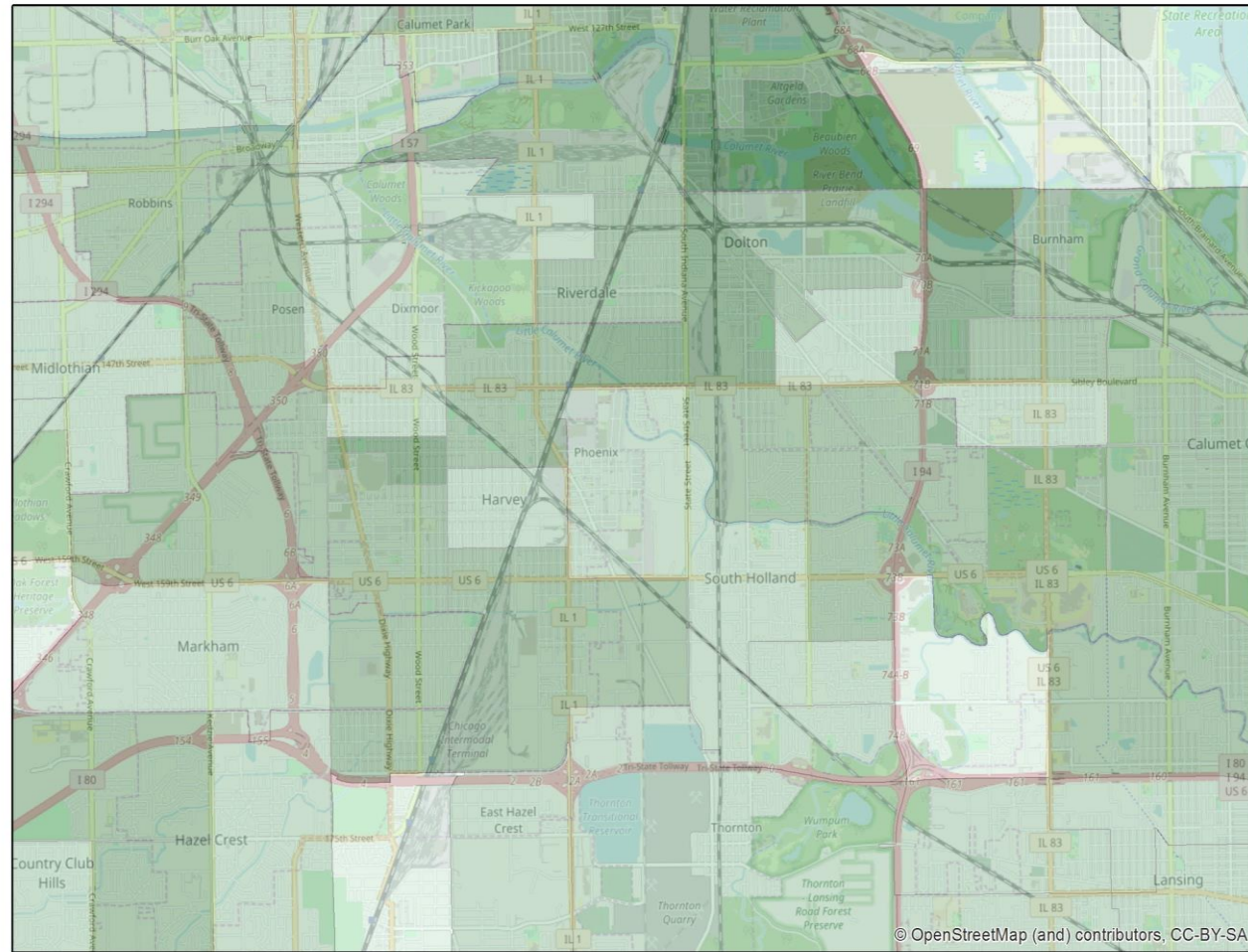
Percent of Population Within the Area of Interest Aged 16 Years and Over that Are Unemployed, Cook County, Illinois (2015)



LEGEND

Percent of Population Within the Area of Interest Aged 16 Years and Over that Are Unemployed

- 0% - 9%
- 10% - 17%
- 18% - 27%
- 28% - 41%
- 42% - 92%



0 0.75 1.5 3 Miles

Created By: Carly Zoladz, Madeline Mosso,
and Christine Confederat
Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Figure 7: 16-64 years old and unemployed

Percent of Families Within the Area of Interest With an Annual Income of Less than 10,000 USD, Cook County, Illinois (2015)

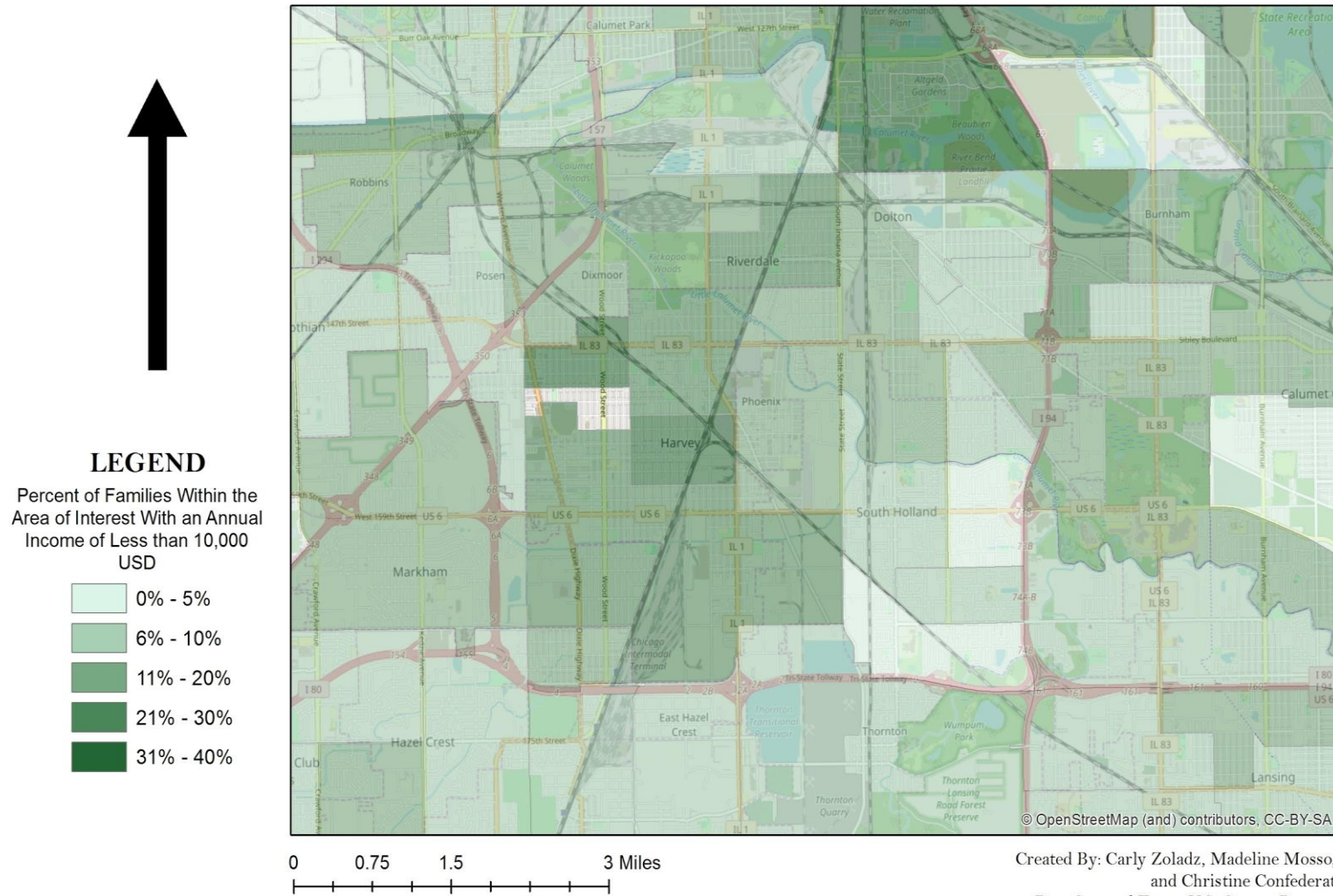


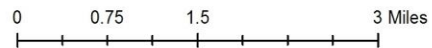
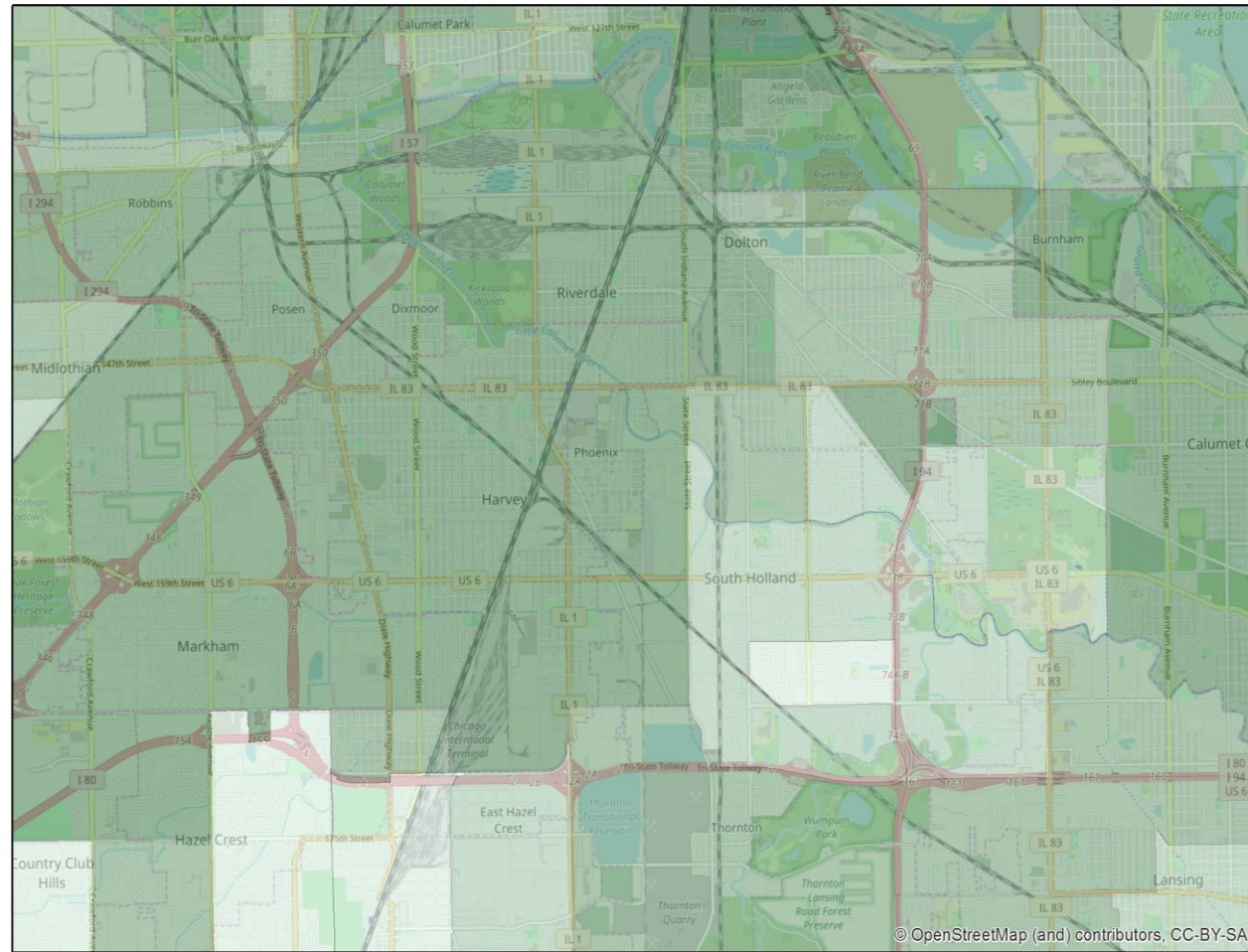
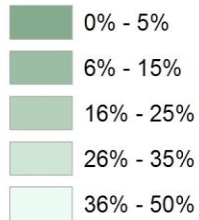
Figure 8: Families with less than \$10,000 USD income annually

Percent of Population Within the Area of Interest With a Bachelors Degree, Cook County, Illinois (2015)



LEGEND

Percent of Population Within the Area of Interest With a Bachelors Degree



Created By: Carly Zoladz, Madeline Mosso,
and Christine Confederat
Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Figure 9: Earned a bachelor's degree

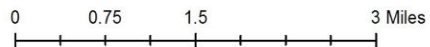
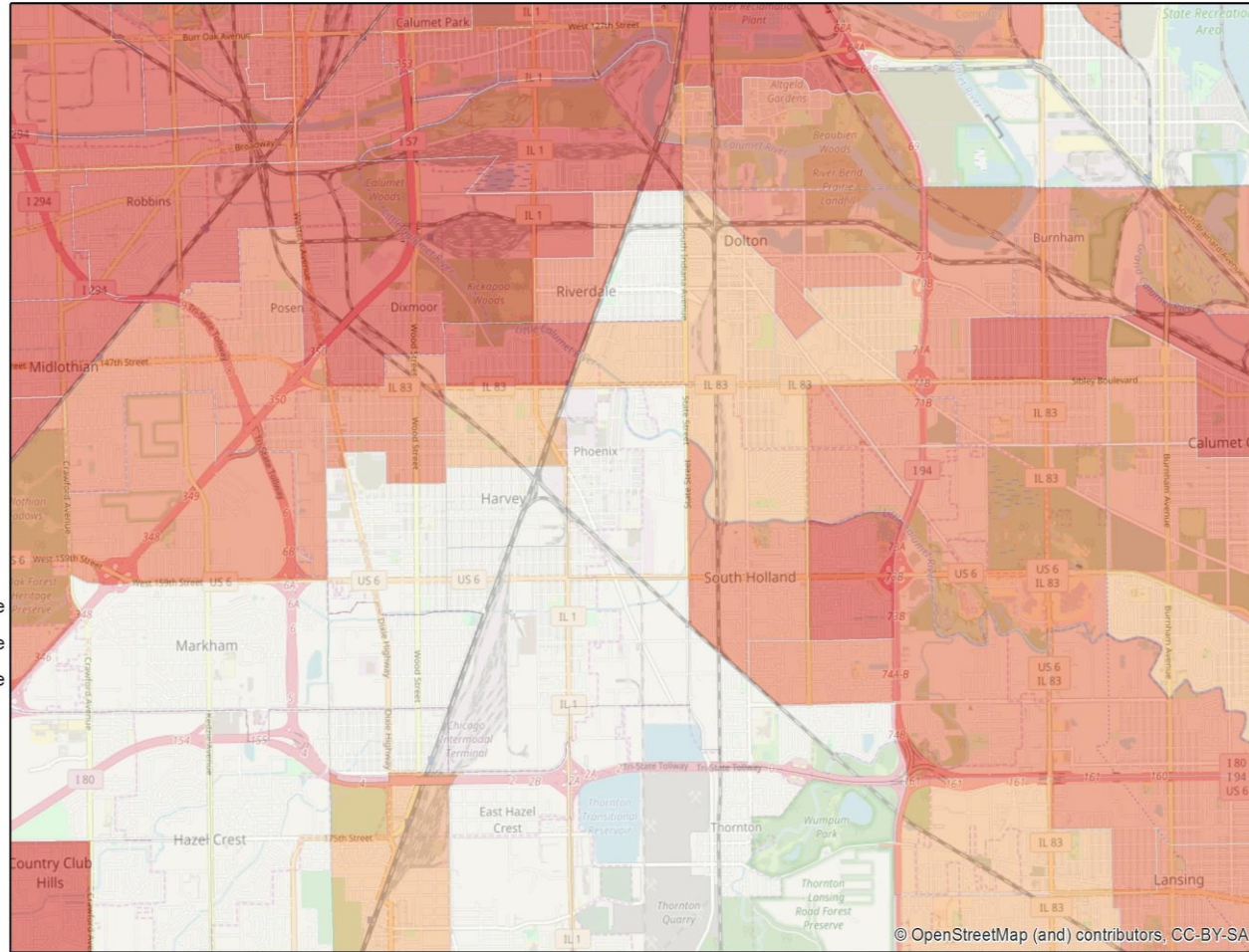
Hot Spots of the Population Within the Area of Interest With a Known Disability, Cook County, Illinois (2015)



LEGEND

Hotspots of Population Within the Area of Interest With a Known Disability

- Cold Spot - 99% Confidence
- Cold Spot - 95% Confidence
- Cold Spot - 90% Confidence
- Not Significant
- Hot Spot - 90% Confidence
- Hot Spot - 95% Confidence
- Hot Spot - 99% Confidence



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 Created By: Carly Zoladz, Madeline Mosso, and Christine Conferat
 Data Sourced From: U.S. Census Bureau,
 2015
 Date: November 10, 2017

Figure 10: Hotspot: Disability

Hot Spots of Population Within the Area of Interest Enrolled in the Food Stamp (SNAP) Program, Cook County, Illinois (2015)

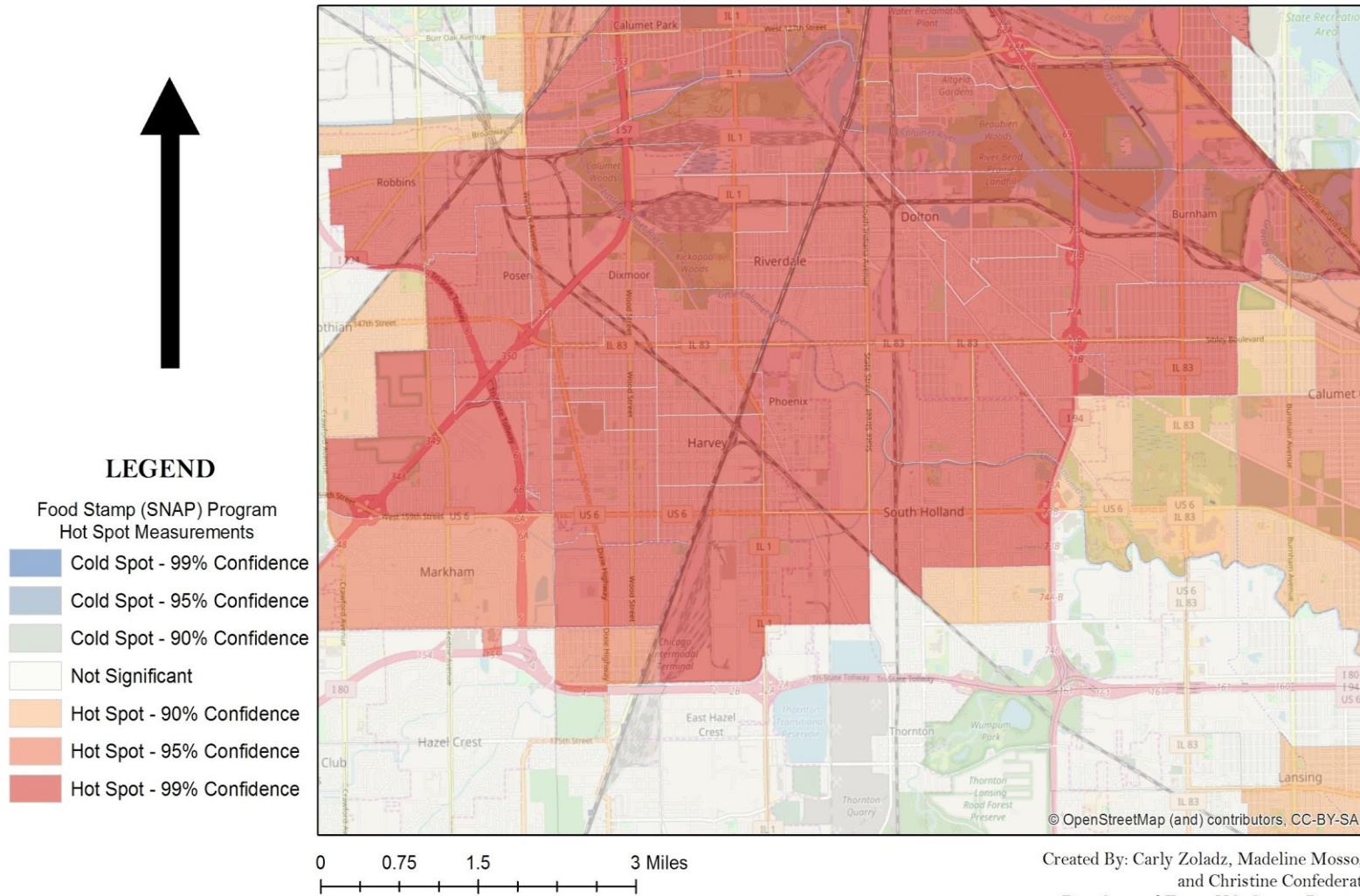


Figure 11: Hotspot: SNAP Program Enrollment

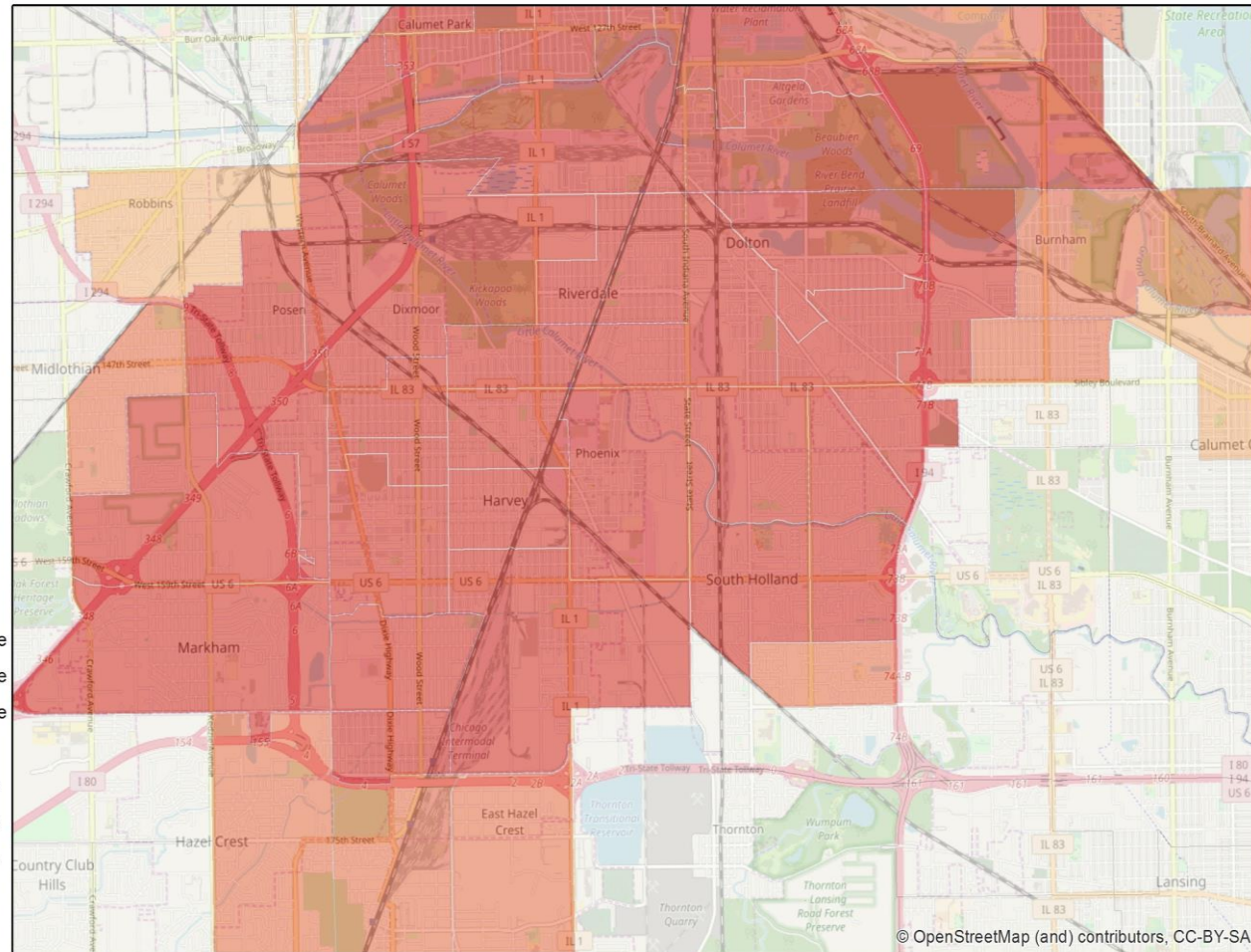
Hot Spots of the Population Within the Area of Interest With an Annual Income of Less Than 10,000 USD, Cook County, Illinois (2015)



LEGEND

Hot Spots of the Population Within the Area of Interest With an Annual Income of Less Than 10,000 USD

- Cold Spot - 99% Confidence
- Cold Spot - 95% Confidence
- Cold Spot - 90% Confidence
- Not Significant
- Hot Spot - 90% Confidence
- Hot Spot - 95% Confidence
- Hot Spot - 99% Confidence



0 0.75 1.5 3 Miles

Created By: Carly Zoladz, Madeline Mosso,
and Christine Conferat
Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Figure 12: Hotspot: Less than \$10,000 USD household income annually

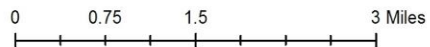
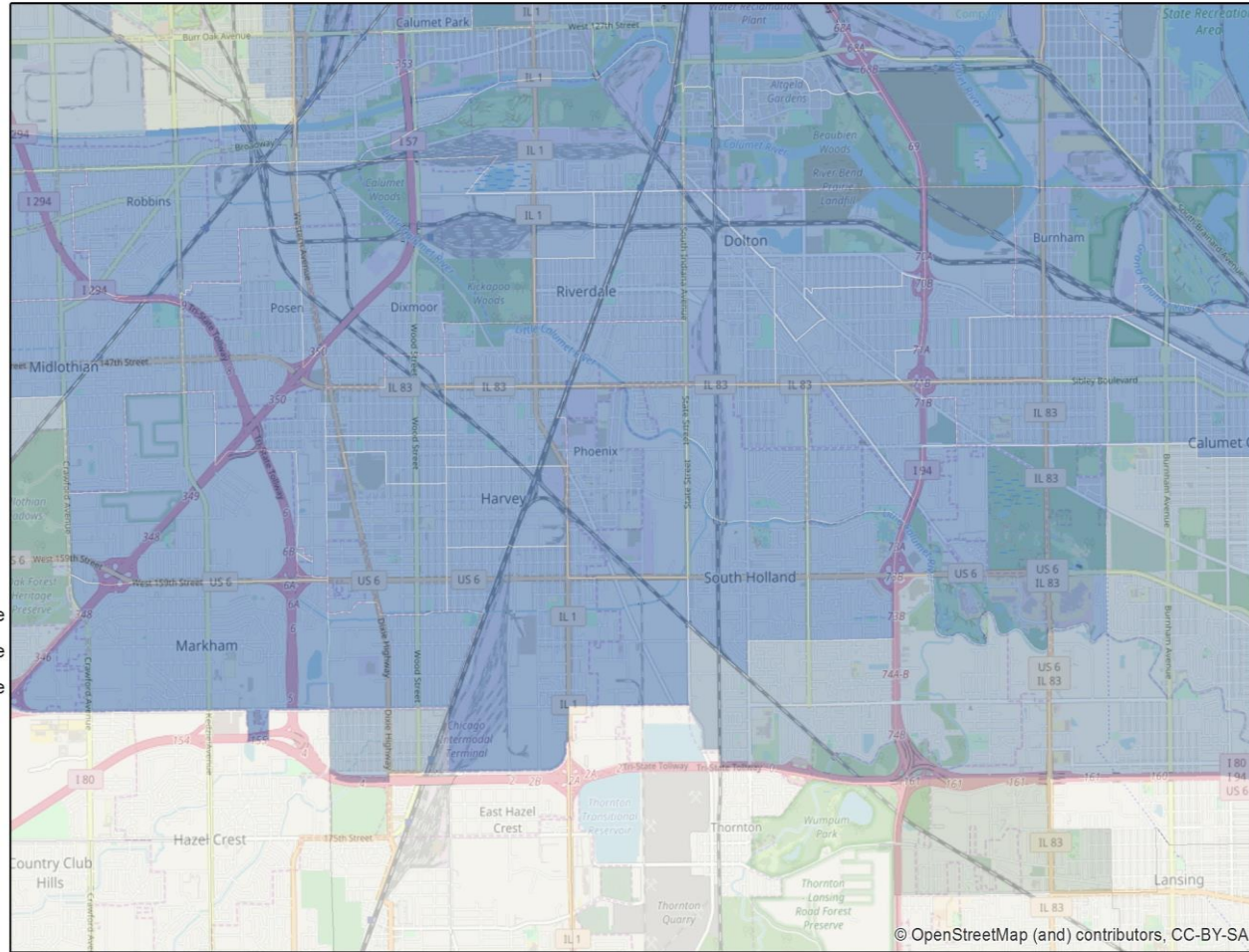
Hot Spots of the Population Within the Area of Interest With a Bachelor's Degree, Cook County, Illinois (2015)



LEGEND

Hot Spots of the Population Within the Area of Interest With a Bachelor's Degree

- Cold Spot - 99% Confidence
- Cold Spot - 95% Confidence
- Cold Spot - 90% Confidence
- Not Significant
- Hot Spot - 90% Confidence
- Hot Spot - 95% Confidence
- Hot Spot - 99% Confidence



Created By: Carly Zoladz, Madeline Mosso,
and Christine Confederat
Data Sourced From: U.S. Census Bureau,
2015
Date: November 10, 2017

Figure 13: Hotspot: Earned a bachelor's degree

Poverty Based on Various Census Demographics Within the Area of Interest, Cook County, Illinois (2015)

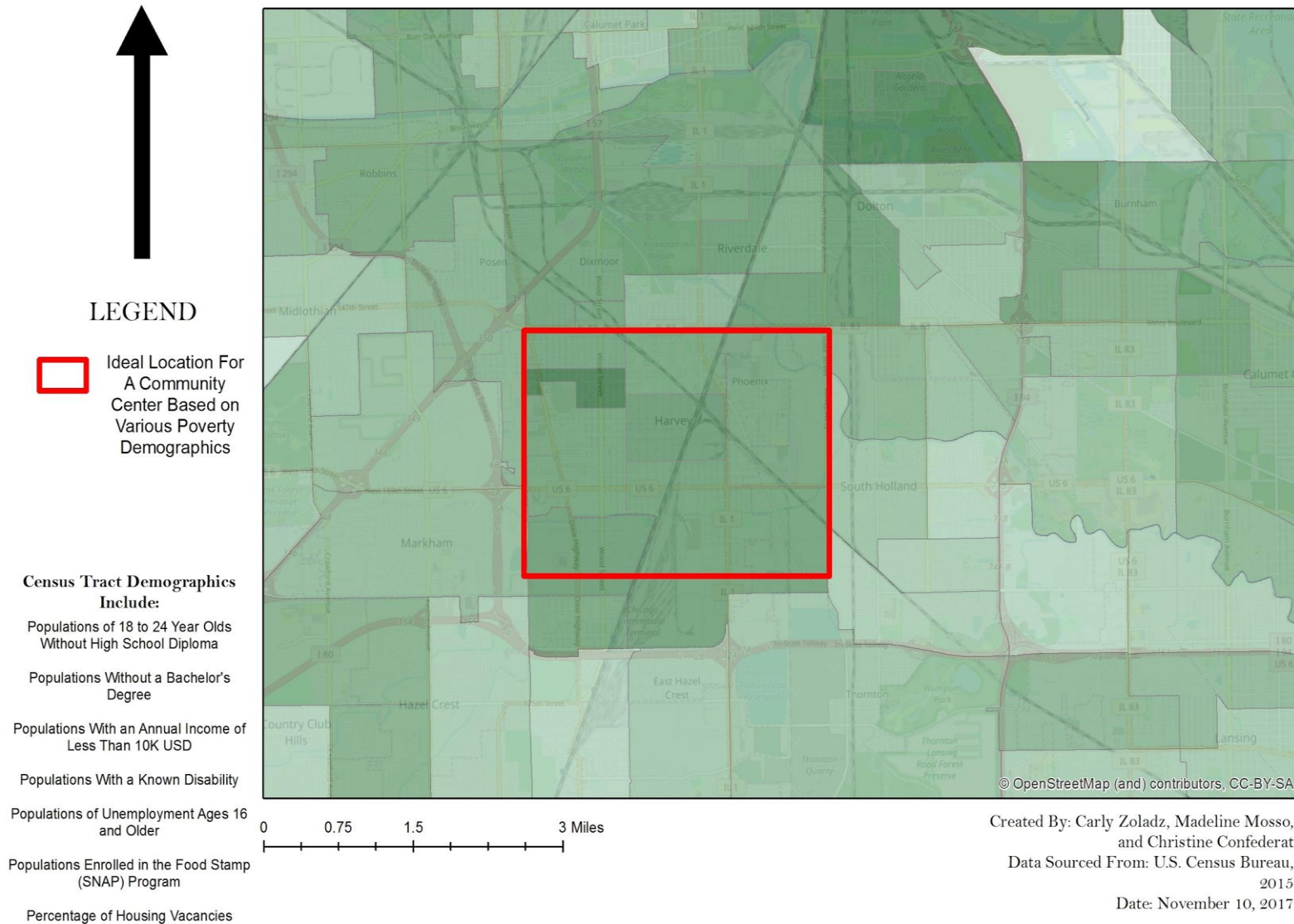


Figure 14: Ideal community center location

Summary, Conclusions, and Recommendations

We have thus far provided a bounty of information neatly visualized in map form. There are fourteen different maps with which to illustrate the data. The goal of this project was certainly met; we have provided deep insight into the demographic make-up of the area of Cook County relevant to the SCA. Hotspots maps zero in on where specifically the data points to severity while our last map compiles all this information to eventually outline an at-risk sections of the map that would most benefit from the SCA's services.

This is keeping in mind that this project, though its goals were achieved, is only a preliminary project to the much larger goal of creating a community center and using the most current research to tailor the services at that center to the locals surrounding it. Our recommendations toward that end, based off the literature we researched to create these maps is as follows:

The adults at the hypothetical community center would be ideally be working toward universally or close to universally recognized certifications. Training should have a clear end-goal occupation. The center should be engaged with the community around it. The goals we gather from Dr. Standberry's work are on a hyperlocal basis, meaning each individual that benefits from his services can turn around and be beneficial to their surrounding community

For those in especially difficult situations like those that might be in two or more of the categories we've mapped, a combination of employment and support services are necessary to facilitate success of the individual. Support services would include people working with clients closely to give them the information they need whether that be pertaining to their disability, education level, level of citizenship, etc. The picture we're painting here includes highly skilled employees at the center itself; the employees of this institution must be fully invested in keeping up-to-date and adaptive to the community and the times. Keeping up-to-date is also essential for a valuable community center; as labor trends change so should the services of the center.

The information we've provided can go a long way as to informing the operators of this new center of the population they will be serving. It can only go that far, though. The all-important task of building the center and sculpting its offices and provisions to mimic the needs of the Harvey community and surrounding town is now in the hands of those who choose to fund it and make it a reality.

Technical Appendices A, B, C

Appendix A: Notable Contacts

Dr. Herman Standberry, Standberry Christian Academy: drstandberry@yahoo.com
 Professor Julie Hwang, DePaul University: shwang9@depaul.edu

Appendix B: Works Cited

Executive Summary (The Illinois Public Agenda of College and Career Success)

National Poverty Center. National Poverty Center Working Paper Series #13-09. April 2013. What We Know About Workforce Development for Low-Income Workers: Evidence, Background and Ideas for the Future. Caroline M. Francis, Research Analyst, Mathematic Policy Research, Inc. <http://npc.umich.edu/publications/u/2013-09-npc-working-paper.pdf>

Vulnerable Youth: Employment and Job Training Programs. Adrienne L. Fernandes-Alcantara. Specialist in Social Policy January 23, 2017. Congressional Research Service. <https://fas.org/sgp/crs/misc/R40929.pdf>

What Works In Job Training: A Synthesis of the Evidence, July 22, 2014, U.S. Depts. Of Labor, Commerce, Education, Health and Human Services. <https://www.dol.gov/asp/evaluation/jdt/jdt.pdf>

Appendix C: Metadata

<i>NATIVITY AND CITIZENSHIP STATUS IN THE UNITED STATES ACS_15_5YR 2011-2015</i>	
HD01_VD01	Estimate; Total:
HD02_VD01	Margin of Error; Total:
HD01_VD06	Estimate; Total: - Not a U.S. citizen
HD02_VD06	Margin of Error; Total: - Not a U.S. citizen
<i>DISABILITY CHARACTERISTICS ACS_15_5YR 2011-2015</i>	
HC01_EST_VC01	Total; Estimate; Total civilian noninstitutionalized population
HC01_MOE_VC01	Total; Margin of Error; Total civilian noninstitutionalized population
HC02_EST_VC01	With a disability; Estimate; Total civilian noninstitutionalized population
HC02_MOE_VC01	With a disability; Margin of Error; Total civilian noninstitutionalized population
<i>EDUCATIONAL ATTAINMENT ACS_15_5YR 2011-2015</i>	
HC01_EST_VC02	Total; Estimate; Population 18 to 24 years
HC01_MOE_VC02	Total; Margin of Error; Population 18 to 24 years

HC01_EST_VC03	Total; Estimate; Population 18 to 24 years - Less than high school graduate
HC01_MOE_VC03	Total; Margin of Error; Population 18 to 24 years - Less than high school graduate
HC02_EST_VC14	Percent; Estimate; Population 25 years and over - Bachelor's degree
HC02_MOE_VC14	Percent; Margin of Error; Population 25 years and over - Bachelor's degree
<i>FOOD STAMPS/Supplemental Nutrition Assistance Program (SNAP) ACS_15_5YR 2011-2015</i>	
HC01_EST_VC01	Total; Estimate; Households
HC01_MOE_VC01	Total; Margin of Error; Households
HC03_EST_VC01	Households receiving food stamps/SNAP; Estimate; Households
HC03_MOE_VC01	Households receiving food stamps/SNAP; Margin of Error; Households
<i>SELECTED ECONOMIC CHARACTERISTICS ACS_15_5YR 2011-2015</i>	
HC01_VC03	Estimate; EMPLOYMENT STATUS - Population 16 years and over
HC02_VC03	Margin of Error; EMPLOYMENT STATUS - Population 16 years and over
HC01_VC09	Estimate; EMPLOYMENT STATUS - Population 16 years and over - Not in labor force
HC02_VC09	Margin of Error; EMPLOYMENT STATUS - Population 16 years and over - Not in labor force
HC01_VC74	Estimate; INCOME AND BENEFITS (IN 2015 INFLATION-ADJUSTED DOLLARS) - Total households
HC02_VC74	Margin of Error; INCOME AND BENEFITS (IN 2015 INFLATION-ADJUSTED DOLLARS) - Total households
HC01_VC75	Estimate; INCOME AND BENEFITS (IN 2015 INFLATION-ADJUSTED DOLLARS) - Total households - Less than \$10,000
HC02_VC75	Margin of Error; INCOME AND BENEFITS (IN 2015 INFLATION-ADJUSTED DOLLARS) - Total households - Less than \$10,000
<i>OCCUPANCY STATUS ACS_15_5YR 2011-2015</i>	
HD01_VD01	Estimate; Total:
HD02_VD01	Margin of Error; Total:
HD01_VD03	Estimate; Total: - Vacant
HD02_VD03	Margin of Error; Total: - Vacant
<i>LANGUAGE SPOKEN AT HOME BY ABILITY TO SPEAK ENGLISH FOR THE POPULATION 5 YEARS AND OVER ACS_15_5YR 2011-2015</i>	
HD01_VD01	Estimate; Total:
HD02_VD01	Margin of Error; Total:
HD01_VD05	Estimate; Total: - Spanish or Spanish Creole: - Speak English less than "very well"
HD02_VD05	Margin of Error; Total: - Spanish or Spanish Creole: - Speak English less than "very well"