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Heal the Hood: An Exploration of Community and Organizational Assets in Chicago's Twentieth Ward

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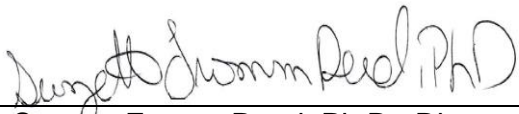
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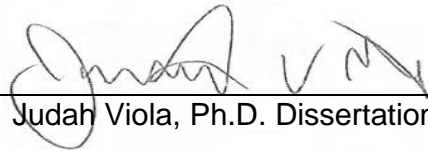
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Certification: In accordance with the departmental and University policies, the above named candidate has satisfactorily completed a Dissertation as required for attaining the Doctor of Philosophy degree in the Community Psychology Doctoral Program (College of Psychology and Behavioral Sciences) at National Louis University.



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Dedication

This study is wholeheartedly dedicated to my son, Logan James. The amazing Black boy that constantly encourages me to change the world so that he can grow up in a society that values him always, in all ways.

To my family who has provided me with moral, emotional, social and financial support as well as the advice and encouragement to finish this study. God knew exactly who I needed to make it through this journey. I am glad that he gave me you all.

To my soul sisters, Samantha, Kiara & Eketi, thank you for lifting me up and holding me down. Thank you for speaking life into me and over me and for being such a great support for Logan and I.

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Abstract

This study seeks to expand upon Empowerment Theory (Rappaport, 1984) by utilizing Asset Based Community Development to better understand what community members and organizations deem as current strengths and needs of Chicago's twentieth ward. The questions that this dissertation explores are What strengths exist in Chicago's 20th ward that can lead to empowerment for the community and What are community members' perspectives on what is needed in the 20th ward for community members to thrive? In order to explore these questions, this dissertation moves away from the terminology of "community needs assessment" and chooses to rather focus on Asset Based Community Development, a strategy for sustainable community driven development (Collaborative for Neighborhood Transformation, 2023). This new lens helps identify and highlight all of the assets that already exist in Chicago's twentieth ward and identifies ways to strengthen the community as a whole. The research also illustrates how community members are agents of change versus just subjects of research. Through the utilization of a Community Needs Assessment that surveyed six hundred twenty nine participants as well as four individual organizational interviews, data found that community members deemed mental health services, youth and family services and educational programs as the top needs of Chicago's twentieth ward. In comparison to other studies (National Urban League, 2019), these are many of the same needs that were deemed most important in Community Needs Assessments that surveyed predominantly African American communities.

Much of the existing research expounds upon the lack of mental health services and family services in communities of color. While the community has several needs, the study also identified resilience as one of the major community assets that members of the ward possess. Relying heavily

on a historicizing of these issues, my project shows how community members and community stakeholders—create a rich and valid site from which to explore the development of community activism and change as well as how these narratives connect to larger cultural narratives of race, class and community. The nature of this inquiry highlights the interrelationship between community assets and community change.

Keywords: Chicago's 20th Ward, Asset Based Community Development, Organizational Participation, Participatory Action

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An Exploration of Community and Organizational Assets in Chicago's Twentieth Ward

A Brief History of Chicago

When Chicago was incorporated as a town by the state legislature in 1833, its population was approximately 300. By 1871, when only a quarter of the nation's population lived in urban areas and a little under nine percent lived in centers with populations over 250,000, Chicago had grown to 334,270. It then ranked behind only New York, Philadelphia, and St. Louis. Its phenomenal growth was due to its geographical location, developments in technology, and the westward expansion of the nation in general (Jewell, 1979).

In 1837, when Chicago was incorporated as a city, its population was over 4,000 and there were twenty-nine dry-goods stores, five hardware stores, forty-five grocery and provision establishments, ten taverns, and nineteen lawyers' offices. Chicago was the county seat and home to a federal land office and a branch of the State Bank. It was also a trading center for those residing as far as 200 miles into the hinterland. The Panic of 1837 and the subsequent national depression slowed the Chicago economy but did not stop it due to the large sums of state funds being laid out for the canal's construction (Jewell, 1979).

The history of Chicago's twentieth ward begins in 1837 (Chicago Tribune, 1990). Chicago's twentieth ward was originally located in the northeast corner of the McCormick Theological Seminary and the neighboring blocks surrounding it. The theological center was founded in 1830. It was moved to Chicago from New Albany, Indiana, due to a donation from Cyrus H. McCormick. The twentieth ward also consisted of St. Ignatius College, Church of the Holy Family, and The Covenant of the Ladies of Sacred Heart. The major hospital in the ward was The Alexian Brothers'

Hospital (renamed to this 1869) which moved after the fire in 1895 due to a lack of ground space. The Chicago Fire of 1871 led to the decimation of Chicago's 20th ward. All the infrastructures were completed and burned down, leaving Chicago with the task of rebuilding much of this business ward. As Chicago began rebuilding, the wards were geographically rezoned to accommodate the new infrastructure (Chicago Tribune, 1990).

Chicago did hit bottom in 1842 after the State Bank failed and canal construction was suspended. By the late 1840s, recovery was made possible by the processing and shipping of a substantial surplus from the countryside. Before that time rural northern Illinois was only self-sufficient, but by the late forties an abundance was available to feed the city and to be shipped east by way of the lakes as well. Also, due to economic hardships during the forties and fifties, many of those who had settled in the Ohio Valley and on lands surrounding Lakes Erie and Michigan sold their cultivated lands and moved west to buy and settle attractively priced government lands. In this period as well an influx of immigrants came mostly from Ireland and Germany to escape economic distress and political oppression. Between 1844 and 1854 alone, over 3,000,000 left their old countries for the United States. Many settled in the East but many also ventured to the West to purchase and settle inexpensive government-owned lands. Virtually all who settled west of Chicago passed through the city as they arrived by ship and later by rail. Iowa was sufficiently settled to become a state in 1846 and Wisconsin in 1848. In 1837, John Deere began production of a plow to cut the prairie sod and by 1859, 13,000 a year were being sold. Cyrus McCormick moved his reaper manufacturing plant to Chicago in 1847 to take advantage of the market and the Board of Trade was formed in 1848. Flour mills, grain elevators, warehouses, and

packing houses were established to process the surplus prior to its inexpensive shipment to the East by way of the Great Lakes (Jewell, 1979).

Over the period 1833-1871 Chicago experienced rapid economic expansion and this growth with its accompanying prosperity was the central concern of the general population. Politically, the national issues of slavery and States' rights dominated, with the majority opposing the institution of slavery and its expansion. The social development of the city was many-faceted. Foreign-born immigrants came to equal the native-born population; abject poverty contrasted with spectacular affluence; and social order was unevenly imposed as a boom town evolved into a metropolis, especially in areas like the twentieth ward (Jewel, 1997).

The History of Chicago's Twentieth Ward

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The Chicago Fire of 1871 led to the decimation of Chicago's 20th ward. Over the period 1872-1900 Chicago reclaimed itself from the ashes of the Great Fire, achieved spectacular growth while weathering severe economic depressions, experienced numerous confrontations between

organized labor and management, endured erratic governmental leadership and political malfeasance, and gradually evolved public means by which to address social needs (Jewell, 1979).

The Great Fire of October 8 and 9 in 1871 killed 250 people, consumed over 17,000 buildings, left over 98,000 people homeless, and destroyed approximately \$196,000,000 in property. Although it started west of the river most of the damage was done in the south and north divisions. The city was busily rebuilding the year following this calamity. Debris was cleared from the burned zone and temporary structures were thrown up. These were soon replaced by substantial new buildings. The rubble removed was used to fill in the area between the lake's breakwater and Michigan Avenue, ground currently occupied by Grant Park (Jewell, 1979).

The financial capital required for this rebirth came from several sources. Other American cities and several foreign countries sent donations valued at over \$5,000,000 to address the immediate needs of the city's distressed population. Cloaking its appropriation as payment for improvements the city had made years earlier on the Illinois and Michigan Canal, the state legislature authorized \$3,000,000. This sum was to be used to replace bridges and other public works, pay interest on debt, and meet fire and police department payrolls. Although insurance covered approximately \$88,000,000 of the value of property destroyed, only about half of this amount was paid out in claims. This was because the volume of claims was so large that many insurance companies simply failed. Some businesses and individuals had cash reserves but the largest infusion of capital came from eastern sources. Many of these were anxious to recoup investments made earlier in Chicago businesses but lost in the fire. While many commercial enterprises and individuals forged remarkable comebacks in the post-fire years and in some instances achieved greater prosperity than ever, unknown numbers of others never recovered.

From 1872 to 1900 Chicago experienced nearly a five-fold population increase. Dynamic urban growth at this time was not merely a Chicago phenomenon. Cities everywhere in this country as well as in Great Britain and Western Europe were growing rapidly. But Chicago's progression was a subject of international marvel. In 1833 when it had been incorporated as a town it housed approximately three hundred people. In contemporaries' lifetimes Chicago had risen from a backwater village to a world-class city. Foreign writers visiting Chicago during this period commented almost uniformly on the hectic, near frantic, pace of city life. Some viewed the scene as dirty and depressing while others saw splendid chaos. A common theme was the contradictions found. There were cutthroat competition and private charity, public spiritedness and municipal boodle, rough and ill-kept slums and pleasing neighborhoods with fine homes attractively landscaped. This characterization was appropriate. Chicago was a complex economic, political and social setting in which benevolent, malevolent and complacent forces were in constant play (Jewell, 1979).

By 1896, the 20th Ward consisted of Washington Park, which hosted the American Derby. But after betting was outlawed, the Ward became completely residential (Fremon, 1988). During and shortly after World War II, Chicago's 20th Ward became the location of massive black immigration for Black families to find better opportunities and housing. This residential area had many major attractions, such as White City, which featured a rolling rink, penny arcade, a ballroom, and a blimp hangar. Two of the major Chicago Housing Authority (CHA) projects, Midway Gardens (60th and Cottage Grove) and Washington Park Homes (62nd and Wabash), housed thousands of people. Two other projects (not a part of the CHA), Woodlawn Gardens (61st and Cottage Grove) and Parkway Gardens (64th and King Drive), leading to the 20th Ward

being one of the most crowded wards in the city. At the corner of 71st and Cottage Grove lies Oakwood Cemetery. Oakwood Cemetery is where Harold Washington and Bernard Epton are buried (Fremon, 1988).

Between the years of 1910-1970 many African Americans moved from the south to north during what became known as the Great Migration. The Great Migration was the relocation of more than 6 million Black Americans from the rural South to the cities of the North, Midwest and West from about 1916 to 1970. Driven from their homes by unsatisfactory economic opportunities and harsh segregationist laws, many Black Americans headed north, where they took advantage of the need for industrial workers that arose during the First World War. During the Great Migration, Black people began to build a new place for themselves in public life, actively confronting racial prejudice as well as economic, political and social challenges to create a Black urban culture that would exert enormous influence in the decades to come (History, 2010).

This Great Migration changed the demographic of Chicago's Twentieth Ward to become a Black metropolis. It established the foundation of Chicago's African American industrial working class. Despite the tensions between newcomers and "old settlers," related to differences in age, region of origin, and class, the Great Migration established the foundation for black political power, business enterprise, and union activism (Grossman, 1991). The great influx of so many African Americans intensified much of the already racial tensions that existed across the nation. Much of the "great promise" that the north promised was overshadowed by the de facto segregation that the North continued to perpetuate. The housing market in Chicago was tight even before the end of World War II when veterans returned in need of housing. African Americans were primarily limited to an area of Chicago known as the "Black Belt," which was

located between 12th and 79th streets and Wentworth and Cottage Grove avenues.

Approximately 60,000 blacks had moved from the South to Chicago during 1940-44 in search of jobs. In an effort to keep the newly arriving African Americans out of their neighborhoods, whites within a residential block formed “restrictive covenants,” legally binding contracts that specified a house’s owner could not rent or sell to black people. Such covenants, by restricting African Americans to the Black Belt, increased overcrowding within this area during the war. When overcrowding continued into the post-war years as more blacks moved north to Chicago, many families would often live in one apartment (Grossman, 1991).

This racial tension that played out on a public and political stage beginning in 1987. Edward Vrdolyak and twenty-eight non-black Alderman decided in 1987 to join and build a coalition to push against mayoral candidate Harold Washington (Fremon, 1988). After several attempts at shifting the political climate in favor of the removal of Mayor Harold Washington, another tactic would come to the forefront for a power shift. The lack of being able to win majority votes against Harold Washington led to resentment amongst nonblack politicians of the era, especially Mayor Jane Byrne. In 1981, Mayor Jane Byrne openly spoke about her ideals about Blacks being the enemy. She wanted to attract more white voters who might favor undeclared 1983 mayoral candidate Richard Daley (Fremon, 1988).

Former alderman Tom Keane met with Mayor Byrne about helping Mayor Daley win by redrawing the current council map. In 1981, Tom Keane created the new council map to ensure that majority Black wards did not make up more than 17 of the 52 city council districts. Because white politicians considered Hispanics “too unpredictable” to be reliable voters, the new map split them into ten wards, including Pilsen, Little Village, West Town, Humboldt Park, and Logan Square. Once the new map was released, many minority communities decided to push back against the new wards. Black

community members took the map to U.S. district court judge Thomas McMillan and argued that it was discriminatory.

McMillan agreed, and in December 1982, the court ruled for the new maps to be redrawn. Residents were satisfied and wanted the Illinois Supreme Court to hear the case. However, the Supreme Court refused, so Keane created a compromise map in November 1985. Seven Wards (15, 18, 22, 25, 31, and 37) were redrawn to provide for Blacks/Hispanic super majorities (65% minority population) (Fremon, 1988). The 1985 redrawing of the Chicago map created the current wards that are present in Chicago's twentieth ward today.

Chicago's twentieth ward currently consists of Englewood (Garfield Boulevard to the north, 75th Street to the south, Racine Avenue to the west), Woodlawn (60th Street to the north, Martin Luther King Drive to the west, and 67th Street to the south), Washington Park (51st Street to 63rd Street), and Back of the Yards (39th to 55th Streets between Halsted and the railroad tracks along Leavitt Street) (City of Chicago, 2022). According to the CMAP 2020 community snapshot, the population is 61,501 residents. The ward is predominantly African American with each individual neighborhood (Englewood, Washington Park, Woodlawn) having over 97% African American residents. The median age of residents in the ward is 31-35.

The twentieth ward also has a rich perseverance, community activism, and advocacy history. In 2019, Jeanette Taylor, became the first woman to serve as alderwoman of Chicago's 20th ward. She has a history of being a grassroots organizer and was a member of the Dyett Hunger Strike, in which community members fought for Dyett High School to remain open as a neighborhood school in Chicago's Washington Park neighborhood. Since 2014, residents and advocates have worked together to protest the hyper gentrification that has occurred in the ward, the creation of the Obama library as well

as the growth of the University of Chicago. There are also organizations that are currently focusing on ways to decrease intercommunal crime.

The 20th Ward on the South Side has always had its share of crime and gang trouble, but in 2022 the area became a flashpoint as Chicago police struggled to control a surge in killings. According to the Chicago Police Department's CompStat Data, crime complaints in the 20th ward increased by 92% (from 182 to 350) between 2021 and 2022 (CompStat, 2022). While homicide rates in the city's most dangerous areas were low in 2022, nearby neighborhoods like Woodlawn and Washington Park in the 20th Ward have suffered from “skyrocketing violence”, according to a Chicago Tribune review of Chicago Police Department data through June 30 (CompStat, 2022). Activists such as Good Kids Maad City, are currently pushing for their Peace Book Ordinance to be backed by the current mayor. The Peace Book Ordinance would create “Neighborhood Peace Commissions” that would be tasked with establishing neighborhood initiatives that promote peace and safety. A citywide “Peace Commission” would include representatives from each of the neighborhood commissions and would distribute funding and resources to and supporting the neighborhood commissions (Nitkin, 2022).

The twentieth ward has had a history of changes between 1837 and 2023 that have directly impacted residents of all ages. Many of the changes such as the loss of major grocery stores, rezoning, the closing of schools, hyper gentrification and over policing have led to increased exposure to communal risks for residents of all ages. Communal risks require some social response to manage or reduce (Liao et al., 2016). A Community needs assessment is a tool that is oftentimes used in order to impact the social responses that address community risks.

Community Needs Assessments

Needs assessment has always been a priority issue for those concerned with community health, but it was the publication of the Acheson report which led to a resurgence of interest, proposing as it did that directors of public health should be responsible for assessing the needs of their local populations (Department of Health and Social Security, 1988). It was after this report that community health spaces began to move from a service led mode to one of needs led.

Community needs assessment has been defined simply as a description of those factors which must be addressed in order to improve the health of the population' (Harvey, 1994). Community needs assessments are tools that allow for stakeholders to better understand what is needed by the population that they work with. Community needs assessment used to be the sole responsibility of major entities such as commissioning authorities and those interested in community contracts. However, how many major community units are now recognizing the important contribution they can make towards the identification of local population needs (Day 1992; Goodwin; 1994). Community needs have become an accessible tool to learn more about a community and then be able to develop a community profile to address current needs and ways to meet those needs.

But the term “need” can be determined and defined in multiple ways. Orr (1985a) provides an initial interpretation that reveals the multiple meanings attached to the concept, defining need as ‘social, relative and evaluative’, social in being defined according to standards of communal life, relative in that its meaning will vary between people and societies, and evaluative in that it is based upon value judgments. The difficulties of operationalizing these notions for assessment purposes become apparent. This is why sociologists, psychologists, community organizations, schools, and other major entities have had to define the term needs

from their own standpoints. Since the term “need” can be defined differently depending on the context, then the question arises of “What is the criteria for a needs assessment”.

Attempting to identify the criteria can be quite difficult. Attempting to identify community needs within a population against this complex and multifaceted backdrop is an enormous task for professionals. However, an approach that is gaining increasing interest and application is the development of an area or community profile, which incorporates the sociological and epidemiological perspectives outlined (Billings, 1994). This approach is appealing in that it combines qualitative data, such as demographic information, epidemiological data and indicators of deprivation with quantitative data, such as information from health care professional caseloads and individuals’ assessments (Richards, 1991).

Collaboration between and amongst professional groups and agencies in the community is strongly advocated (Cernik, 1997). Through collaboration, each facet of the community can be better understood to provide for the needs of all community members. Community profiles can allow a holistic picture of the community being surveyed. Community profiling however, as with other approaches to community assessment, should not be viewed as the panacea for all ills. From a research perspective, profiling is plagued with difficulties concerning the identification of an appropriate research design for data collection and analysis (Billings, 1995). It is also difficult to determine if the needs of a community are universal to all or based on individual experience. Whitehead (1987) remarks that some indices combine direct indicators of deprivation, such as overcrowding or unemployment, with indirect measures of numbers of people ‘at risk’ of deprivation (i.e. single parent families or ethnic minorities), where, as previously mentioned not all people are deprived in these groups. Although they are a powerful tool, many communities of color have been weary of community researchers and their methods.

Racial Perceptions of Research

Within racial and ethnic minority communities, people frequently view research with skepticism and distrust. Some perceive it as a policymaker's bureaucratic means of delaying response to a problem situation; others consider it reminiscent of a history of abuses by researchers who sought to gain knowledge at the expense of those who were vulnerable (Lillie-Blanton, 1995). A research study such as the Tuskegee Study where African American veterans were left with untreated syphilis while their non Black counterparts were treated is just one example of a time where African Americans trusted researchers and were left neglected. Whether the perception is one of abuse or benign neglect, research has a less than credible reputation among many racial/ethnic minority communities. Researchers gathering information in racial/ethnic minority communities should be sensitive to how they are perceived. A needs assessment used largely in state and local health planning efforts is one method researchers use to evaluate a community's health problems and needs, and the resources available to address those needs (NACHO, 1991). The methods used in needs assessments vary but are based upon techniques used in epidemiology, health services research, and the social sciences. The techniques, when applied with a sensitivity to a community's past experiences and present concerns, are an excellent tool for understanding the needs of a community (Lillie-Blanton, 1995).

The prejudices that still currently exist in relationship to minority communities require researchers to be cognizant of the impacts that research has on those communities. Understanding one's positionality, privilege and background in relation to the community

being observed will allow the researcher to be aware of the possible difference in values, opinions and ideals between researcher and the researched. It also can help eliminate much of the power dynamics that exist between researchers and community in which the researcher is oftentimes positioned as the expert while the community is rarely seen for their own expertise. This also pushes the researcher to view a community as more than just “problems” which is a theme that is prevalent in many of the needs assessments being completed in African American communities and other communities of color. This continual focus on "the problem" may lead to individuals feeling as if all they have are problems or communities believing that all they have are deficits. As a result of this negative mindset, a widespread belief may start to settle in about the individuals, organization, or community being depressed, burned out, dysfunctional, just filled with problems—all of which makes the initial situation even worse. It also makes it difficult to get motivated to make positive changes. Focusing on what is wrong with the community instead of active ways to remedy them.

So, what way can community data be utilized in order to effect change? Asset Based Community Development could be one of the answers.

Asset Based Community Development

Establishing a mutually beneficial partnership is essential for a productive relationship between a researcher and a racial/ethnic minority community. Usually the community perceives researchers as wanting information without offering anything in exchange. To achieve a more balanced relationship, researchers should strive to be responsive to what the community defines as its needs. Being responsive to a community's defined needs does not mean that the researcher is

held hostage by a community (Collins, 2018). A researcher should do the work to establish a level of trust and transparency in the community that they are working in, in order for community members to build a productive working relationship. Community members should also be seen as assets to researchers and understand what partnership looks like in the context of the research. A 2013 evidence review found there are many community development and empowerment models where health needs are identified by the community members who then mobilize themselves into action (O'Mara-Eves et al., 2013). This is considered Asset Based Community Development.

The ABCD acronym was coined by Judy Kretzman and John McKnight to capture ways that communities in the US had successfully organized themselves in the past, mobilizing local skills and capacities through informal and formal associations. The work of Kretzman and McKnight (and others) has codified ABCD as a deliberate process designed to encourage citizen agency, using the language of assets to generate activated subjects and collective actions (Mathie, 2017).

Therefore, Asset Based Community Development (ABCD) is a strategy for sustainable community driven development. Beyond mobilization of a particular community, ABCD is concerned with how to link micro-assets to the macro-environment.

The appeal of ABCD lies in its premise that communities can drive the development process themselves by identifying and mobilizing existing, but often unrecognized assets, and thereby responding to and creating local economic opportunities (Collaborative for Neighborhood Transformation, 2023). Whether these assets are tangible (such as land and physical buildings) or intangible (such as people's knowledge, interests, and skills) they are the raw materials that community members can harness and build on.

Over the last fifty years, approximately \$2.3 trillion has been spent to alleviate poverty. But the economic disparity between the poor and the non-poor or the have and have-nots is wider and continues to grow. Around the world civil societies have grown restless, while socio-political power remains in the hands of an elite few. It is this development paradox in which Asset-Based Community Development (ABCD) calls for a participatory approach in order to offer an authentic strategy that addresses the structural causes of poverty (Bruursema, 2015). ABCD highlights the strengths and successes in communities and uses them as a starting point for change. It centers the community as the initiator for change instead of relying on outside entities to begin the change. It focuses on participatory action as a tool to ensure that community members can sustain all the changes that have been made over time. It allows community members to be an active part in the change that they want to see and empowers them to do so.

ABCD's community-driven approach is in keeping with the principles and practice of participatory approaches development, where active participation and empowerment (and the prevention of disempowerment) are the basis of practice. It is a strategy directed towards sustainable, economic development that is community driven (Collaborative for Neighborhood Transformation, 2023). It views community members as assets and experts before and does not just utilize them for the purpose of data collection which is how many of them are viewed when researchers are completing needs assessments. It also allows for community members to state their needs from their own perspectives without third party intervention. ABCD builds on assets that are already found in the community and mobilizes individuals, associations, and institutions to come together to build on their assets— not concentrate on their needs. A second power of ABCD is found in local associations who should drive the community development process and

leverage additional support and entitlements. These associations are the vehicles through which all a community's assets can be identified and then connected to another in ways that multiply their power and effectiveness (Collaborative for Neighborhood Transformation, 2023).

This ensures that community development is driven by internal agencies that are vested in the constant growth, change and improvement of the community over long periods of time instead of short time development projects that are oftentimes associated with external agencies. By utilizing internal agencies, it helps pull our strengths and successes as a starting point for change. The shift of focus from needs to assets help prompt momentary change in subjectivity. People begin to see themselves and others in a new light. It can empower them to truly participate in the change that they want to see in their communities.

Theoretical Framework

The concept of community development requires collaboration, engagement and involvement from all parties including ministries, departments, government agencies, non-governmental organizations, private sectors, and more importantly, the active involvement and participation from the community members who are going to plan, execute, evaluate and set a milestone for their own development. This means the basis for the success of the community development process is the ability of the community itself. The capability of a community will emerge when all members participate actively in the development programmes. From that point onwards, their potential can be developed to ensure that they are able to plan, implement, make decisions and further expand a development according to their own and community needs without maximum intervention from outside parties (Samah; 2011).

Community empowerment is the process of discovering, enhancing and expanding upon the assets that already exist in a community to better that community. Empowerment is a construct that connects the discrete strengths and competencies of participants and systems and results in proactive behaviors of all involved (Rappaport, 1984). A more expansive definition is a 'group based, participatory, developmental process through which marginalized or oppressed individuals and groups gain greater control over their lives and environment, acquire valued resources and gain greater control over their lives and environment, acquire valued resources and basic rights, and achieve important life goals and reduced societal marginalization (Maton, 2008). However, to study the empowerment approach within the context of community development, it is important to first understand the concept of power, which is the keyword to empowerment. First, power can be referred to as the ability to take actions. Second, power is a 'thing' or something that can be owned by individuals or groups. (Samah, 2009).

Brazilian educator Paulo Freire (1973) developed a theoretical framework for empowerment education that asks the population-to-be-educated to identify their issues and underlying causes as the first steps and then set goals and formulate strategies to overcome their challenges and attain these goals. In this way, Freire's empowerment education process enables others to develop new beliefs in their ability to impact their personal and social spheres (Bergsma, 2004). Empowerment and education allow community members to be the center of the interventions and the major stakeholders in their healing and the healing of their community. As a recursive process, empowerment changes over time as community members gain more knowledge, develop self-efficacy, and employ their knowledge differently in changing situations (Diamond, Higgins, and Hsiao, 2018). While there has been heavy research into empowerment and the ability to

empower communities, it still remains uncommon for community development to focus on empowerment on a psychological level.

Psychological Empowerment

Racism impacts individuals financially, communally, educationally, as well as psychologically. African Americans have been subjected to abuse, neglect and trauma for generations. Dr. Joy DeGruy, coined the term “Post Atlantic Slave Syndrome”. Post Traumatic Slave Syndrome (P.T.S.S.) is a theory that explains the etiology of many of the adaptive survival behaviors in African American communities throughout the United States and the Diaspora (DeGruy, 2018). Much of the stress that African Americans experience is psychological, therefore empowerment must address psychological needs.

Psychological empowerment has been theorized according to a human ecological perspective (Bronfenbrenner, 1977). This perspective situates human development within nested levels of analysis (i.e. psychological, organizational, community). This ecological framing has been helpful for empirical studies of empowerment, since it encourages specificity. Psychological empowerment can be defined as the psychological aspects of processes through which people gain greater control over their lives, take a proactive approach in their communities, and develop critical understandings of their sociopolitical environments (Zimmerman, 1995). As such, psychological empowerment includes one’s skills and motivations to make social and political change, the knowledge required to do so, and the interpersonal relations and behavioural actions that can contribute to social and political change (author, year). Psychological empowerment allows for community members to be actively involved and invested in all aspects of their lives by firstly, understanding their experiences and the context of their lives. In the contexts in which it has been studied, psychological empowerment has been found to be associated with greater levels of

community participation and psychological sense of community (Christens, Peterson and Speer, 2011; Speer, 2000), and to have protective effects on psychological well-being (Christens and Peterson, 2012; Zimmerman, Ramírez-Valles and Maton, 1999). Ensuring that community members are being psychologically empowered can foster a sense of belonging and ultimately a connection to and investment in the betterment of that community.

For psychological empowerment to work, it requires a level of participation from members of that community which also requires a shift in systems to ensure that members are able to fully participate. In terms of policy, this means seeking to preserve and enhance the political freedoms of local residents and, whenever possible, decentralizing power and responsibility (United Nations Development Programme, 2010). Further, in practice, a focus on empowerment-oriented citizen participation encourages facilitation of participatory processes in ways that are closer to true partnership or citizen control than to consultation, tokenism, or manipulation (Arnstein, 1969). True empowerment means that community members are seen as just “subjects” of research but rather partners for change. This moves empowerment from just a theoretical lens to participatory action.

Rationale for Phenomenological Approach to Participatory Action Research

Participatory Action Research (PAR) is an approach to inquiry which has been used since the 1940s. It involves researchers and participants working together to understand a problematic situation and change it for the better. PAR focuses on social change that promotes democracy and challenges inequality; is context-specific, often targeted on the needs of a particular group; is an iterative cycle of research, action and reflection; and often seeks to ‘liberate’ participants to have a greater awareness of their situation in order to take action (Macbeth, 2023). This perspective was strongly supported by the work of Freire, who used PAR to encourage poor and deprived

communities to examine and analyze the structural reasons for their oppression (Baum, 2006).

Related to Freire, participatory competence is a product of critical reflection and involves a set of commitments and capabilities that lead to change over time (Kieffer, 1984).

PAR seeks to understand and improve the world by changing it. At its heart is collective, self reflective inquiry that researchers and participants undertake, so they can understand and improve upon the practices in which they participate and the situations in which they find themselves. The reflective process is directly linked to action, influenced by understanding of history, culture, and local context and embedded in social relationships. The process of PAR should be empowering and lead to people having increased control over their lives (Wallerstein, 2018).

Summary

The current literature highlights that there is an overwhelming amount of needs assessments being conducted in the African American community. Needs assessments are oftentimes deficit based and do not focus on what community strengths are. They also do not prioritize community members as key participants and experts of community change. The community needs assessment which allows the participants involved to serve as co-investigators of the issues plaguing their community and help brainstorm actionable ways to address those issues. Issues plaguing communities should be addressed by those in the community because they are the experts on the issues through their lived experience. These empowering community settings can contribute simultaneously to individual psychological development, community development, and positive social change (Maton, 2008). That is to say, they can build power, resilience, and sociopolitical control at the psychological, organizational and community levels. Identifying, sustaining, and proliferating such settings have become central tasks for scholars and practitioners of community psychology.

Empowerment processes in community and organizational settings also represent a promising conceptual framework and orientation for efforts to promote global mental health. Though empowerment has been focused on the external, psychological empowerment is concerned with the psychological betterment of community members and the ways in which they view their circumstances and communities. By cultivating environments where they are able to psychologically assess their needs and create sustainable ways to address them, they are then able to participate more effectively in the communal changes that they want to see long term.

ABCD's community-driven approach keeps with the principles and practice of participatory approaches development, where active participation and empowerment (and the prevention of disempowerment) are the basis of practice. Using community members as change agents can help lead to empowerment in many disenfranchised communities. Through that collective empowerment, self-efficacy can be fostered among members. For that to happen, there must be a way for community members to actively participate in the change they hope to see.

Purpose of Study

This study seeks to expand upon Empowerment Theory (Rappaport, 1984) by utilizing Asset Based Community Development to better understand what community members and organizations deem as current strengths and needs of Chicago's twentieth ward by sharing needs assessment data and getting feedback on utilization strategies.

This study will address the following questions:

- 1) What strengths exist in Chicago's 20th ward that can lead to empowerment for the community?

- 2) What are community members' perspectives on what is needed in the 20th ward for community members to thrive?
- 3) How can Asset-Based Community Development (ABCD) be utilized by community organizations to effect change in their community?

Methods

Participants

Participants for this study were residents and employees located in Chicago's Twentieth Ward. For the needs assessment (Phase 1) participants were community members ages 18 and older and for participant interviews and (Phase 2) key stakeholders of the ward. Participants for the needs assessment were chosen based on their response to the demographic question of "Are you a resident of the twentieth ward" and the stakeholders were identified by their mission and goals as it pertains to the advancement of residents of the twentieth ward.

Design

The design for this study was a sequential (quantitative, then qualitative) mixed-methods approach. Residents and staff completed a quantitative needs assessment survey and then a subset of community stakeholders participated in one-on-one interviews.

Procedure

Phase 1: Recruitment and Procedure

Social media networks were used to recruit participants ages 18+ living in Chicago's 20th ward. Participants had four weeks to complete the interest questionnaire (**Appendix A**).

After contact information was collected, participants were contacted to complete the informed consent form and complete the Community Needs Assessment. The informed consent form and Community Needs Assessment were emailed out via Google Forms to participants. The Community Needs Assessment (CNA) (**Appendix A**) gave participants the ability to address the research question, “What are community members' perspectives on what is needed in the 20th ward for community members to thrive?” Participants were contacted via email to complete the form consisting of demographic questions and likert scale questions.

Phase 2: Organizational Interviews

Six weeks later, organizational interviews were conducted. Organizations were selected for interviews based on their impact and investment in the twentieth ward. The data required to answer the research questions were derived from five in-depth, open-ended interview questions that provide information on the organization's history, as well as their thoughts and perceptions on Chicago’s 20th ward. Each of the interview questions was asked to each interviewee in the same order. The questions were divided into four categories: (1) organizational history, (2) community needs and assets, (3) barriers, and (4) data application.

Instruments

The Community Needs Assessment (**CNA; see Appendix A**) was used to measure participants' view on current community needs. This needs assessment was developed based on what literature indicated as major community needs for communities similar to Chicago’s twentieth ward. Those major “areas of need” informing the literature were then turned into Likert scale questions. The survey consisted of six sections rated on a Likert scale and one demographic question. The participants indicated their level of agreement with statements on a 4-point scale ranging from “Not Needed to “Very Needed”. An example item is “Childcare”.

The data from the CNA was made available for community organizations in the 20th ward interested in understanding the needs of community members. An Interview Protocol (see Appendix B) was used to measure the organization's view on current community needs and their viewpoints on how the CNA data could be used to impact their organizational structure and function.

The interview protocol was developed based on what previous literature indicated as major questions to ask community stakeholders. Those major questions consisted of topics such as community needs, strengths and organizational structure. The interview protocol consisted of eight open-ended questions. The participants were recorded to assist with interview transcription and then the interviews were used to identify themes.

Results

Sample

Six hundred twenty-nine adults 18 and older completed a survey measuring community needs in areas such as education, policing, resources, etc. Sixty-five percent (n=414) of the participants were men, with thirty-four percent being women (n=215) and all participants reported living in Chicago's twentieth ward at the time of the study.

Frequencies

Frequencies were computed for the following 27 variables: Childcare, Access to Food, Transportation, Legal Services, Access to WIC, TANF & SSI, Crime Reduction, Employment, Neighborhood Clean Up, Police Relationships, Youth/Elder Relationships, GED Classes, Better Schools, Adult Education, Assistance with College/Trade School, After School Programs, Assistance Finding Jobs, Interview Preparation, Job Search Assistance, Skills and Jobs Training,

Counseling/Therapy, Youth Programs, Parenting Classes, Healthy Eating/Nutrition Classes, Affordable Housing, Bill Assistance, Rent Assistance, Assistance with Home Renovations & Healthy Relationship Classes. Of the 27 variables, community members identified 13 of the 27 as being of greatest need: Childcare, Access to Food, Access to WIC, TANF, & SSI, GED Classes, Better Schools, Adult Education, Assistance with College/Trade School, After School Programs, Counseling/Therapy, Youth Programs, Parenting Classes and Healthy Eating/Nutrition Classes. (see Table 1). For description of all variables, n=629 (see **Appendix C**).

Table 1*Descriptives of Highly Needed Resources in Chicago's Twentieth Ward*

	n	%
<i>Childcare</i>	189	30.1
	440	69.9
<i>Access to Food</i>	188	29.9
	441	70.1
<i>Transportation</i>	188	29.9
	441	70.1
<i>Access to WIC, TANF, SSI</i>	181	28.7
	448	71.3
<i>GED Classes</i>	173	173
	456	72.5
<i>Better Schools</i>	185	29.4
	444	70.6
<i>Adult Education</i>	141	22.5
	487	77.6
<i>Assistance with College/Trade School</i>	190	30.2
	438	69.8
<i>After School Programs</i>	175	27.9
	453	72.1
<i>Counseling/Therapy</i>	138	22
	490	78
<i>Youth Programs</i>	140	22.3
	489	74.7
<i>Parenting Classes</i>	169	26.9
	460	73.1
<i>Healthy Eating/Nutrition Classes</i>	154	24.3
	475	75.7

Note. N=692. Participants all self identified as residents of Chicago's twentieth ward.

^aReflects the number and percentage of participants answering "not needed" and "needed" to this question.

For the variable *Childcare*, 69.9% (n=440) stated that it was needed. For the variable *Access to Food*, 70% said it is needed (n=441). For the variable *Transportation*, 70% said it is needed (n=441). For the variable *Access to WIC, TANF & SSI*, 71% said it was needed (n=448). For the variable *GED Classes*, 73% stated it was needed (n=456). For the variable *Better Schools*, 70% said it was needed (n=444). For the variable *Adult Education*, 78% (n=487). For the variable *Assistance with College/Trade School*, 70% said it was needed (n=438). For the variable *After School Programs*, 72% said it was needed (n=453). For the variable *Counseling/Therapy*, 78% stated it was needed (n=490). For the variable *Youth Programs*, 75% stated it was needed (n=489). For the variable *Parenting Classes*, 73% stated it was needed (n=460). For the variable *Healthy Eating/Nutrition Classes*, 76% stated it was needed (n=475).

In comparison to a needs assessment completed by The University of Chicago in 2021 that surveyed the twentieth ward, the five major areas of need that were highlighted by community members were Mental Health (65% of those surveyed), Access to Food (55% of those surveyed), Crime (60% of those surveyed) and Physical Health (45% of those surveyed). Access to Food as well as Mental Health were commonalities amongst both needs assessments. However, the previous needs assessments do not discuss the communities desire for youth programming, access to family services or greater educational programs for those in the ward. Of the services that are currently in the ward, there are ten schools, five hospitals/health service facilities, and 15 social service organizations (Shanabruch, 2018).

The ten schools in the ward all have a school rating of less than 5 on a scale of 10, which means that they are all currently deemed as failing schools (U.S. News, 2023). Experimental Station, an organization located in the ward seeks to provide students with educational programs to bridge the gap between what traditional schools are not teaching them and what they need to

navigate through life. Students are able to receive academic assistance while also being able to learn a trade through the organization's bike shop.

The five major hospitals require insurance which 8.6% of the ward does not have. Forty-five percent of the ward uses medicaid to cover their medical needs, which means that if a health center does not accept Medicaid, then many residents are left without access to healthcare. Salaam Wellness Center located in Chicago's twentieth ward seeks to bridge the gap between healthcare and the lack of insurance for members of the ward by providing affordable and even discounted health and wellness services to those in need.

Factor Analysis

A confirmatory factor analysis was done to determine if there was a pattern of correlations in the variables of this study. All 27 variables were analyzed and given an eigenvalue. Based on their eigenvalue, $\lambda=1.034$. Variables were then grouped into four subscales based on how they statistically related to one another. The four subscales were Neighborhood Betterment, Youth Access, Education and Wellness, and Assistance Programs.

Scale Reliability

Internal Reliability of the twenty-eight-item CNA survey, which was based on the four subscales: Neighborhood Betterment, Youth Access, Education and Wellness, and Assistance Programs was investigated using Cronbach's Alpha. Results indicated that the alpha for subscale Neighborhood Betterment was $\alpha=.859$, for subscale Youth Access the alpha was $\alpha=.812$, for subscale Education and Wellness was $\alpha=.749$ and for subscale Assistance Programs was $\alpha=.680$. Examination of individual items suggested that the elimination of items would not increase the reliability of the scale. The reliability for each subscale was higher than other studies on

Community Needs such as the Reliability and Validity of PROC CORR Engagement Tool conducted by the Washington University School of Medicine, $\alpha=.70$ (Goodman, 2017).

Chi Square Analysis

A Chi Square analysis was conducted to test for differences between gender and response to the Community Needs Assessment. The data analysis shows that there was no significant difference in the responses between males and females who completed the assessment.

Organizational Interviews

Four organizational interviews were conducted for the purpose of this research. These interviews addressed eight research questions, which were open ended in order to allow for the interviewee to assess their level of comfortability. A narrative approach was used to collect the spoken words of participants and their stories to better understand their experiences of operating in the twentieth ward as well as the needs and strengths that they recognized. Organizations were invited to an hour long interview via Zoom. Once they accepted the Zoom invitation, they were sent a confirmation email in which they were given the overview of the study. During the interview organizations were given a moment to create context for the remainder of the interview by sharing background information as to what their organization does in Chicago's twentieth ward. The interviews addressed eight research questions, which were open ended in order to allow for the interviewee to assess their level of comfortability. The collected thick descriptions were cut down to smaller sections by using the research questions as a general guide (see Appendix A; Auerbach & Silverstein, 2003).

The researcher analyzed the resulting more manageable text by searching for repeating ideas. These came across within the participants' use of similar or the same remarks. The

commonalities in ideas were further grouped based on a priori and emergent themes. The analysis of these research questions yielded four Domains (see Appendix B); (1) resilience, (2) community needs, (3) gentrification, and (4) COVID-19. The core ideas attempt to categorize smaller nuances of information within the domains. The categories highlight unique components of participant experience within each domain. Direct interview quotes are used to highlight and personalize the data.

In qualitative research, interpretation is supported by data (Auerbach & Silverstein, 2003). This is the case due to the nature of this research type and its inherent subjectivity of analysis. The collected data had to be organized in such a way that allowed for interpretation. The researcher started interpretation by determining the frequency of repeating patterns. A list of these patterns was created for the purpose of analyzing how they were connected and how they related to the broader knowledge about the topic. By continuing with this stepwise approach from raw data through organization and finally interpretation, the researcher was able to realize emergent connections between ideas. The entire process was transparent as is necessary in qualitative research (Auerbach & Silverstein, 2003).

Finally, the generated theoretical narratives were used to address the research questions of the study as they applied to the particular sample. Interpretation of the collected data, at each step, was justified by the process (Auerbach & Silverstein, 2003). In this stage, the researcher attempted to retell the information conveyed by the participants in terms of theoretical constructs, as suggested by Auerbach and Silverstein (2003), in order to make the information more applicable to the research study. This information was then used to inform future research as well as community development efforts in order to build more meaningful opportunities for engagement.

Table 3

Narrative Voices: Community Needs & Assets

Discourse and Dimension	Example Quote
Resilience The capacity to withstand or to recover quickly from difficulties; toughness.	<p>“I think that there is a lot of resilience in the community. My hope is that people who have been resilient for so long here, that as a neighborhood because of the Obama center and as everything changes that their resilience and their patience is rewarded.”</p> <p>“Historically, our ability to make a dollar out of fifteen cents and make the most of whatever we had as a community has now intentionally shifted to the ways we can empower real and honest healing for ourselves, our children and our ancestors. We are now taking the opportunity to renovate and invent through our ingenuity and pure creativity, what healing looks like to us today. Our strengths as a community live in our ability to make the most of what we have and then some.”</p>
Community Needs A needs assessment is a systematic process for determining and addressing needs, or "gaps" between current conditions and desired conditions or "wants.	<p>“We need more resources for people who are in poverty (i.e., the homeless). We need more mental health resources and programs for kids.”</p> <p>“Our trauma is free, yet our healing costs us”. Holistically, the barriers that I am navigating in supporting youth stem from the colonization and capitalization of mental health. I don't put the onus of these barriers on the people or students that I work with because they did not design the world to dehumanize them or devalue their life. Housing insecurity, food deserts, healthcare inequity, and a lack of resources, are some of the first barriers that keep students from being able to adequately accept healing, especially</p>

	under the clouded of "mental health" yet, at the same time in so many words the very thing that many students are looking for, is a space to be themselves, to feel seen and heard.”
Gentrification The process whereby the character of a poor urban area is changed by wealthier people, moving in, improving housing, and attracting new businesses, typically displacing current inhabitants in the process	“You can make all the plans you want but you don't know what the future is going to look like in the community and the folks that we serve and engage with. Who will be displaced? Who will still be here and what will the needs be?” “Gentrification is not allowing our community to prosper. It is not giving us a chance to improve our conditions.”
COVID-19 Coronavirus disease (COVID-19) is an infectious disease caused by the SARS-CoV-2 virus that led to mass quarantining from 2020-2022.	“ Well COVID of course has been COVID, you know? That has made it hard to do the really hands on work that we do, you know. Due to the lack of proximity” .

Discussion

This study assessed community members and organizations perceptions of community needs and assets in Chicago’s 20th ward. Frequencies were taken to assess community perceptions of what are areas of need as well as areas of strength. The study found that community members deemed mental health services (51%), youth and family services (77%) and educational programs (51%) as the top needs of Chicago’s twentieth ward. In comparison to other studies (National Urban League, 2019), these are many of the same needs that were deemed most important in Community Needs Assessments that surveyed predominantly African American communities, with

other communities viewing crime and safety and physical health as another high priority unlike the participants of this study (Shanabruch, 2018).

Much of the existing research expounds upon the lack of mental health services and family services in communities of color. According to the Health and Human Services Office of Minority Health, Black adults in the U.S. are more likely than white adults to report persistent symptoms of emotional distress, such as sadness, hopelessness and feeling like everything is an effort. Black adults living below the poverty line are more than twice as likely to report serious psychological distress than those with more financial security. Despite the needs, only one in three Black adults who need mental health care receive it. According to the American Psychiatric Association's Mental Health Facts for African Americans guide, they are also: Less likely to receive guideline-consistent care, less frequently included in research, more likely to use emergency rooms or primary care (rather than mental health specialists) (NAMI, 2021). This was a theme that was prevalent in the organizational interviews.

Of the organizations interviewed, three out of the four provide direct access for residents of Chicago's twentieth ward with mental health services which directly meets the need identified by community members. Salaam Wellness Center, a holistic healing space, seeks to provide not only medical services to residents of the ward but also non western forms of healing such as yoga and reiki (Salaam Wellness Center, 2023). The Cornerstore, NFP plugs connects youth to its community resources and the community resources to its youth. Fostering a positive mental health culture. It's a space where mental health and creative art meets community as a vehicle for therapy. The Trauma Zone is a community wellness hub. By providing trauma informed and healing centered mental health services to those in need, we work to ensure that all people but especially Black people have

all of the resources and services they need to not only survive but to thrive (The Trauma Zone, 2021).

Residents who completed the CNA stated that counseling/therapy as well as youth programs were of high need. Salaam Wellness Center, The Corner Store, NFP and The Trauma Zone seek to ensure that community members are able to prioritize their health and wellness regardless of age or financial status. In order for the needs of community members to be met, funding needs to be given to organizations like these to ensure that they are able to grow and evolve with the needs of those that they serve.

Experimental Station seeks to build independent cultural infrastructure on the South Side of Chicago by providing essential resources that respond to local needs. This organization works directly with families through job training programs, healthy food programs, as well as interview assistance and childcare programs. This meets the needs of the family services that were identified by members of the ward through the CNA. Residents who completed the CNA stated that education and family services is a major need for the ward, therefore the focus needs to be on ensuring that the current schools in the ward have the staff and funding that is needed to improve not only the school rating but also ensure that organizations such as Experimental station are receiving funding to continue the work that they are doing.

While the community has several needs, the study also identified resilience as one of the major community strengths that members of the ward possess. Seeing community members and their strengths as assets can be used to empower them as agents of change for the betterment of their communities.

Asset Based Community Development (ABCD) is a tool that allows for the voices of community members to be heard and utilized to make change which is something that community

needs assessments traditionally do not. For there to be actual change in communities, the members of the community need to be empowered to be active participants in the change and then be equipped with the tools to sustain that change over time. Rappaport (1987) defined empowerment as a process by which people gain control over their life circumstances. Hence, empowerment education seeks to cultivate the power in others through an interactive process of sharing knowledge, expertise, and resources (Funnell et al., 1991). Freire (1973) developed a theoretical framework for empowerment education that asks the population to be educated to identify their issues and underlying causes as the first steps and then set goals and formulate strategies to overcome challenges and attain these goals.

In this way, Freire's empowerment education process enables others to develop new beliefs in their ability to impact their personal and social spheres (Bergsma, 2004). Empowerment and education allow community members to be the center of the programs and interventions that are directly impacting their communities. This also allows community members to be the major stakeholders in the change and growth of their own communities. It gives them the ability to develop self-efficacy and employ their wealth of knowledge to improve where they live. For there to be true communal change, there needs to be a level of investment amongst community members, and they need to be given the resources needed to ensure that what is deemed "best" for their community can actually be accomplished.

Implications

The findings show that mental health services, youth and family services and educational programs were deemed by community members as the most needed services in Chicago's twentieth ward. Through further exploration, community organization staff interviews revealed that resources to address gentrification were an additional major need for the ward. Although there are several

needs of this community, one of the major strengths notated by all the community organizations during their individual interviews was resilience. Several studies highlight the use of community needs in African American communities and then utilize the data from those assessments to create programs that address those needs. However, many of those needs assessments use a deficit-based lens that further devalues the community and its members. Asset based community development utilizes the tool of needs assessments to create change agents in communities especially those that are disenfranchised so that community members have a vested interest as well as the power to create equitable, sustainable and community centered change. Equipping communities with knowledge to understand their needs and strengths is the goal of this study. By equipping them with the skills to advocate for themselves and sustain their communities, actionable change can occur. As members of a community are able to express what they would like to see as well as create actionable steps to achieve that change, communities can change for the better.

Study Delimitations

The present study is limited in that the sample consisted of participants from only one of Chicago's wards, which may not be reflective of the needs and strengths of other communities. It also was not a random sample so it might not represent the community as a whole. The 629 participants are representative given the portion of adult residents they represent and their age and demographic comparability with the entire ward demographics.

Suggestions for Future Research

In relevance with the limitations of this project, suggestions for this research are as follows:

- i. The sample only included smaller scale organizations (serving less than 5,000 people annually), therefore interviews with larger organizations can be conducted to determine if there is a difference in data.

ii. Because community needs and assets vary drastically in urban areas with high levels of segregation and economic disparities, to understand the needs of other communities a similar process could be used. For example, future projects can assess the needs of other wards across the Chicagoland area.

iii. There was clear data that identified community needs. Future projects can work to identify ways to address those needs.

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Appendix A: Community Needs Assessment

Instructions: Circle the number that best represents your opinion on the need for each.

CATEGORY	NEEDS	Not Needed (1)	Rarely Needed (2)	Needed (3)	Very Needed (4)
<i>Assistance</i>	Childcare	1	2	3	4
	Food	1	2	3	4
	Transportation	1	2	3	4
	Legal Services	1	2	3	4
	Applying for WIC, TANF, SSI	1	2	3	4
<i>Community</i>	Crime Reduction	1	2	3	4
	Employment Opportunities	1	2	3	4
	Neighborhood Clean Up Projects	1	2	3	4
	Better relationships with police	1	2	3	4

	Better relationships between emerging adults and older people	1	2	3	4
<i>Education</i>	GED Classes	1	2	3	4
	Better schools	1	2	3	4
	Adult Education or Night School	1	2	3	4
	Assistance to attend trade or technical school or college	1	2	3	4
	After school programs/tutoring	1	2	3	4
<i>Employment</i>	Finding a job	1	2	3	4
	Preparing for Interviews	1	2	3	4
	Help with job search	1	2	3	4
	Help with job skills/training	1	2	3	4
<i>Family Services</i>	Counseling/Therapy	1	2	3	4
	Programs & Activities for emerging adults	1	2	3	4
	Parenting Classes	1	2	3	4
	Classes on healthy relationships/problem solving	1	2	3	4

	Healthy eating/nutrition workshops	1	2	3	4
<i>Housing</i>	Affordable Housing	1	2	3	4
	Help paying bills	1	2	3	4
	Help paying rent	1	2	3	4
	Assistance with renovations	1	2	3	4

Appendix B: Interview Protocol

1. What is the name of your organization?
2. Briefly describe what services you provide for Chicago's twentieth ward?
3. What are the greatest strengths that your organization currently has?
4. What strengths exist in Chicago's 20th ward that can lead to empowerment for the community?
5. What are the biggest barriers for your organization to meet the needs of 20th ward residents?
6. Has your organization utilized a community needs assessment before? If so, what were the high-level outcomes of the assessment and how did you end up using what you learned?
7. What tools beyond needs assessments do you think can best inform your organization about what services to focus on in the community?
8. The recent neighborhood assessment survey I collected from 629 people who live in the 20th ward found government assistance programs, crime reduction, community relationships are some of the current assets in the community and lack of youth programs, job training and access, and family services are some of the challenges.
 - a. In what ways do you think your organization is currently aligned with the most pressing needs and assets?
 - b. In what ways is your organization currently meeting the needs or contributing/building on the assets?
 - c. In what ways does your organization need to shift to align with these findings?
 - d. Do you believe your organization would/will use these findings?
 - i. If yes, why? If no, why not?

Appendix C: Detailed Frequency Tables and Descriptions

For the variable *Legal Services*, 8% stated that it is not needed (n=54), 26% stated that it is rarely needed (n=162), 41% said it is needed (n=262), and 24% said it is very needed (n=151).

Table 2

Legal Services

		Frequency	Percent
Valid	Not Needed	54	8.5
	Rarely Needed	162	25.8
	Needed	262	41.7
	Very Needed	151	23.9
	Total	629	100

For the variable *Crime Reduction*, 9% stated that it is not needed (n=58), 24% stated that it is rarely needed (n=149), 41% said it is needed (n=257), and 26% said it is very needed (n=165).

Table 3

Crime Reduction

		Frequency	Percent
Valid	Not Needed	58	9.2
	Rarely Needed	149	23.7
	Needed	257	40.9
	Very Needed	165	26.2
	Total	629	100

For the variable *Employment*, 6% stated that it is not needed (n=41), 21% stated that it is rarely needed (n=133), 39% said it is needed (n=244), and 33% said it is very needed (n=211).

Table 4

Employment

		Frequency	Percent
Valid	Not Needed	41	6.5
	Rarely Needed	133	21.1
	Needed	244	38.8
	Very Needed	211	33.5
	Total	629	100

For the variable *Neighborhood Clean Up*, 7% stated that it is not needed (n=42), 19% stated that it is rarely needed (n=122), 40% said it is needed (n=254), and 33% said it is very needed (n=210).

Table 5

Neighborhood Clean Up

		Frequency	Percent
Valid	Not Needed	42	6.7
	Rarely Needed	122	19.4
	Needed	254	40.4
	Very Needed	210	33.4
	Total	629	100

For the variable *Police Relationships*, 9% stated that it is not needed (n=54), 24% stated that it is rarely needed (n=150), 43% said it is needed (n=269), and 25% said it is very needed (n=155).

Table 6*Police Relationships*

		Frequency	Percent
Valid	Not Needed	54	8.6
	Rarely Needed	150	23.8
	Needed	269	42.8
	Very Needed	156	24.7
	Total	629	100

For the variable *Youth Elder Relationships*, 7% stated that it is not needed (n=47), 23% stated that it is rarely needed (n=144), 42% said it is needed (n=266), and 28% said it is very needed (n=172).

Table 7*Youth Elder Relationships*

		Frequency	Percent
Valid	Not Needed	47	7.4
	Rarely Needed	144	22.9
	Needed	266	42.3
	Very Needed	172	27.3
	Total	629	100

For the variable *Assistance Finding Jobs*, 8% stated that it is not needed (n=50), 21% stated that it is rarely needed (n=133), 44% said it is needed (n=280), and 26% said it is very needed (n=165).

Table 8*Assistance Finding Jobs*

		Frequency	Percent
Valid	Not Needed	50	7.9
	Rarely Needed	133	21.1
	Needed	280	44.5
	Very Needed	165	26.3
	Total	629	100

For the variable *Interview Preparation*, 7% stated that it is not needed (n=41), 18% stated that it is rarely needed (n=112), 44% said it is needed (n=279), and 27% said it is very needed (n=165).

Table 9

Interview Preparation

		Frequency	Percent
Valid	Not Needed	41	6.5
	Rarely Needed	112	17.8
	Needed	279	44.4
	Very Needed	165	26.3
	Total	629	100

For the variable *Job Search Assistance*, 8% stated that it is not needed (n=53), 27% stated that it is rarely needed (n=142), 45% said it is needed (n=285), and 24% said it is very needed (n=148).

Table 10

Job Search Assistance

		Frequency	Percent
Valid	Not Needed	53	8.4
	Rarely Needed	142	22.6
	Needed	285	45.4
	Very Needed	148	23.6
	Total	629	100

For the variable *Skills and Jobs Training*, 5% stated that it is not needed (n=34), 21% stated that it is rarely needed (n=132), 46% said it is needed (n=287), and 28% said it is very needed (n=175).

Table 11

Skills and Jobs Training

		Frequency	Percent
Valid	Not Needed	34	5.4
	Rarely Needed	132	21.0
	Needed	287	45.7
	Very Needed	175	27.9
	Total	629	100

For the variable *Affordable Housing*, 7% stated that it is not needed (n=41), 28% stated that it is rarely needed (n=133), 46% said it is needed (n=289), and 26% said it is very needed (n=165).

Table 12

Affordable Housing

		Frequency	Percent
Valid	Not Needed	41	6.5
	Rarely Needed	133	27.7
	Needed	289	46.0
	Very Needed	165	26.3
	Total	629	100

For the variable *Bill Assistance*, 6% stated that it is not needed (n=38), 23% stated that it is rarely needed (n=147), 47% said it is needed (n=292), and 24% said it is very needed (n=151).

Table 13

Bill Assistance

		Frequency	Percent
Valid	Not Needed	38	6.0
	Rarely Needed	147	23.4
	Needed	292	46.5
	Very Needed	151	24.0
	Total	629	100

For the variable *Rent Assistance*, 6% stated that it is not needed (n=40), 19% stated that it is rarely needed (n=122), 44% said it is needed (n=278), and 30% said it is very needed (n=188).

Table 14*Rent Assistance*

		Frequency	Percent
Valid	Not Needed	40	6.4
	Rarely Needed	122	19.4
	Needed	278	44.3
	Very Needed	188	29.9
	Total	629	100

For the variable *Assistance with Home Renovations* 8% stated that it is not needed (n=47), 22% stated that it is rarely needed (n=140), 46% said it is needed (n=292), and 24% said it is very needed (n=149).

Table 15*Assistance with Home Renovations*

		Frequency	Percent
Valid	Not Needed	47	7.5
	Rarely Needed	140	22.3
	Needed	292	46.5
	Very Needed	149	23.7
	Total	629	100

For the variable *Healthy Relationship Classes* 7% stated that it is not needed (n=41), 21% stated that it is rarely needed (n=133), 46% said it is needed (n=289), and 26% said it is very needed (n=165).

Table 16

Healthy Relationship Classes

		Frequency	Percent
Valid	Not Needed	41	6.5
	Rarely Needed	133	21.2
	Needed	289	46.0
	Very Needed	165	26.3
	Total	629	100