



OFFICE OF UNIVERSITY PARTNERSHIPS PROGRAMS AND GRANTEES



Office of University Partnerships



U.S. Department of Housing and Urban Development
Office of Policy Development and Research

Office of University Partnerships Programs and Grantees highlights the programs and initiatives provided by OUP grantees nationwide.

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Table of Contents

Introduction	1
Chapter 1. Alaska Native/Native Hawaiian Institutions Assisting Communities Program.....	5
Chapter 2. Hispanic-Serving Institutions Assisting Communities Program.....	15
Chapter 3. Historically Black Colleges and Universities Program.....	37
Chapter 4. Tribal Colleges and Universities Program	65
Chapter 5. Universities Rebuilding America Partnerships.....	77
Chapter 6. Doctoral Dissertation Research Grants.....	95
Chapter 7. Early Doctoral Student Research Grants	109



INTRODUCTION



Institutions of higher education (IHEs) play a unique and increasingly powerful role in revitalizing at-risk communities throughout the nation. Since 1994, many of these colleges and universities have found a willing and committed partner in the U.S. Department of Housing and Urban Development (HUD).



Through six separate grant programs administered by HUD's Office of University Partnerships (OUP), scores of colleges and universities receive the support they need to reach out to their communities. Over the past decade, these IHEs have become actively engaged in celebrating their communities' assets while, at the same time, working with local partners to address the challenges that local residents face. The result has been an impressive list of accomplishments, many of which are documented in this publication.

Characteristics of OUP Grantees

Whether they are located in dense urban settings or remote rural villages, OUP grantees have several important things in common.

First and foremost, they are strong academic institutions that work hard to ensure that students of every ethnic and socioeconomic background have equal access to quality higher education. Most OUP grantees have an institutional mission to serve members of minority groups, including African Americans, Hispanics, Native Americans, Alaska Natives, and Native Hawaiians. These IHEs are committed to reaching out to prospective students when those students are in elementary and secondary school. This early intervention ensures that even the youngest community members obtain the motivation and skills they need to pursue and succeed in higher education.

Second, OUP grantees are committed to using their academic resources, the expertise of their faculty, and the energy of their students to help the residents of local communities make their neighborhoods better places to live. These colleges and universities have made a commitment to their



neighborhoods because they realize that they are part of the surrounding community—and that the health of the community affects the health of the institution.

Third, OUP grantees understand the importance of working as partners—rather than omniscient experts—when they step outside their campuses and into their communities. These IHEs do not equate their community engagement with a chance to show that they have all the answers. Rather, they understand that their mission is to provide the tools that local stakeholders need to find answers for themselves and to design programs that are more likely to succeed because they have local buy-in and ownership.

Finally, OUP grantees are helping HUD fulfill its own mission, which involves helping the nation's communities meet their development needs, spurring economic growth in distressed neighborhoods, providing housing assistance for the poor, helping rehabilitate and develop moderate and low-cost housing, and enforcing the nation's fair housing laws. OUP supports the community development work of IHEs by:

- Providing funding opportunities that allow colleges and universities to implement community activities, revitalize neighborhoods, address economic development and housing issues, and encourage partnerships.
- Creating a dialogue between colleges and universities and their communities that will lead to strong partnerships.
- Helping colleges and universities produce the next generation of urban scholars and professionals who are focused on housing and community development issues.

Overview of OUP Grant Programs

OUP currently offers six grant programs to support community development, facility development, and academic research activities.

Community Development. Three OUP programs are designed to help grantees expand their role and effectiveness in addressing community development needs in their localities, including neighborhood revitalization, housing, and economic development. These programs are:

- Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC).

- Hispanic-Serving Institutions Assisting Communities (HSIAC).
- Historically Black Colleges and Universities (HBCU).

Facility Development. IHEs participating in the Tribal Colleges and Universities Program (TCUP) use OUP funds to build, expand, renovate, and equip their facilities and to provide needed services in the community.

Academic Research. Two OUP programs award grants to students who are currently enrolled in accredited doctoral programs. These grants support research studies that could impact federal problem solving and policymaking and that are relevant to HUD's policy priorities and annual goals and objectives. OUP's academic research programs award two types of grants:

- Doctoral Dissertation Research Grants (DDRG). These grants are awarded to current doctoral students who are sponsored by an accredited IHE.
- Early Doctoral Student Research Grants (EDSRG). These grants are awarded to pre-candidacy doctoral students who are sponsored by an accredited IHE.

Gulf Coast Assistance. In addition to these ongoing grant programs, HUD also administered a special Universities Rebuilding America Partnership (URAP) grant program in FY 2006 in response to the devastation caused along the Gulf Coast by hurricanes Katrina and Rita in summer 2005. The initiative included two grant programs:

- URAP-Community Design. IHEs granting degrees in architecture, urban planning and design, or construction used these grants to help affected communities rebuild after the hurricanes.
- URAP-HBCU. These grants supported HBCUs in their efforts to provide sustained services to communities affected by the hurricanes.

About This Publication

This publication is designed to provide an overview of the important work that colleges and universities are carrying out through all of the OUP grant programs. By offering a brief description of the grantees' 2006 and 2007 grant programs, this document has a dual purpose:

- To acquaint prospective grantees with OUP grant programs, their eligibility requirements, and approved activities.
- To give all readers a clear picture of the types of activities in which OUP grantees are engaged, the long-term partnerships that are created with the help of grant funds, and the impact that grant activities are having on the stability and well-being of communities throughout the nation.

Finally, this publication also provides important contact information that readers can use to learn more about Office of University Partnerships and its grant programs:

- Introductions to each grant program include contact information for the OUP staff person who can provide additional information about that program.
- Each college and university that appears in this publication has provided contact information that readers can use to gain more information about and insight into how specific grant activities were designed and implemented.

Readers are urged to take advantage of this opportunity to learn more about OUP programs and about grantees that are successfully blending resources from HUD, local communities, and their own IHEs to revitalize their communities and help their neighbors and constituents build a brighter future.



CHAPTER 1

ALASKA NATIVE/NATIVE HAWAIIAN INSTITUTIONS ASSISTING COMMUNITIES PROGRAM



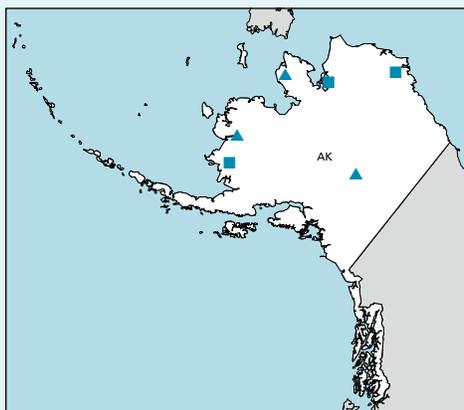
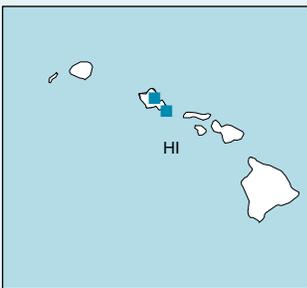
Expanding minds, communities, and horizons. This is what institutions of higher education (IHEs) do every day. They educate tomorrow's workforce and leaders. And they partner with neighbors to build stronger communities with greater opportunities.

The U.S. Department of Housing and Urban Development's (HUD's) Office of University Partnerships (OUP) created the Alaska Native/Native Hawaiian Institutions Assisting Communities (AN/NHIAC) program to help Alaska Native and Native Hawaiian IHEs expand their role and effectiveness in carrying out all of these missions by strengthening their educational offerings and building stronger communities.

Through this program, nonprofit Alaska Native and Native Hawaiian IHEs can apply for 3-year grants for a variety of community development projects, including neighborhood revitalization, housing, and economic development principally for low- and moderate-income persons.

Nonprofit Alaska Native and Native Hawaiian IHEs that are fully accredited by a national or regional accrediting agency recognized by the U.S. Department of Education may apply for AN/NHIAC program grants. In addition:

- For Alaska Native institutions to qualify, 20 percent of undergraduate enrollees must be Alaska Native students.



Legend

- ▲ AN/NHIAC 2006 Grantees
- AN/NHIAC 2007 Grantees



- For Native Hawaiian institutions to qualify, 10 percent of undergraduate enrollees must be Native Hawaiian students.

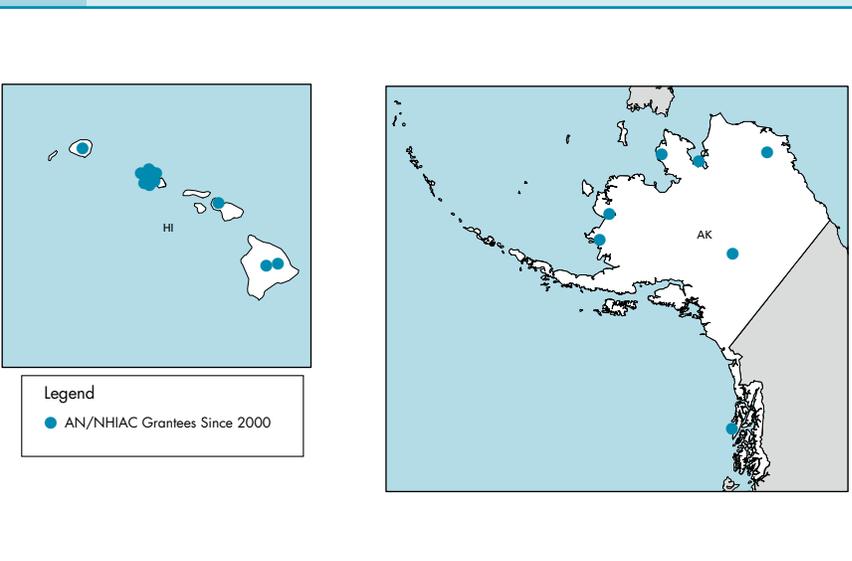
Applicants' projects must benefit primarily low- and moderate-income persons, help prevent or eliminate slums or blight, or meet an urgent community development need. AN/NHIAC grantees have used their program funds to implement a broad range of community development activities including:

- Develop microbusinesses.
- Establish job-training programs.
- Support afterschool programs such as tutoring and mentoring.
- Renovate or construct dormitories, classrooms, libraries and other buildings.
- Offer preventive health services.
- Provide literacy skills training.

- Provide onsite training for local government employees.
- Support special economic development activities and facilitate economic development by providing technical and financial assistance for establishing, stabilizing, and expanding microenterprises and e-commerce, including minority enterprises.
- Offer constructions trades/technology courses.
- Develop interactive training DVDs for tribal, local, and regional governments.
- Construct community learning centers.

For more information about OUP's AN/NHIAC program, visit www.oup.org or contact:

Sherone Ivey
 Deputy Assistant Secretary
 U.S. Department of Housing and Urban Development
 Office of University Partnerships
 Phone: 202-402-4200
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UNIVERSITY OF ALASKA FAIRBANKS, INTERIOR-ALEUTIANS CAMPUS



Projects planned/accomplished: The University of Alaska Fairbanks (UAF), Interior-Aleutians Campus (I-AC) used its AN/NHIAC grant to assist Native communities by increasing employability, preparing Native students for decent jobs, developing a skilled local workforce, promoting economic development, reducing unemployment and poverty, and playing a pivotal role in providing housing for low- and moderate-income residents. The college provided Construction Trades Technology (CTT) coursework free of charge, which allowed students to acquire UAF and National Center for Construction Education and Research (NCCER) accreditation.

Community impact planned/accomplished: I-AC worked with its housing authority partners in seven target villages that have a demand for construction trades education and a need for new construction of homes for local residents that earn 80 percent or less of median area income. I-AC provided instructors' travel-to-site costs and books—engaging students in more than 500 hours of classroom and hands-on instruction during the fall and spring semesters. Since the grant began, 59 CTT classes have been offered and 43 students have received CTT certificates. Many of these students are now working on their associate degrees. Partner housing authorities provided funding for building materials and material transportation costs and paid students a wage for work accomplished during the practicum projects. Successful students were employed by the partner at the conclusion of the practicum period to complete the construction project. Thirty-one students have received support from the grant, 15 Alaska Native villages have hosted classes, 487 students have enrolled in classes, and 20 new instructors were certified to teach. The practicum for this project occurred in the same village as the classroom work and culminated with the certificate program during the summer building season.

Partnerships planned/accomplished: The Interior Regional Housing Authority, Tanacross Village Council, Louden Tribal Council, and the Aleutian Housing Authority.

College departments involved: Construction Trades Technology.

P.O. Box 757880
Fairbanks, AK 99775
www.uaf.edu/iac

Grant received:
2006 AN/AHIAC—\$799,995

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Top: Student Stanley Edwin of Ft. Yukon, Alaska, installs electrical service in Galena.

Bottom: Electrical I students and their instructor celebrate the completion of their intensive 7-week course in Galena.

UNIVERSITY OF ALASKA FAIRBANKS, KUSKOKWIM CAMPUS

P.O. Box 757880
Fairbanks, AL 99775
www.bethel.uaf.edu

Grant received:
2006 AN/NHIAC—\$799,867

Contact information:
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Top: Shorty Salzbrun, Reyne Athanas, and Terry Reeve prepare for the Alaska Marketplace.

Bottom: A native craftsman creates a bear boat at the YPCC.

Projects planned/accomplished: Through its Strong Cultures Build Strong Futures project, the Kuskokwim Campus (KuC) of the University of Alaska Fairbanks, in collaboration with Yupiit Piciryarait Cultural Center (YPCC) and nine regional partners, integrated the uniqueness and strengths of the Yup'ik Eskimo culture with technological and business training to develop economic sustainability for low- to moderate-income (LMI) individuals. Working with partners, the YPCC has accomplished beneficial results for small businesses and eco-friendly enterprises. The Alaska Federation of Natives (AFN) has an annual competition, Alaska Marketplace, which is open to everyone in Alaska. In 2008 the college sponsored a workshop for people with innovative ideas, which attracted 12 participants, 7 of whom became finalists. A second workshop was held to complete the final proposals. All finalists from the Yukon-Kuskokwim Delta were invited to participate. Eleven came and submitted completed proposals, and seven from the group received from \$1,000 to \$57,000 for their projects.

Community impact planned/accomplished: Keeping Traditions Alive is a vehicle to preserve and promote the Native culture of the region. Many residents have a variety of arts and cultural skills that simply need to be refined so that they can use their talents to supplement their income. The YP Cultural Center has offered a variety of master classes during the past 3 years in the following areas: sea grass cutting and drying, with basket making; fur hat making; fur mitten making; quspuk, traditional Native clothing; men's and women's dance fans; Crooked Knife and Ulu making; doll making/toy making; and jewelry making. The class size varies from 8 to 20, and many of the students sell their crafts at the Saturday Markets. Forty-five to 65 vendors appear at the 18 Saturday Markets held throughout the year. Approximately 350 to 500 people attend the markets. Activities for 2008-2009 included: AFN Alaska Marketplace Workshops; blogging and web page development; and a variety of cultural and craft activities (Bethel Dog Show, a weekly Yup'ik dance class, three community plays, a summer youth art camp, and a 7-day Festival of Arts and Academics).

Partnerships planned/accomplished: UAF KuC is collaborating with the Yukon Kuskokwim Health Corporation; Association of Village Council Presidents, Inc.; Bethel Council on the Arts; the Art Guild of the YK; the city of Bethel; Cultural Center Museum & Gift Shop; United Utilities, Inc.; Marine Advisory Board; and Orutsaramuit Native Council.

College departments involved: Office of Sponsored Programs.

UNIVERSITY OF ALASKA FAIRBANKS, NORTHWEST CAMPUS



Projects planned/accomplished: The University of Alaska Fairbanks (UAF), Northwest Campus (NWC) used its AN/NHIAC grant to “Raise the Roof for Tomorrow’s Jobs.”

Originally, the grant proposed to replace the roof on an existing Northern Alaska Career and Technical Center (NACTEC) dormitory located at Nome-Beltz High School. The Center provides regional high school students with the resources and skills necessary to prepare them for skilled employment or to pursue postsecondary education. Shortly after project funds were awarded, NACTEC applied for and received a state of Alaska, Department of Commerce, Community and Economic Development grant for \$3 million to build a new dorm facility costing \$3.8 million. This provided the funding necessary to assist NACTEC with its budget shortfall and for NWC to refocus the use of its funds to purchase specific building-related materials to complete the new dorm facility. In September 2008, partners and dignitaries gathered for a ribbon-cutting ceremony to dedicate the newly built dorm called NACTEC House. The facility houses 26 students, 5 house parents, a communal kitchen, a library, a game room, and a dining room.

Community impact planned/accomplished: The new facility ensures low-income adults—who travel from villages throughout the Bering Strait Region to attend workforce training in Nome—will have safe, affordable housing while attending classes. Thirty local adults were trained for jobs in the building trades while the NACTEC dorm was being constructed. A total of 275 students attended NACTEC sessions in 2006–07, and 294 students attended in 2007–08, of which 95 percent were Alaska Native.

Partnerships planned/accomplished: The project was accomplished through partnerships developed by the NWC with the city of Nome, Bering Strait School District, NACTEC, and Nome Public Schools.

College departments involved: UAF Facilities Services Division of Design and Construction.

P.O. Box 757880
Fairbanks, AK 99775
www.uaf.edu/iac

Grant received:
2006 AN/AHIAC—\$797,690

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Top: Ribbon cutting at the September 2008 dedication of NACTEC House.

Bottom: NACTEC House accommodates 26 students and 5 house parents.

ILISAGVIK COLLEGE

P.O. Box 749
Barrow, AK 99723
www.ilisagvik.cc

Grant received:
2007 AN/NHIAC—\$799,989

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Birgit Meany
Principal Investigator
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E-mail: birgit.meany@ilisagvik.cc



Top: New construction at Ilisagvik College.

Bottom: Ilisagvik College serves residents of Alaska's North Slope Borough.

Projects planned/accomplished: Ilisagvik College is using the AN/NHIAC grant to provide the 8 communities of the North Slope Borough and its 7,257 residents with a solid foundation that will enable them to become self-sufficient in state and national affairs, local government, economic development, preserving heritage and culture, and combating unemployment. The three-part project, based on priority training needs, will provide onsite training in classes that are necessary for the staff of these governmental organizations; create and produce desk manuals that will assist in the day-to-day operations of each village organization in the areas of accounting, human resources, grants, governance, and compliance; and create interactive training DVDs that will cover core subjects common to the three organizations: tribal, local, and regional.

Community impact planned/accomplished: Because the logistics of the North Slope make onsite training costly and challenging, these trainings and materials will have a significant effect on the road to self-sufficiency for the organizations and residents of the target villages. Interactive training DVDs will also contribute to the goal of improving employee retention numbers. However, initial onsite training in the villages will have the most significant impact on immediate improvement of employee performance and retention. The DVDs will provide excellent refresher training, which will enable the employees to maintain a consistent learning basis, followed by a system that will function as an onsite help desk. The multicourse curriculum, policy and procedure documents, and interactive training DVDs will help build and strengthen each community governmental organization and promote greater self-sufficiency. Organizations will increase their capacity to maneuver the maze of bureaucracy; address local, state, and national issues; and articulate the needs and desires of the residents.

Partnerships planned/accomplished: Native Village of Point Hope, Point Lay, Wainwright, Atqasuk, Nuiqsut, Anaktuvik Pass and Barter Island—city of Point Hope, Tikigaq Corporation, Cully Corporation, Olgoonik Corporation, Atqasuk Corporation, Kuukpik Corporation, Nunamuit Corporation, and Kaktovik Corporation.

College departments involved: Ilisagvik College's departments of Workforce Development, Grants, Accounting, and Instruction.

UNIVERSITY OF ALASKA FAIRBANKS, BRISTOL BAY CAMPUS



Projects planned/accomplished: The University of Alaska Fairbanks, Bristol Bay Campus is using its AN/NHIAC grant to implement the Sowing the Seeds: Reaping Community Benefits in Bristol Bay project, which will provide vocational educational training programs for rural Alaska Natives and increase employment opportunities and small business development options in rural communities. This project will impact 338 individuals through vocational and entrepreneurial training throughout the Bristol Bay region. It is based on the comprehensive village economic development plans, which give priority to training and jobs in welding, construction, computer training, and small business development.

Community impact planned/accomplished: The target population includes residents of the 32 villages in the Bristol Bay region. The program will offer a combination of onsite village-based construction trades training and off-site training to increase the target population's employability. A welding simulator was purchased in 2008, and seven students have since received hands-on training in rigging, soldering, cutting, and other welding skills. Twenty-two students from communities through the Bristol Bay region have attended these classes. Offering an onsite floor systems, wall and ceiling framing, roof framing, and windows and exterior doors carpentry class for the community of New Stuyahok culminated in students building a storage shed for the community. The Bristol Bay program will also increase business opportunities for local residents in rural, isolated villages by developing distance delivery methods or onsite delivery of business-related computer training. A partnership with Bristol Bay Economic Development Corporation will develop a technical assistance team to work with entrepreneurs to help develop small businesses in tourism/fisheries, traditional/cultural retail arts and crafts, and other small business and entrepreneurial endeavors. The team will also provide business counseling and best business practices training for individuals and help small groups apply for small business grants. Local residents from rural Bristol Bay communities received small business-related trainings in business development, tourism, establishment of bed and breakfasts, the small business of fisheries, and other rural small business training as a result of a university partnership with the Southwest Alaska Municipal Council. The campus also offered traditional carving, beading, skin sewing, and basket weaving for 47 students from communities in the region.

Partnerships planned/accomplished: Bristol Bay Economic Development Corporation, Bristol Bay Borough, Bristol Bay Native Association, Sport Fishing Lodges, Lake and Peninsula School District, Ekwok Village, Bristol Bay Borough, Bristol Bay Borough School District, Bristol Bay Housing Authority, and Bristol Bay Economic Development Corporation.

College departments involved: English, Mathematics, Business, and Computer Sciences.

P.O. Box 757880
Fairbanks, AK 99775
www.uaf.edu/bbc

Grant received:
2007 AN/NHIAC—\$799,500

Contact information:
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Top: A student practices soldering as part of the welder's helper training at Bristol Bay.

Bottom: Bristol Bay residents participate in traditional Alaska Native crafts training.

UNIVERSITY OF ALASKA FAIRBANKS, CHUKCHI CAMPUS

**604 Third Street
Kotzebue, AK 99752
www.chukchi.alaska.edu**

Grant received:
2007 AN/NHIAC—\$799,955

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Top: Carpentry students work on framing activities at the Alaska Technical Center.

Bottom: An electrical student at the Alaska Technical Center.

Projects planned/accomplished: The University of Alaska Fairbanks, Chukchi Campus is using its AN/NHIAC grant to assist Native communities in Alaska's Northwest Arctic by increasing employability, preparing Native students for decent jobs, developing a skilled local workforce, promoting economic development, reducing unemployment and poverty, and playing a role in providing housing for low- to moderate-income residents. The Chukchi Campus and its partners are training the local workforce in construction trades (carpentry, electrical, and plumbing). The project will employ the students during the practicum period as they construct and renovate private homes designated and approved for construction by Indian Housing Plans; and as they construct, renovate, and maintain the electrical and plumbing in local homes and public buildings.

Community impact planned/accomplished: As a result of this grant-funded program, communities in the northwest Arctic will experience reduced unemployment and reduced poverty through an increase in the number of skilled workers qualified for local and non-local construction jobs. Carpentry students began training in October 2008 at the Alaska Technical Center in Kotzebue, Alaska, a grant partner. In both the carpentry and the electrical/plumbing programs, students attend training for 2 weeks a month then return to their homes in the villages for the remaining 2 weeks. This successful method of bringing villagers in to Kotzebue for training was modeled after a program used to train counselors for the local health corporation. The program begins late in the fall so participants can harvest caribou, fish, and berries before leaving home. The subsistence lifestyle is a very important part of village life. With 2 weeks off each month, participants can continue to care for families in the villages. This approach to training resulted in an 80-percent retention rate for Chukchi, the Alaska Technical Center, and the Northwest Inupiaq Housing Authority partner training programs in 2006 and 2007.

Two electrical students, Jody Sours and Alfred Nanaouk, both from Kotzebue, have worked on six residential units in Noorvik as part of their practicum experience. Denny McConnell, owner of grant partner Northwest Electric, Inc., has been instrumental in working with the students on local electrical jobs. The residential units in Noorvik are built by another grant partner, Northwest Inupiaq Housing Authority. In January 2009 students accompanied Mr. McConnell as he traveled to the village of Selawik to continue their practicum at the new health clinic.

Partnerships planned/accomplished: The Northwest Inupiaq Housing Authority, Northwest Electric Inc., and Alaska Technical Center. The Native Village of Kotzebue and the U.S. National Park Service are planning on using carpentry participants on local projects in spring 2009.

College departments involved: Construction Trades Technology.

UNIVERSITY OF HAWAII-KAPIOLANI COMMUNITY COLLEGE



Projects planned/accomplished: The University of Hawaii–Kapiolani Community College used its AN/NHIAC grant to renovate existing space to create a learning center at Palolo Homes, 306 public housing units with 1,087 low- to very low-income residents. The Palolo Learning Center held its grand opening in December 2008. The 5,000-square-foot center includes a larger computer learning center; music and performance area; a digital media lab where Palolo teens will produce multilingual literacy resources for Hawaiian, southeast Asian, Samoan, Tongan, and Micronesian children and their families; a public health nurse station; a classroom for developmental English and career training in educational paraprofessional, certified nurse’s aide, and long-term care aide; and space for college and career advising and community meetings.

Community impact planned/accomplished: With the completion of the Palolo Learning Center, the college will develop and deliver more centralized, structured, and comprehensive services and programs to the Palolo Homes community in a space that is accessible to the disabled and the elderly. Three hundred service-learning students will enhance their career development as they provide programs and services to the community. *Literacy Skills for Children 3–11 and Parents* will increase children’s grade-level reading skills by 20 percent by the end of the third grade and will transition three parents into the college’s Paraprofessional Teacher Training degree program. *Education, Computer Opportunities for Students* will train more than 100 children and adolescents and more than 100 adults and elders in computer and Internet use. *Outreach-Transition Services, Career Pathways for Residents 18–55* will provide financial aid and program advising, scholarship programs, and career pathways in science, technology, engineering, education, health, hospitality and culinary, and business. *Health Promotion/Disease Prevention* will improve public health services accessible to target area residents. *Family Caregiver Training and Active Aging Programs* will train 10 families to better support their elder members, and 3 Palolo residents will transition to the college and complete the home healthcare training certificate.

Partnerships planned/accomplished: Mutual Housing Association of Hawaii, Palolo Tenants Association, Kellogg Foundation, the mayor of the city and county of Honolulu, Living Streams Christian Fellowship, Samoan Christian Church, the Bahai Church, St. Patrick’s and St. Peter and Paul’s Catholic Church, University Baptist Church, Palolo Elementary, Head Start, Jarrett Middle School, Honolulu Community Action Program, Mutual Assistance Association Center, Kaimuki Adult School, Kaimuki High School, Central Pacific Bank, Kaimuki Business Association, the East Honolulu Rotary, and the Palolo Lions.

College departments involved: Service-Learning; Health Science; Liberal Arts; Science, Technology, and Engineering; Teacher Preparation; Culinary Arts; Hospitality and Tourism; Business; and Education.

**2350 Dole Street
Sakamaki D-200
Honolulu, HI 96822
[http://kapiolani.hawaii.edu/
page/home](http://kapiolani.hawaii.edu/page/home)**

Grant received:
2007 AN/HIAC—\$799,922

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Top: Kapiolani Community College service-learning team. Student leaders (L to R): Nicole Medeiros, Kathryn Roberts, Michi Atkinson, Allan Kaliekilo, and Shannon Phoenix. Outreach Coordinator Melisa Orozco (far right).

Bottom: Residents from Hawaii, Samoa, and Micronesia perform at the Palolo Center’s grand opening.

UNIVERSITY OF HAWAII–LEEWARD COMMUNITY COLLEGE

**2530 Dole Street
Sakamaki D-200
Honolulu, HI 96822
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Grant received:

2007 AN/AHIAC—\$581,325

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Buildings on the Leeward Community College campus.

Projects planned/accomplished: The University of Hawaii–Leeward Community College is using its AN/NHIAC grant to expand the capacity of its partner, the Wai‘anae Coast Digital Media Halau, to educate and train more than 130 primarily low-income youth from across the Wai‘anae Coast to develop the personal confidence, artistic talent, and rounded intellect needed to successfully complete high school and be successful in higher education programs and in their professional careers. Through its proposed Digital Bridge project, Leeward and its partners will renovate an existing facility at Wai‘anae High School (WHS), develop an animation arts curriculum designed to prepare students for an array of careers and higher education programs, and provide a bridge to college by piloting English and math classes that engage students in a format more applicable to their professional interests and development.

Community impact planned/accomplished: The Digital Bridge program will address core causes of poverty and low income by helping students/residents to prepare for work in sectors of Hawaii’s new economy, including technology sectors that pay a higher wage than traditional hospitality industries associated with tourism. The project will:

- Renovate a 2,500-square-foot building facility at WHS to create a modern teaching facility with designated classroom space, offices, and production studios needed to support the growth of the animation program. The college is currently reviewing bid proposals for the renovation project. Projected completion is the end of summer 2009.
- Develop an integrated and project-based animation arts curriculum that is designed to enhance the capacity of program partners to prepare 130 targeted students for an array of careers and higher education programs that draw on their talents and skills.
- Provide a bridge to college for students by providing English and math classes that engage them in a more meaningful way with the expectation that they will achieve the same learning outcomes more effectively and efficiently. The pilot program to bridge high school students into the college’s program will begin in fall 2009.

Partnerships planned/accomplished: Hawaii State Department of Education, Searider Productions Program, and Wai‘anae High School. Partnerships are also being sought with union and trade groups to secure donations and pro bono work for renovation project.

College departments involved: Digital Media and Media Arts.



CHAPTER 2

HISPANIC-SERVING INSTITUTIONS ASSISTING COMMUNITIES PROGRAM



As active members of their local communities, Hispanic-Serving Institutions (HSIs) understand the unique and often serious challenges their neighbors face. As institutions of higher learning, HSIs have the expertise and educational resources to help residents, community-based organizations, and local governments meet those challenges.

The U.S. Department of Housing and Urban Development's (HUD's) Office of University Partnerships (OUP) created the Hispanic-Serving Institutions

Assisting Communities (HSIAC) program to help HSIs become key partners in local revitalization efforts. The program provides 3-year grants to HSIs for a wide range of housing and community development projects to improve the quality of life in their communities.

HSIAC applicants must be nonprofit institutions of higher education granting 2- or 4-year degrees that are accredited by a national or regional accrediting agency recognized by the U.S. Department of Education that meet the following criteria:

- At least 25 percent of enrolled full-time undergraduate students are Hispanic.
- At least 50 percent of the Hispanic students are low-income individuals.



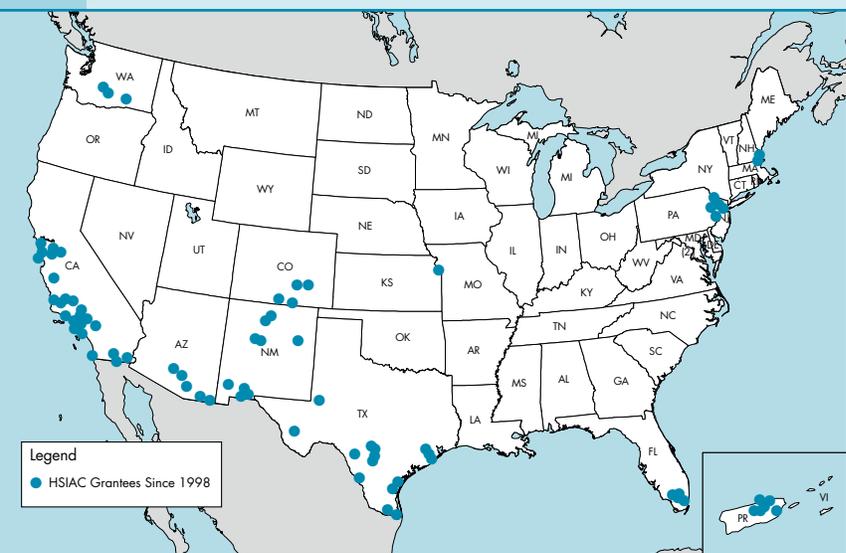
Eligible activities under OUP's HSIAC program are the same as those under the Community Development Block Grant program. HSIAC projects must benefit primarily low- and moderate-income persons, help prevent or eliminate slums or blight, or meet an urgent community development need. Grantees have used their funds to:

- Develop a building trades training program.
- Revitalize neighborhood housing for low- and moderate-income persons.
- Provide literacy and financial literacy programs to community residents.
- Provide business and technology training to entrepreneurs.

- Develop childhood education centers.
- Provide summer programs and camps for low- and moderate-income children.

For more information about HUD's HSIAC program, visit www.oup.org or contact:

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COLUMBIA BASIN COLLEGE



Projects planned/accomplished: Columbia Basin College (CBC) used its HSIAC grant to improve the economic conditions in Pasco, Washington. Using the expertise of faculty and students, and in partnership with community organizations, CBC worked with the Hispanic Chamber of Commerce and small Latino businesses in Pasco to develop strategies to better market their products and services. In partnership with the Tri-Cities Visitors and Convention Bureau (TCVCB), CBC helped market the growing wine industry and cultural diversity of Pasco to attract more tourists and increase sales. CBC also offered a series of marketing seminars in English and Spanish to small Latino businesses. CBC expanded the Community Business and Training Resource Center, now called the Columbia Business Access Center, to provide more space for training rooms and marketing seminars.

Community impact planned/accomplished: CBC has incorporated small business bilingual courses to assist prospective and seasoned entrepreneurs become familiar with business aspects and successful practices. These courses were developed and conducted with collaborative partners including the Tri-Cities Hispanic Chamber of Commerce, the Small Business Development Center, and the Office of Minority and Women's Business Enterprises. A total of 61 participants attended the classes. The project also collaborated with Northwest Farm Credit Services and the USDA Farm Services agency to host two very successful agricultural workshops targeting Latino farm workers interested in owning their own farms. Forty-three interested constituents attended the workshops in CBC's newly expanded Columbia Business Access Center. Marketing faculty and students have provided 17 businesses in the community with comprehensive marketing plans, including image packaging, doorknockers, business cards, websites, in-store signage, brochures, sales presentations, cost controls, and production help. Fifty-eight people attended wine industry workshops and courses produced by CBC in collaboration with TCVCB. Through the combination of marketing small businesses, business courses, and wine courses, the HUD HSIAC project at Columbia Basin College served more than 170 individuals.

The expansion of the Columbia Business Access Center was completed by October of 2007. The newly expanded facility boasts 2,380 square feet of additional space, including two large training rooms and additional restroom space. The training rooms have been used for the above mentioned courses, vocational classes, and by the community.

Partnerships planned/accomplished: Tri-Cities Visitors and Convention Bureau, Small Business Development Center, and the Office of Minority and Women's Business Enterprises.

College departments involved: Instruction and Diversity/Outreach.

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Pasco, WA 99301
[www.columbiabasin.edu/
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2006 HSIAC—\$600,000

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Top: Exterior of the expanded Columbia Business Access Center.

Bottom: Participants attend the Farm Laborer to Farm Owner workshop.

MESALANDS COMMUNITY COLLEGE

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2006 HSIAC—\$600,000

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Top: A Mesalands College building trades student works on a Habitat for Humanity project.

Bottom: Building trades students prepare a concrete foundation.

Projects planned/accomplished: Mesalands Community College used its HSIAC grant to implement three activities, which would benefit the low- to moderate-income residents of Tucumcari, New Mexico: A building trades program to train students in housing construction, neighborhood revitalization support services to develop social and human capital among low-income housing clients, and entrepreneurship development and programs to support the Eastern New Mexico Art Space Center.

Community impact planned/accomplished: Mesalands Community College developed a building trades curriculum and a facility to train students in housing construction. The college's Habitat for Humanity program in Tucumcari was organized and 70 students have been trained since 2006 in both the classroom and in hands-on, onsite job training. Students study layout, foundations, forming, framing, interior/exterior trim, roofing, computer-aided drawing, construction management basics, and communication/employability skills. The first project house will be complete in May 2009. The college also worked to develop social and human capital among low-income clients through financial literacy, basic life skills, and the development of civic engagement within the community. High school students attended Summer Entrepreneurship programs offered by the college. The Small Business Development Center (SBDC) promoted and supported a youth business plan competition as part of the governor's economic summit. SBDC is working to develop a funding proposal for a residential youth ranch for unadoptable children. Through a third initiative, SBDC has worked closely with the Eastern New Mexico Art Space Center, an arts incubator project in downtown Tucumcari with displays of more than 60 local artists. The SBDC developed the arts incubator project, and provided an Entrepreneurship for Artists and Artisans field trip, which will offer a certificate program for artists, economic development training for community leaders and board members, and assistance to low- and middle-income community residents interested in starting their own business in the target area who make up 90 percent of the SBDC clients. SBDC worked closely with Main Street New Mexico to revitalize the downtown area and sponsored two community visioning sessions.

Partnerships planned/accomplished: Small Business Development Center, city of Tucumcari, the Greater Tucumcari Economic Development Corporation, Habitat for Humanity, and Eastern New Mexico Art Space Center.

College departments involved: Small Business Development Center, Community Outreach Department, and the Building Trades Program.

MODESTO JUNIOR COLLEGE



Projects planned/accomplished: With its 2006 HSIAC grant, Modesto Junior College (MJC) implemented a two-phase Civic Engagement in Action project. In Phase One, MJC, in partnership with Habitat for Humanity and the city of Turlock, moved two donated houses to two new Habitat-owned housing sites and then totally rehabilitated them for owner occupation. In Phase Two, MJC, in partnership with Habitat for Humanity, the city of Modesto, and other volunteers, revitalized the neighborhood surrounding Hope Village, Habitat for Humanity's new 22-unit low-income housing development in the city of Modesto.

Community impact planned/accomplished: More than 150 MJC faculty, staff, and students volunteered on both phases of the project. Three families received direct homeownership assistance through Habitat for Humanity. Two homes in Turlock were donated to the project, moved to a suitable property, and completely renovated. Fifty families received fair housing counseling, 25 individuals received community leadership training, 2 city and school district bus stops were revitalized to make them safer, and more than 200 families received materials for do-it-yourself projects (including carpet squares, lighting, mirrors, piping insulation, cabinet doors, towel and soap dispensers, and towel rods). Phase Two provided needed neighborhood revitalization and a truly affordable, safe neighborhood for community residents. Ten homes underwent major revitalization to improve living conditions. Activities included roof and flashing replacement, exterior priming and painting, new windows, new heater vents, fencing installation or replacement, countertop installation, electrical upgrades, carpet installation, solar safety lighting, smoke detector installation, landscaping, and debris removal.

Partnerships planned/accomplished: Habitat for Humanity and the cities of Modesto and Turlock.

College departments involved: Community and Economic Development.

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www.mjc.edu**

Grant received:
2006 HSIAC—\$527,290

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Top: MJC and Habitat for Humanity revitalized 10 homes in Modesto.

Bottom: MJC faculty, staff, and students worked with Habitat for Humanity to repair and revitalize homes.



PASSAIC COUNTY COMMUNITY COLLEGE

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2006 HSIAC—\$597,035

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Projects planned/accomplished: Passaic County Community College (PCCC) used its HSIAC grant to support the New Skills for a Digital Economy program, which provides low-income Hispanic residents and businesses in Paterson, New Jersey, with the technology skills needed to succeed in today's information-based economy. Through this project, PCCC implemented three activities: business and technology training for Hispanic businesses and entrepreneurs, an afterschool multimedia training program for Hispanic children, and English as a Second Language (ESL) and technology skills training program.

Community impact planned/accomplished: The Business/Technology Training for Hispanic Businesses and Entrepreneurs planned to provide monthly seminars on business and technology issues, including gaining access to capital, marketing, technology, and accounting principles. Since the beginning of this project, 95 Hispanic business owners and 418 entrepreneurs have participated in 96 workshops, far surpassing the original objective of providing 36 workshops to 60 participants. Led by the college's business faculty, this activity has helped local businesses improve their overall business operations. The PCCC Technology Center expanded its successful After School Multimedia Skills Training program to include four local organizations and involve children, ages 11–13, in multimedia technology skills training, including digital graphic and animation design, interactive web design, and digital video authoring. So far, 165 (out of 185) children who have participated in this project have produced digital media projects, which have been showcased at Student Media Festivals at PCCC and can be viewed online by visiting www.silkcitymedia.blogspot.com. PCCC's ESL faculty has worked closely with instructors from three community-based ESL providers to more effectively integrate technology into their community-based programs. This initiative has helped adult ESL learners obtain the technology and language skills needed to get a good job. A "best practices–technology-based" ESL for Citizenship Class has been developed and a Citizenship Resource Page with interactive downloadable materials has been produced: <http://rinkerman.com/citizenship.aspx>. This activity has directly benefited 9 community-based ESL instructors and nearly 400 adult ESL learners.

Partnerships planned/accomplished: Paterson YMCA, Father English Center, ASPIRA, Garrett Morgan Academy, Father English Center, St. Paul's CDC, Paterson Greater Opportunities Industrialization Center, 21st Century, Alexander Hamilton Academy, Paterson Planned Parenthood, Norman Weird School, the Paterson School District, UCEDC, William Paterson University SBDC, and the New Jersey Statewide Hispanic Chamber of Commerce.

College departments involved: Department of Business and Computer Information Systems, Teacher Education Department, ESL faculty, and the Media and Communications Department.

SAN JACINTO COLLEGE NORTH



Projects planned/accomplished: San Jacinto College North is in its third grant year. Its HSIAC grant is being utilized to implement the Empowering the Citizens of Galena Park project. The project focuses on four prevalent community issues: substandard housing, low income levels because of a lack of a skilled workforce, few locally owned businesses, and aging Anglo community leadership. These needs have been addressed by the project's four primary activities: housing refurbishing, remodeling, and finance; training in the construction trades; small business entrepreneurship training; and leadership training.

Community impact planned/accomplished: In the housing renovation phase, more than 40 houses have been identified for remodeling and at least 60 houses will be completed by the conclusion of the grant. In the small business entrepreneur phase, the project graduated four Galena Park residents who plan to open small businesses in the community. In the construction phase, more than 50 persons have been trained in the construction trades and another 40 are currently enrolled in training. Classes are taught in English with English as a Second Language support teachers provided in partnership with Harris County Department of Education. Due to high demand, the program has started an additional cycle of air conditioning, plumbing, and electrical classes. In the leadership/community development phase, seven Galena Park residents graduated in the first class. There are currently 2 Leadership Academy classes with about 40 students enrolled.

Partnerships planned/accomplished: American Leadership Forum; Housing Corporation of Greater Houston; Our Lady of Fatima Catholic Church and several community-based organizations; League of United Latin American Citizens; Galena Park Community Resource and Training Center; the North Channel Chamber of Commerce; Harris County Department of Education; the local Housing and Urban Development Department; San Jacinto College District Small Business Development Center; Associated Builders and Contractors of Houston, Inc.; the North Channel Area Chamber of Commerce; and the Career and Technology Education Program of Galena Park Independent School District.

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2006 HSIAC—\$599,815

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2006 HSIAC—\$600,000

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Galena Park residents display their accounting certificates.

Projects planned/accomplished: The Universidad del Este (UNE) used its HSIAC grant to construct and develop a Community Health Promotion Services Center at its main campus, which will provide healthcare to two very-low-income communities—Sabana Abajo and La Ceramica—adjacent to its main campus. The center will also serve the university’s medically indigent student population. The project will expand UNE’s role and effectiveness in addressing its community development needs, principally among low- and moderate-income individuals who lack access to health promotion services. If students and neighborhood residents are not able to prevent chronic illnesses, they imperil their chances for accessing, remaining, and completing a higher education degree, which will adversely impact their ability to achieve social and economic mobility and improve their occupational opportunities. The project will improve healthcare public services to help stabilize low-income communities and contribute to their sustainable development.

Community impact planned/accomplished: Once the Community health Promotion Center at UNE’s main campus is completed, it will begin providing direct services. Throughout the 3 years of the grant, the health center will provide at least 20 group orientations, health education, and health promotion and training activities to reach at least 1,500 low-income, medically indigent neighborhood individuals and at least 500 eligible students. In year 3, the program will provide individualized health promotion, referral, and followup services to at least 150 target area individuals and to at least 100 eligible UNE students. Throughout the 3 years, UNE will complete a comprehensive evaluation process to measure the improvement in knowledge, attitudes, and behaviors related to health among participating residents and students. UNE will demonstrate the financial feasibility and sustainability of the UNE-HSIAC Community Health Promotion Service Center through documented partnerships with health reform insurers and medical services providers and through contracts with visiting private practitioners. UNE will facilitate the exposure of at least 200 UNE student practitioners to health promotion services delivery, and, in particular, to the health promotion needs of low-income urban communities.

Partnerships planned/accomplished: Municipality of Carolina; Corporation for National and Community Service/AmeriCorps*VISTA; Universia, Inc.; the Puerto Rico Occupational Development and Human Resources Council; the Vocational Rehabilitation Administration of the Puerto Rico Labor Department; the Puerto Rico Office of Human Resources; and the Puerto Rico Governor’s Office of Youth Affairs.

College departments involved: School of Health Sciences, Office of Assessment and Research.



Projects planned/accomplished: The Universidad del Turabo (UT) used its HSIAC grant to promote new self-employment opportunities for low- and moderate-income families to increase economic self-sufficiency in the region. The project entailed the expansion of the UT Community Career Center to establish the Community Microenterprise Development and Incubator Center. The HSIAC initiative will expand the role and effectiveness of the university and its partners in addressing the community development needs of the eastern central region of Puerto Rico.

Community impact planned/accomplished: UT constructed the Community Microenterprise Development and Incubator Center to help low- and moderate-income persons move toward self-employment through the development of microenterprises and business and vocational training. The new center complements the adjacent UT Community Career Center and provides a technological microenterprise incubator center, a learning resource center, a vocational lab, a microenterprise technical assistance office, and a child educational facility. At least 250 low- and moderate-income people will receive basic orientation counseling for business development, 32 will receive vocational training education, and 30 will obtain a certification in the management and establishment of their own business. A train-the-trainers program will certify 15 business consultant specialists who will provide ongoing services after the grant period. Technical assistance will include individual and group counseling, mentoring, and business development and will facilitate the startup, maintenance, expansion, and stabilization of target area microenterprises. At least 150 participants will receive technical assistance in years two and three. The Child Educational Center will serve the parents participating in the center programs and provide educational services to 12 children at the same time, serving at least 80 children in a 2-year period.

Partnerships planned/accomplished: Corporation for National and Community Service, the Governor's Office of Special Communities, the Small Business Development Center Network, Acción Social de Puerto Rico, American Association of Retired Persons, Women's Network of the Puerto Rico Chamber of Commerce, Gurabo Municipality, Caguas Municipality, and Compañía de Comercio y Exportación.

College departments involved: Upward Bound, Scholarship and Internship Office, Office of Retention and Student Development, School of Business Administration, the School of Education, the School of Sciences and Technology, and Student Support Services.

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2006 HSIAC—\$599,635

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UNIVERSITY OF PUERTO RICO AT HUMACAO

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2006 HSIAC—\$583,284

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Top: An orientation for business development class at the Universidad del Turabo.

Bottom: A jewelry-making workshop offered by the Community Microenterprise Development and Incubator Center.

Projects planned/accomplished: The University of Puerto Rico at Humacao (UPRH) is using its HSIAC grant to implement its Civic Engagement through the Arts (CETA) project. CETA is directed toward low- and moderate-income children and teenagers who reside in downtown urban Humacao. UPRH continued to provide arts- and culture-based services to children and teenagers from the community, as well as economic development workshops for local residents, afterschool arts programs, music programs, and much more. Planned rehabilitation of the two-story property adjacent to UPRH's Casa Roig Museum to house a community-oriented center for arts instruction and performance has been delayed due to the amount of contaminants found in the building. Remediation must occur before the renovation can begin.

Community impact planned/accomplished: UPRH's afterschool art program is in its third year, providing arts and humanities activities that help improve learning and achievement in school to 26 children ages 7–12. Forty-eight children ages 5–17 attended the Ciudad Imaginaria summer workshop at which a group of architects and art teachers worked with three communities of different socioeconomic backgrounds to design imaginary cities. Each community presented an exhibit of all the prototype cities the children designed. UPRH continues to support the work of Centro de Enseñanza para la Familia, a faith-based group that provides a music program to deter delinquency among students who live in Humacao's public housing projects. The group offers a beginner's percussion class to train students who will eventually join the Centro de Enseñanza music band. Another program, Aventura Arquitectónica, offers children an opportunity to examine urbanism and architecture issues in downtown Humacao. Twenty-three low- and moderate-income residents participated in empowerment and economic development workshops sponsored by the Ceiba Housing and Economic Development Corporation. The workshops included information on fair housing, personal financial management and the development of small businesses as a way to develop economic opportunities for their families.

Partnerships planned/accomplished: Center for Family Education (Centro de Enseñanza para la Familia), The Pastoral Social, Center for Civic Education & Citizen Action (Centro para la Educación en Civismo), Puerto Rico Department of Education, the town of Humacao, and the Ceiba Housing and Economic Development Corporation.

College departments involved: Department of Social Sciences, Office of Physical Resources, Department of Humanities, Office for Infrastructure, and the Department of Education.



Projects planned/accomplished: The University of Texas (UTSA) at San Antonio used its 2006 HSIAC grant to foster family self-sufficiency by renovating the Jose Cardenas Child Development Center and providing information to increase homeownership and improve housing options. The project also partnered with the UTSA Institute for Economic Development to provide workshops on small business development to teen parents in the Edgewood School District.

Community impact planned/accomplished: Renovation of the 4,500-square-foot Jose Cardenas Child Development Center in the Edgewood Independent School District included replacing the roof and providing a new air conditioning system. School district in-kind contributions included replacement of floors and carpet, redesigning existing walls and doors, painting, replacing ceiling tiles, and updating children's furniture. UTSA architecture students competed to build a playground model to replace the existing, unsafe playground that would be both visually pleasing and contribute to child development. Parent Make-and-Take Workshops were developed by UTSA students to educate parents about learning activities that can be used at home with 3–5 year olds. Activities focused on letter and sound recognition, rhyming, math skills, and reading comprehension. Funds from the HUD grant provided a UTSA Early Education student to assist at the center 19 hours a week. The student aided teachers in the classroom and helped with Head Start and special education students. UTSA students paid by the HUD grant, in collaboration with the UTSA Institute for Economic Development, provided the tools and information on potential small business development to teen parents by providing business advice in a consistent, efficient, and friendly manner. The HSIAC grant provided computer training at the Vista Verde Apartments that increases employment opportunities, improves academic performance, and enhances communication. HSIAC students conducted interviews with the community to find out specific needs of low-income, informal childcare and presented information to the city of San Antonio, making recommendations to promote the development of new programs for childcare providers.

Partnerships planned/accomplished: Edgewood School District, the SAM Shelter, Parent/Child Incorporated, Annie E. Casey "Making Connections" Initiative, Casey Family Programs and Baptist Child and Family Services, the city of San Antonio Mayor's Office Early Childhood Initiatives, HUD's Neighborhood Networks Initiative, and Vista Verde Apartments.

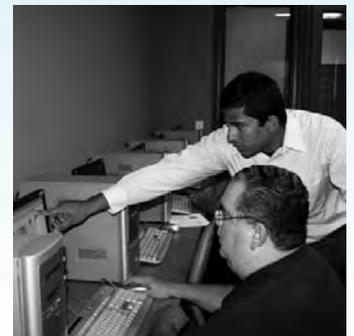
College departments involved: Departments of Sociology, Psychology, and Adult and Higher Education; College of Architecture; Bicultural and Bilingual Studies; Interdisciplinary Teaching and Learning; UTSA Child and Adolescent Policy Research Institute; UTSA Institute of Economic Development; UTSA Small Business Development Center; UTSA Division of Outreach Services; and the UTSA President's Office.

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2006 HSIAC—\$599,984

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Top: Parent assembles learning materials at a Make-and-Take literacy workshop.

Bottom: A resident receives one-on-one computer instruction at Vista Verde Learning Center.

URBAN COLLEGE OF BOSTON

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Grant received:
2006 HSIAC—\$527,290

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Top: CCEO participants learn new computer skills.

Bottom: CCEO offers early childhood education and business management courses to Latina residents of Boston and Lawrence.

Projects planned/accomplished: The Urban College of Boston (UCB) used its HSIAC grant to launch the Child Care Economic Opportunity (CCEO) project, a model of microenterprise development focused on supporting new and existing family childcare providers in Latino communities in Boston and Lawrence, Massachusetts. In these large and economically disadvantaged communities, poverty rates are extremely high, academic achievement is low, there is limited access to safe affordable housing, and many basic resources—such as quality childcare—are lacking. The unique microenterprise character of family childcare allows the CCEO project to leverage broad potential impacts in all of these areas. The CCEO project will help low-income Latinas capture the economic opportunities inherent in childcare—while helping to expand the range of high-quality childcare resources available to Latino working poor families and supporting the housing and economic base of Latino communities—by establishing a support system for childcare entrepreneurs that is cost-effective and increasingly self-sustaining.

In the past year, UCB has supported 33 new family childcare providers in the 2-year bilingual CCEO program and helped 19 others to expand their businesses. Classes offered include child growth and development, guidance and discipline, observing and recording, early childhood curriculum, special needs in childcare, and communication for entrepreneurs.

Community impact planned/accomplished: The CCEO project targets current and potential family childcare providers who are Hispanic, with services that will enable them to create, stabilize, or expand family childcare programs. A tested model of outreach and student support brings participants into college classrooms in Boston and Lawrence and supports their success in a focused college-level certificate program involving early childhood education and business management courses. Promoting successful entrepreneurship by low-income women as family childcare providers and increasing the available supply of childcare in the community supports both family and community economic growth. Homeownership, home repair, and energy-efficiency services will be available to participants to improve and help stabilize their homes, which also house their businesses. In December 2008, UCB received a gift of \$100,000 from the Mabel Louise Riley Foundation to further the CCEO program. The grant will ensure that a robust financial literacy curriculum is added to the project in spring 2009.

Partnerships planned/accomplished: Child Care Circuit, Inc., and Child Care Choices of Boston of Action for Boston Community Development, Inc.

College departments involved: Early Childhood Division and Academic Support Services.

CENTRAL ARIZONA COLLEGE-PINAL COUNTY COMMUNITY COLLEGE DISTRICT



Projects planned/accomplished: Central Arizona College-Pinal County Community College District is using its HSIAC grant to implement Project CACTI (Central Arizona Community Transformation Initiative), which can meet the career development needs of residents seeking to prosper in the region. The project will combine a comprehensive one-stop workforce development center and skill center, allowing for a seamless transition from job-training programs to job search and placement services. The target population is primarily unemployed and under-employed residents from wider Pinal County, its communities, and the Gila River Indian community.

Community impact planned/accomplished: Renovation of the One-Stop/Skill Center supports the city's effort to reduce the Southside neighborhood's blight and decay. The renovated center will bring needed services to the Southside neighborhood target area, which has few community services, a high rate of poverty, and significant blight. Project CACTI will support several job-training programs that allow residents to gain valuable job skills and credentials in a short amount of time. The One-Stop/Skill Center will provide career development, job search, and job placement services. At the center, 320 individuals will complete life, soft, and study skills training. They will also receive fair housing and housing mobility counseling and support, and an estimated 35 program participants will purchase affordable housing during the 3-year project. During the 3-year HSIAC project, 96 individuals will complete a Construction Trades Certificate program, which will give them the skills needed to gain employment in the area's construction industry. The Construction Trades students will gain onsite construction experience by helping to build 32 homes constructed through the Mutual Self-Help Housing Program operated by the city of Casa Grande. The students will also help to build a community center for Seeds of Hope, a local Christian community development agency operating in the Westside, Casa Grande's poorest neighborhood. The students' labor will help to lower the construction costs of the self-help homes and community center. In addition, 75 construction workers will complete Skill Upgrade Modules.

Partnerships planned/accomplished: Arizona Department of Economic Security, city of Casa Grande's Housing and Revitalization Department, Central Arizona Association of Governments, Pinal County Housing Department, Seeds of Hope, and the Pinal Hispanic Council.

College departments involved: Healthcare faculty, Career and Technical Education, and Vocational Trades.

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2007 HSIAC—\$599,985

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CALIFORNIA STATE UNIVERSITY, LONG BEACH FOUNDATION

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2007 HSIAC—\$599,885

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Top: The Oasis Center's first graduates.

Bottom: Renovation of the Oasis Community Center, which opened in September 2008.

Projects planned/accomplished: California State University, Long Beach Foundation is using its HSIAC grant to:

- Renovate a small modular building to create the Oasis Community Center, a computer and learning laboratory, general meeting and classroom, and a small administrative office, which opened on September 19, 2008.
- Establish an administrative infrastructure to facilitate combined activities and services that address critical, dynamic, community-identified needs.
- Coordinate with local schools, afterschool providers, and other partners to establish, expand, and enhance out-of-school academic and enrichment programs for youth at the Villages at Cabrillo, which serves homeless families. Examples include bringing a summer science camp to the Villages.
- Identify and address gaps or deficiencies in existing services and programs to strengthen families living at the Villages of Cabrillo.
- Involve organization and faculty partners in a community/faculty learning community to develop and implement focused responses to critical, community needs through community-based learning, community-based research, and program development.

Community impact planned/accomplished: During the first year of the grant, opening of the Oasis Community Center provided teens, children, and adults with access to educational technology and support. Afterschool programs utilize the Oasis to expand their services to more children residing at the Villages of Cabrillo. Community and faith-based organizations will have more resources and improve the quality and seamlessness of services as residents move from emergency housing to transitional housing to permanent housing. Children and teens with mentors will improve their academic performance. Participants will gain life, parenting, and leadership skills that strengthen and stabilize their families. Residents involved in the development and running of a microenterprise will expand their economic opportunities.

Partnerships planned/accomplished: Catholic Charities; Villages at Cabrillo; United States Veterans Initiative, Inc.; Cantwell Anderson, Inc.; Century Villages at Cabrillo; LBUUSD/Hudson School; and PATH (designated service provider for the Family Commons at Cabrillo).

College departments involved: Center for Community Engagement, Center for Language and Minority Education and Research, College of Business Administration, and Department of Linguistics.

HERITAGE UNIVERSITY



Projects planned/accomplished: Heritage University is using its HSIAC grant in partnership with childcare providers, community members, the Washington Department of Early Learning, and the Yakama Indian Nation to improve economic conditions and educational attainment in Toppenish, Washington. Heritage will develop a public facility to serve as a training and resource center for childcare providers and as a childcare center for Toppenish residents. The facility will provide training on developing microenterprise home-based childcare businesses as well as early childhood instructional techniques. Heritage faculty will lead seminars on developing home-based childcare businesses and assist residents with obtaining Washington State licensure. Construction of a new early childhood training center is underway and will be ready for occupancy in the fall. The college has worked extensively with partners—an architect with early childhood building experience, the Heritage University Dean of Education, Educational Service District 105 Early Learning Department, Enterprise for Progress in the Community, Yakama Nation Childcare Center, the Yakima Valley Migrant Council, and the Yakima Area Gates Grant program—to develop the most effective room arrangements, essential program characteristics, and areawide training opportunities. Heritage also applied for and received a state of Washington grant for early childhood education that funds training and childcare support for 18 children in the center. The early childhood learning training process is temporarily using existing space while the new facility is under construction.

Community impact planned/accomplished: The Center for Early Learning, Training & Family Support will provide high-quality childcare to 30 children from low-income families. The center also will address the high area unemployment by creating jobs and will help address the low educational attainment of residents by providing training. The university will develop a customized set of training materials for childcare providers. A total of 120 community members will attend the general training seminars. Three-quarters (75 percent) of participants will adopt new early childhood education instructional techniques in their childcare centers, 75 percent will develop a business plan for a childcare business, and 60 percent will open a childcare business. In addition to meeting urgent facility and training needs in the community of Toppenish, the center will also provide an appropriately equipped space for Heritage University education students to receive hands-on training and experience. The university is working with local agencies to provide daycare training to local daycare providers. The departments of Education and Business are actively developing a formal training program for this goal. This part of the program will be operational in August 2009.

Partnerships planned/accomplished Washington State Department of Early Learning, Educational Service District 105, Toppenish School District, EPIC, Yakima Valley Farm Workers, Community Learning Center, and the Yakima Migrant Council.

College departments involved: Department of Business, Department of Education, and Office of Field Services.

**3240 Fort Road
Toppenish, WA 98948
www.heritage.edu**

Grant received:
2007 HSIAC—\$600,000

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Top: Site of Heritage University's Early Childhood Education Center.

Bottom: Children and staff at the Early Childhood Education Center.

LOS ANGELES TRADE-TECHNICAL COLLEGE

**400 West Washington
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Los Angeles, CA 90015
www.lattc.edu**

Grant received:

2007 HSIAC—\$599,979

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Top: LATTC provides technology training to Vernon-Central residents.

Bottom: The Central Avenue Business Association executive committee meets for leadership training.

Projects planned/accomplished: Los Angeles Trade-Technical College (LATTC) is using its HSIAC grant, in conjunction with the CDTech Center, to launch the Community Building/Stabilization Initiative (CBS). CBS will increase the participation of grassroots organizations in the Vernon-Central neighborhood of South Los Angeles in promoting economic and housing opportunities for women, youth, and families. The strategy revolves around developing education and training opportunities that directly engage three grassroots leadership groups in an integrated program of leadership, community development, and asset development.

Community impact planned/accomplished: CBS encompasses two related programs: the Emerging Leaders Program and the Asset Development Program. Emerging Leaders will strengthen the civic capacity of the Vernon-Central community by providing Santee High School students and grassroots leaders with skills training and career-development opportunities in leadership and community economic development. The program will train 1,000 youth and 60 promotoras, who will, in turn, generate 10,000 hours of community service and produce neighborhood revitalization strategies and programs. By organizing and building grassroots leadership, the program will help improve high school graduation and college transfer rates, increase campus and community safety, and address economic and housing needs of the community. The Asset Development Program directly addresses the economic challenges of the Vernon-Central neighborhood by connecting low-income families to the economic mainstream. The program will train low-income women and youth in asset-building strategies, including budgeting and savings, credit management, homeownership, and business development. At the end of the project, 360 students/residents will have participated in various asset-building workshops, resulting in 100 new savings accounts, 20 participants pre-qualified for microenterprise and home loans, and 3 new youth-developed microbusinesses. To address the particular challenges that the immigrant populations face in understanding and accessing local housing and economic resources and programs, CBS will demystify the process and build community confidence through community role models.

Partnerships planned/accomplished: Bank of America, California Emerging Technology Fund, and Santee High School.

College departments involved: Community and Economic Development Department.

LOS ANGELES VALLEY COLLEGE



Projects planned/accomplished: Los Angeles Valley College is using its HSIAC grant to train individuals in financial literacy, homeownership, and entrepreneurial microenterprise enrichment through its Money Management Awareness Program (Valley MAP). Valley MAP targets low- to moderate-income residents of the Northeast San Fernando Valley, including the cities of Pacoima, North Hills, Sun Valley, North Hollywood, Panorama City, and Sylmar, with special focus on minorities and persons with limited English proficiency.

Community impact planned/accomplished: Valley MAP will create measurable increases in financial literacy; increased utilization of traditional banking institutions; increased homeownership; and the development, stabilization, and strengthening of microenterprise ownership and entrepreneurship. Of the 300 participants in Valley MAP, 100 will focus on future homeownership training and will develop a personal finance portfolio, and one person will purchase a renovated home or condominium. Of the 200 participants enrolled in the Entrepreneurial Micro-Enterprise Enrichment Project, 40 will start new entrepreneurial microenterprises, and 10 will stabilize and strengthen their existing businesses. To date, the college has completed one class and is enrolling for three upcoming classes. One of the next classes will be held at Los Angeles Family Housing, an organization that houses homeless families and individuals and provides classes and programs that promote emotional and financial stability. The class will be offered to the staff, who are primarily graduates of the Family Housing program. This, in turn, will help the staff to promote the class to clients and ensure their success in the class. The college has developed a partnership with Alliance for Economic Inclusion, the Federal Deposit Insurance Corporations (FDIC's) national initiative to establish broad-based coalitions of financial institutions, community-based organizations and other partners to bring all unbanked and underserved populations into the financial mainstream. FDIC's goal is to provide an alternative to high-cost and often predatory financial products for low- and moderate-income individuals and families. Locally, it is made up of banks, credit unions, community development agencies, the local HUD Office, and Los Angeles Valley College, which serves as the financial training component of this partnership. Junior Achievement Finance Park is a hands-on experience that primarily helps young people recognize, first hand, their responsibility to attain financial self-sufficiency. However, through this HUD grant, the college is able to allow access to this park by adults that need the same hands-on experience in a non-threatening environment.

Partnerships planned/accomplished: Junior Achievement of Southern California, the Literacy Network of Greater Los Angeles, the Regional Workforce Collaborative of the San Fernando Valley, and San Fernando Gardens.

College departments involved: Job training office.

**5800 Fulton Avenue
Valley Glen, CA 91401
www.lavc.edu**

Grant received:
2007 HSIAC—\$600,000

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Top: Money Management Awareness Program participants.

Bottom: A Los Angeles Valley College financial literacy class.

MIDLAND COLLEGE

**3600 North Garfield
Midland, TX 79705
www.midland.edu**

Grant received:
2007 HSIAC—\$600,000

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Top: MC's IDA program aided these first-time homebuyers.

Bottom: A student volunteer teaches a financial education class.

Projects planned/accomplished: Midland College (MC) is using its HSIAC grant to expand its role and effectiveness in addressing community development needs through its Cogdell Learning Center. The center's Savings for Independence program will assist low- and moderate-income individuals in achieving long-term financial goals such as homeownership and business ownership by providing access to financial literacy education, entrepreneurship, and affordable housing. The program will achieve its goal by providing personal finance and asset-specific training and by matching the participant's savings, up to \$1,000, through an Individual Development Account (IDA) program.

Community impact planned/accomplished: The Savings for Independence Program will help individuals and families achieve long-term financial goals by providing personal finance classes, assisting participants in establishing a habit of saving, and matching the participant's savings. When the participants save monthly and attend training, the program will match their savings with \$2 to \$4 for every dollar they save, up to \$1,000 of the savings. To date, under the program: 318 individuals have attended financial literacy workshops, 47 individuals have received financial literacy training and counseling, 34 individuals have participated in housing counseling and training, 66 individuals have received credit reports and credit counseling, 3 individuals have received technical assistance to establish their small businesses, 8 individuals have purchased their first home, and 8 individuals have purchased assets to start a small business. In addition, 66 IDAs have been opened, resulting in total savings of \$32,536.22 and total matching funds of \$86,940.87. One hundred and thirty-seven individuals attended a regional Asset Building Conference that Midland College sponsored in September 2008. Support for the conference came from the city of Midland, Center for Public Policy Priorities (Austin), Federal Deposit Insurance Corporation (Dallas), Federal Reserve Bank of Dallas, Midland Affordable Housing Alliance, United Ways of Texas (Austin), United Way of Midland, and RAISE Texas (Austin). The Midland Asset Building Coalition was established as a direct outcome of the conference. Hundreds of low- to moderate-income households are increasing their knowledge about financial issues. Some households are beginning to increase their financial stability via the purchase of a first home.

Partnerships planned/accomplished: Community National Bank, city of Midland Community Development Office, Casa de Amigos, Habitat for Humanity, and Midland Community Development Corporation.

College departments involved: The Business and Economic Development Center, and service-learning students.

OTERO JUNIOR COLLEGE



Projects planned/accomplished: Otero Junior College (OJC) used its HSIAC grant to open the Business Innovation Center (BIC), which provides a business incubator with entrepreneurial training and local economic development assistance. The center will help residents achieve success in business startup, continuation, and expansion, while also providing homeownership counseling and assistance. Space within the BIC will be utilized in three ways: as a business incubator, as an economic development office, and as an office for the Tri-County Housing and Community Development Corporation (TCH&CDC). The city of Rocky Ford, in partnership with OJC will soon be opening a new business and arts incubator in Rocky Ford in a vacant Main Street building. The renovation aspect of the project will begin in early 2009, and the center is expected to open in July 2009. The floor plan for the building has been approved by the Rocky Ford City Council and OJC, and blueprints and architect approval are forthcoming. In an effort to build excitement and anticipation about this innovative endeavor, an “Almost-Under-Construction” reception was held in the building in November 2008, with community and college individuals attending. It is anticipated that this new center will become a venue for business, arts, and entertainment in the community.

Community impact planned/accomplished: BIC will provide indepth support for businesses, which is not currently available in Rocky Ford, while encouraging residents to pursue entrepreneurship opportunities. The startup of one successful business in this economically depressed community will have tremendous economic benefits. When the building renovation is complete, the business incubator will offer office space and organizational assistance to startup businesses. The arts incubator, a very new concept in the Southeastern Colorado area, will offer young and established artists a place to hone their artistic skills and offer courses on how to make their art a viable business entity. In addition, the center will offer entrepreneurship courses to the K–12 youth and adults of the community and surrounding areas. By locating an office in Rocky Ford, TCH&CDC will give residents access to information about affordable homeownership and home improvement resources. During the grant period, this program will provide housing counseling services to 240 people/families. A total of 40 people will purchase new homes while 30 more will build affordable housing units.

Partnerships planned/accomplished: The city of Rocky Ford; Rocky Ford Growth and Progress, Inc.; the Rocky Ford School District; the Small Business Development Center; and Tri-County Housing and Community Development Corporation.

College departments involved: CISCO Networking Academy and the SCORE Center.

**1802 Colorado Avenue
La Junta, CO 81050
www.ojc.edu**

Grant received:
2007 HSIAC—\$599,176

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Top: Gary Ashida speaks with a group about the new Business and Arts Center.

Bottom: Julie Worley speaks to community members at the “Almost-Under-Construction” reception.

SAN ANTONIO COLLEGE

**1300 San Pedro Avenue
San Antonio, TX 78212
www.accd.edu/sac/
sacmain/sac.htm**

Grant received:

2007 HSIAC—\$597,530

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Non-Traditional Students

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Top: Site of the future Mi CASA Center at San Antonio College.

Bottom: Career and workforce development classes, as well as employability skills development, are available at Mi CASA.

Projects planned/accomplished: San Antonio College (SAC) has begun construction on the Mi CASA (Career Advancement and Self-sufficiency Assistance) Center, a career development center for low- and moderate-income residents of the neighborhoods immediately surrounding the college. The center will be housed in an 1,800-square-foot addition to the Seguir Adelante Community Center. Construction of the addition began in August 2008, with completion estimated in fall 2009. When completed, the Mi CASA Center, with assistance from our project partners, will provide the target community with comprehensive career advancement and wraparound social services designed to lead to further training, college enrollment, and eventual self-sufficiency.

Community impact planned/accomplished: In order to provide the intended services to the target population, the first priority for the Mi CASA Program was to reach out to the targeted community to promote its program and services by developing and distributing outreach print materials to community organizations, churches, daycare centers, businesses, schools, and neighborhood associations. To date, approximately 150 residents have enrolled in the program to help low- to moderate-income individuals and families become more self-sufficient. Comprehensive services to the community include career and workforce preparation, employability skills development, college preparation and enrollment, homebuyer education, financial literacy, and social service eligibility screening. A \$100,000 grant from the Greater Texas Foundation to establish a Community College Scholars Program provides scholarships to 20 community members to attend SAC for 1 year. These students/residents, are being utilized to reach out into the targeted community to bring more participants into the center.

Partnerships planned/accomplished: San Antonio Alternative Housing Corporation provides onsite workshops in homebuyer education, financial literacy counseling, and downpayment assistance (up to \$35,000) for first-time homebuyers. Alamo Workforce Solutions provides job search assistance. Randolph-Brooks Federal Credit Union sponsors monthly onsite banking basics and financial literacy workshops and assistance with setting up savings accounts. San Antonio Food Bank offers onsite application assistance for food stamps, Medicaid, the Children's Health Insurance Plan, TANF, and the Women's Health Program, and workshops on nutrition. City of San Antonio Department of Community Initiatives Family Economic Success Program sponsors onsite workshops on the Individual Development Account savings match program and assistance with applications to open a savings account for a downpayment on a home or car, tuition for college or training, or starting/expanding a small business. The Salvation Army Hope Center provides referrals to the Mi CASA program from the program director and case managers.

College departments involved: SAC Department of Programs & Services for Women & Non-Traditional Students, SAC Service-Learning Program, and the Career Placement Center.

TRINIDAD STATE JUNIOR COLLEGE



Projects planned/accomplished: Trinidad State Junior College (TSJC) used its HSIAC grant to rehabilitate a building in downtown Trinidad, Colorado, to house Las Animas, the county's first Community Development Resource Center (CDRC). The 4,169-square-foot facility will create a one-stop shop for individuals looking to start their own business, create a business plan, discover affordable housing opportunities, receive housing and business counseling, or attend a workshop. The center will provide business resources to low- and moderate-income and minority residents seeking economic development assistance, housing assistance, and resource development assistance.

Community impact planned/accomplished: The CDRC will have positive impacts on the college and Trinidad and Las Animas County. The CDRC will bring together TSJC students, faculty, new programs, and existing resources to provide services to low- and moderate-income citizens in a highly visible location, while addressing the lack of business resources, low educational attainment, old housing stock, and high levels of poverty in the community. In addition, during this project, an advisory committee was formed and consists of community members representing low- to moderate-income families and representatives from the grant partners. Housing Resources partner withdrew from the project as a result of downsizing. Before this partner withdrew, however, it made available two single-family homes for sale to low- to moderate-income families, and provided downpayment assistance that enabled two families to purchase their own homes. An estimated 480 individuals will receive business counseling and education services through the project. In addition, two small business incubators will be established. The business incubator selection committee has begun reviewing potential business incubator applicants. Finally, 16 individuals representing various nonprofits attended a grantwriting workshop in May 2008.

Partnerships planned/accomplished: Trinidad Las Animas County Economic Development; TSJC Educational Foundation and Housing Resources, Inc.; and TSJC Educational Foundation is providing rent-free space for the CDRC.

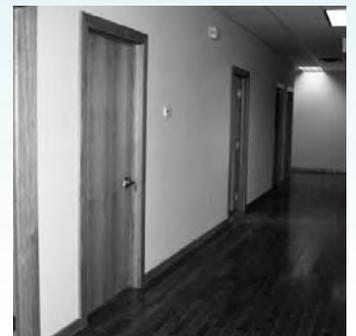
College departments involved: Business faculty, Engineering Technology, and the Service Learning Program. The business faculty is developing a program to involve business students in the CDRC and the business incubator. The Engineering Technology Department wired the offices and the conference rooms with state-of-the-art information technology for use by the business incubator clients, nonprofits, faith-based organizations, and other members of the community.

**600 Prospect Street
Trinidad, CO 81082
www.trinidadstate.edu**

Grant received:
2007 HSIAC—\$599,067

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Kayleen Dowell
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E-mail: kayleen.dowell@trinidadstate.edu



Top: Renovation of the Johns Building included new bathrooms and ADA compliance.

Bottom: Interior of the Johns Building after renovation.

UNIVERSITY CORPORATION AT MONTEREY BAY

**100 Campus Center
Building 201
Seaside, CA 93955
<http://csumb.edu>**

Grant received:

2007 HSIAC—\$599,880

Contact information:

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E-mail: patricia_casey@csumb.edu.



Top: Community planning for the Chinatown neighborhood.

Bottom: A Salinas Downtown Community Board meeting.

Projects planned/accomplished: The University Corporation at Monterey Bay (UCMB) formerly known as the Foundation of California State University, Monterey Bay, is using its HSIAC grant to implement the second phase of its efforts to revitalize a Chinatown neighborhood. In Phase II of the project, UCMB will work with its community partners to create a one-stop, multiservice center for the homeless and strengthen local business capacity, create a green technology demonstration park, and create a community cultural center where long-term residents and property owners will be able to preserve their culture and tradition in the revitalized Chinatown.

Community impact planned/accomplished: The target area is the most blighted 24-block area of downtown Salinas. The Phase II initiative brings new resources, opportunities, and energy to a forgotten part of the downtown redevelopment zone. The Chinatown Homeless Action Team (CHAT), comprised of seven social service providers, has developed an interview survey to determine current services, accessed needs, and gaps in services. Three to six homeless individuals will be trained as part of the Green Jobs Corps in renewable energy and energy efficiency-related jobs and in natural construction techniques. The first Green Job Corps training team of 3 homeless persons began its 20-week training on November 10, 2008. Twenty-four Oral History students conducted 20 1-hour video taped interviews of Chinese, Japanese, and Filipino Americans in fall 2008. Community members joined the class four times for education, training, and celebration. Faculty and students from California Polytechnic State University (CalPoly) will be involved in the planning and design of the center beginning in winter 2009. The city of Salinas Redevelopment Agency received a \$240,000 California Department of Transportation Planning Grant (January 2009–December 2010). Faculty and students from CalPoly will be involved in the planning and design of a low-income housing project and the overall neighborhood motif.

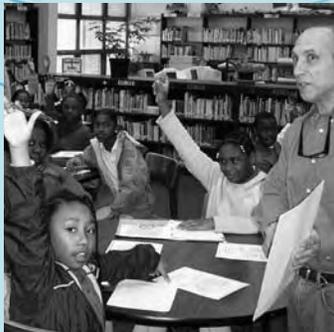
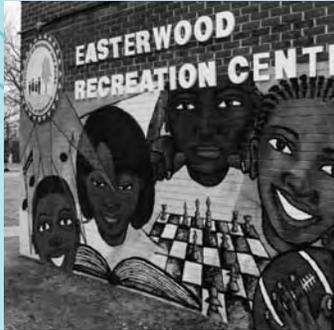
Partnerships planned/accomplished: Salinas Downtown Community Board, Neighborhood Safety Committee, Salinas Buddhist Temple, the Salinas Confucius Church, City of Salinas Redevelopment Agency, the Monterey County Department of Social and Employment Services, Franciscan Workers, John XXIII AIDS Ministry, the Coalition of Homeless Services Providers, California Polytechnic State University San Luis Obispo School of Urban Planning & Design and School of Architecture.

College departments involved: Business, Science and Environmental Policy, Visual and Public Art, Humanities and Communications, and World Languages and Cultures.



CHAPTER 3

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES PROGRAM



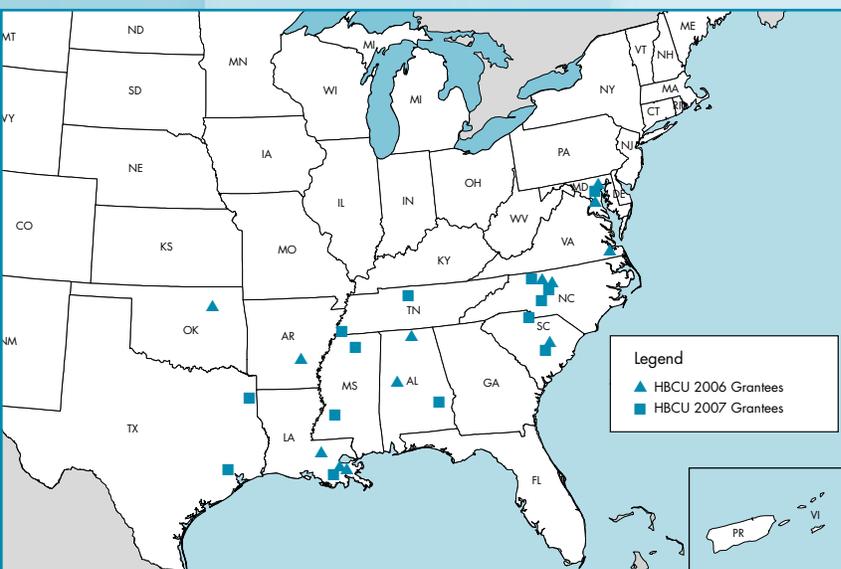
Historically Black Colleges and Universities (HBCUs) have been important housing and community development partners with the U.S. Department of Housing and Urban Development (HUD) since 1980 when President Jimmy Carter signed the first Executive order establishing a government-wide initiative to help HBCUs access federally funded programs.

HUD's HBCU program is designed to help historically black colleges and universities expand their role and effectiveness in addressing community development needs in their localities, including neighborhood revitalization, housing, and economic development.

Only HBCUs as determined by the U.S. Department of Education are eligible to apply for funding under this program. All applicants must be accredited by a national or regional accrediting agency recognized by the Department of Education.

Activities proposed for funding must meet at least one of the following Community Development Block Grant national objectives:

- Benefit low- and moderate-income persons.
- Aid in the prevention or elimination of slums or blight.
- Meet other community development needs where existing conditions pose a serious and immediate



threat to the health and welfare of the community and where other financial resources are not available to meet such needs.

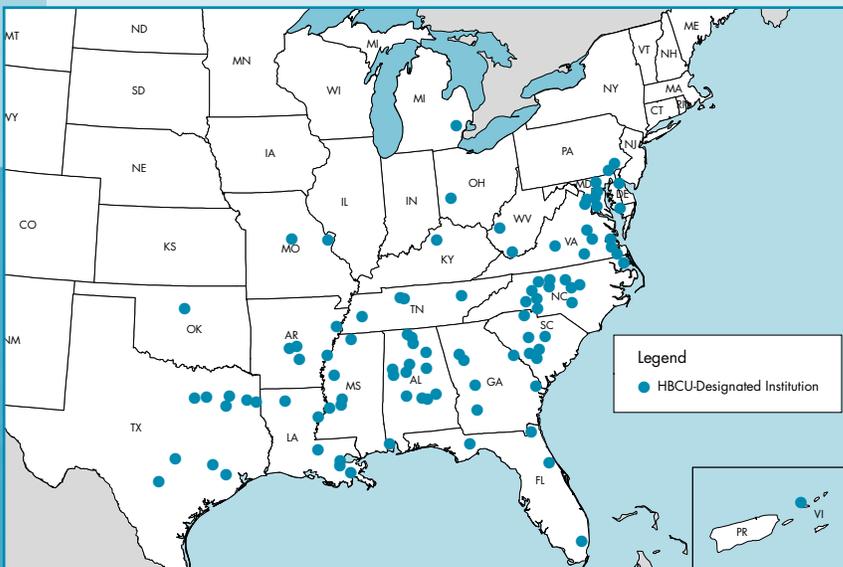
HBCU grantees can use their funds to:

- Acquire real property.
- Clear and demolish property.
- Rehabilitate residential or commercial structures.
- Provide direct homeownership assistance.
- Provide eligible public service activities.

- Establish a community development corporation.
- Assist community-based development organization in neighborhood revitalization, economic development, or energy conservation projects.

For more information about HUD's HBCU programs, visit www.oup.org or contact:

Ophelia H. Wilson
Grant Specialist
U.S. Department of Housing and Urban Development
Office of University Partnerships
Phone: 202-402-4390
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ALABAMA A&M UNIVERSITY



Projects planned/accomplished: Alabama A&M University's (AAMU's) HBCU grant has greatly strengthened the university's involvement and effectiveness in addressing problems in Edmonton Heights, located in the city of Huntsville adjacent to the campus. The grant was used to implement Phase II of the Edmonton Heights Neighborhood Revitalization Project. Specifically, the grant provided financial assistance to the AAMU Community Development Corporation (CDC) to assist it in carrying out revitalization efforts in the neighborhood, and economic and human resources to assist Edmonton Heights' residents in strengthening and stabilizing their neighborhood by educating community leaders and forming a neighborhood association.

Community impact planned/accomplished: The grant involves two initiatives. Under the first, AAMU purchased and demolished two blighted residential structures. The AAMU CDC is reconstructing new homes on the lots and will sell them to low- to moderate-income families. Sale of the homes will provide revenue for the CDC to acquire and rehabilitate a third property after the grant period to further sustain the CDC. Also, the CDC has initiated an owner-occupied rehab (50-percent grant/50-percent low-interest loan) program to assist 10 homeowners in making repairs and renovations to their homes. Loan repayments will help sustain the rehab program after the grant period ends. Under the second initiative, AAMU faculty, students, and staff have increased their involvement in Edmonton Heights through several service-learning projects and planned neighborhood events. Leadership training workshops have built residents' confidence and capacity to meet and work with city officials. Residents are forming block clubs to improve communication, to foster collective action, and to develop a neighborhood association.

Partnerships planned/accomplished: The Madison County Commission provided resources to demolish and remove two dilapidated residential units. The AAMU CDC designed and is administering the owner-occupied rehab program with assistance from Council Federal Credit Union. The Volunteer Center of Madison County has helped organize neighborhood events with the CDC and faculty and staff volunteers. The Huntsville Police Department has worked to stop drug sales and other crimes and is working with residents to establish a Neighborhood Watch program. Various city agencies have assisted in conducting leadership training classes for Edmonton Heights' residents.

College departments involved: Departments of Community Planning and Urban Studies, Family and Consumer Sciences, and the Alabama Cooperative Extension Systems.

P.O. Box 411
Normal, AL 35762
www.aamu.edu

Grant received:
2006 HBCU—\$600,000

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Top: AAMU's Spring Fling included neighborhood cleanup and revitalization activities.

Bottom: AAMU receives a HUD award.

BENEDICT COLLEGE

**1600 Harden Street
Columbia, SC 29204
www.benedict.edu**

Grant received:
2006 HBCU—\$600,000

Contact information:
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Top: A renovated home in the Read Street/Waverly neighborhood of Columbia.

Bottom: A financial literacy class in Benedict's Individual Development Account program.

Projects planned/accomplished: Benedict College's Project SUSTAIN (Sustainable Urban Services to Advance Independent Neighborhoods) has two components. The first is to use sustainable design standards to rehabilitate a vacant structure in the Read Street/Waverly neighborhood. Second, the college will convert the refurbished structure into the Community Education and Training Resources Center. Once restored, the center will offer resources and training information on energy conservation, homebuying, home maintenance, credit counseling, and other community-building topics. The center will also provide multipurpose space for community meetings.

Community impact planned/accomplished: Renovating and converting a dilapidated building into the energy-efficient Community Education and Training Resources Center will help spur sustainable development in the target neighborhood and surrounding community. The center also provides 20 computer workstations for use by area residents for training and educational purposes. The center has created a sustainable web portal which offers the community user-friendly access to relevant educational resources—workforce development training, financial literacy, and personal money-management courses. Homebuyer education, another key project component, enhances affordable homeownership opportunities for low- and moderate-income residents.

Partnerships planned/accomplished: A local partner, Engenuity, donated a hydrogen fuel cell that provides backup power to the facility and provides a working example of the diverse applications of renewable energy. Freddie Mac has contributed Credit Smart, a financial-literacy curriculum. The Benedict-Allen Community Development Corporation is recruiting and training prospective homebuyers from the area using both online curriculum and classroom sessions.

College departments involved: The departments of Social Work, Mathematics, and Computer Science; and the Community Health Program.

C. A. FREDD TECHNICAL COLLEGE OF SHELTON STATE COMMUNITY COLLEGE

Projects planned/accomplished: C.A. Fredd Technical College implemented a neighborhood revitalization project in collaboration with the West Highland Neighbors, a local residents' group in the west end of Tuscaloosa. The project was designed to develop sustainable solutions to identified problems through neighborhood involvement, organization, and leadership; empower residents to become employed through education, technical skill training, and job-placement programs; increase homeownership through a collaborative affordable housing program; and address barriers to the positive development of children and youth.

Community impact planned/accomplished: The college established a 6-person team to conduct door-to-door surveys with 169 residents to assess their immediate needs. Working with the Tuscaloosa City Police Department, it facilitated workshops to establish Neighborhood Watch programs in several neighborhoods. More than 250 youth and families attended a back-to-school party hosted by the college, church groups, and A Few United Men (AFUM), a nonprofit youth organization. In the area of education, the college established two adult education classes in its Unity Center to assist students who need short-term remedial assistance to prepare for the General Educational Development test. The program has a 98-percent pass rate and all students who pass receive one free academic/technical course (including textbook/fees) at the college. The college implemented an extensive program of seminars and counseling for first-time homebuyers. Eight individuals have completed the seminars and qualified to become homeowners. To improve academic achievement among community young people, the college sponsored five separate programs—including free tutorial and recreation programs—for more than 250 youth. Elementary, middle, and high school students attend tutorial and recreation programs twice a week and weekly progress reports are sent home to parents. AFUM has partnered with the Black Construction Organization to provide youth with job training in interior and exterior painting, minor plumbing repairs, bricklaying, and more.

Partners: The West Alabama Center for Workforce Development Trinity, Missionary Baptist Church, Cornerstone Full Gospel Baptist Church, Bethel Baptist Church, and Bailey Tabernacle C.M.E. Church, AFUM, Tuscaloosa Interdenominational Ministerial Alliance, West Highland Neighbors, Tuscaloosa Housing Authority, Westside Community Development Corporation, Maude Whatley Health Services, Tuscaloosa City Planning Department, Tuscaloosa City Schools, Easter Seals, Community Service Programs of West Alabama, Benjamin Barnes Branch YMCA, McDonald Hughes Multi-Purpose Center, First Presbyterian Church, and Temporary Emergency Services

College departments involved: Adult Basic Education Program; the faculty, administration, and staff of both the C.A. Fredd Technical College Campus and the Martin Campus of Shelton State Community College.

**3401 Martin Luther King, Jr.
Boulevard
Tuscaloosa, AL 35401
www.sheltonstate.edu**

Grant received:
2006 HBCU—\$599,020

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Top: Winners of a computer at the back-to-school block party sponsored by the college.

Bottom: Youth from the Trinity Baptist afterschool program meet at the C.A. Fredd computer lab to explore career options.

HOWARD UNIVERSITY

**2400 Sixth Street, NW
Washington, DC 20059
www.howard.edu**

Grant received:

2006 HBCU—\$586,027

Contact information:

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Top: The charter graduating class of Northeast Resource Center's job-training and placement program.

Bottom: David Long, HUD Community Planning and Development Director, speaks at the grand opening of the Business Resource Center.

Projects planned/accomplished: Howard University used its HBCU grant for the Building on Partnerships project, which encompasses six community development activities in the District of Columbia and New Orleans:

- Financial support for construction of a 12-unit affordable condominium project in Northwest Washington.
- Residential façade rehabilitation in Northeast Washington.
- A microloan program for new and existing businesses in the Shaw neighborhood.
- Remodeling a community learning center to create needed classroom space.
- Assisting the work of the Mary Church Terrell Home to create a community center and museum.
- Extending the current URAP-funded pilot training program for homeowners and contractors to learn about environmentally safe renovation in New Orleans' Ninth Ward.

Community impact planned/accomplished: Grant-funded initiatives addressed a variety of housing and commercial challenges in Washington, DC, and New Orleans. Constructing 12 condominium units expanded the supply of affordable housing. The residential façade rehabilitation program helped revitalize a low- and moderate-income neighborhood in Northeast Washington, DC. The microloan program strengthened existing businesses in and attracted new businesses to the Shaw neighborhood. Remodeling a community learning center provided much-needed space for community classes for middle school youth, public housing residents, and small and microbusinesses. Expanding the scope of work of the Mary Church Terrell Home created a community center that conforms more precisely to its historic vernacular.

Partnerships planned/accomplished: Manna, Inc., a local nonprofit, partnered with the university on the condominium construction project. Howard worked with the Marshall Heights Community Development Organization on the facade rehabilitation program. A partnership with Shaw Main Streets established a microloan program in the Shaw neighborhood. A partnership with Dillard University's Deep South Center for Environmental Justice and other community- and faith-based partners focused on the environmentally safe training program for homeowners and contractors in New Orleans.

College departments involved: Howard University Office of Research Administration, Howard University Community Association, and the Small Business Development Center.



Projects planned/accomplished: Langston University used its HBCU grant to implement the Community Empowerment Outreach Program in Langston and within Oklahoma City's Empowerment Zone (EZ). The program established a retail incubator in a 10,000-square-foot shopping plaza in Langston; expanded the capacity of the Langston Community Development Corporation to provide economic development services to the town of Langston; provided counseling services, as well as job readiness, job training, and job placement for low- to moderate-income individuals living in the Empowerment Zone and Enterprise Community; and provided homeownership counseling, loss mitigation, and foreclosure counseling.

Community impact planned/accomplished: The Business Resource and Incubator Center (B.R.I.C.) established a new business incubator in a local shopping plaza and provided business training for retail tenants as well as potential and existing business owners within the targeted area. B.R.I.C. partnered with Tinker Federal Credit Union to provide two financial literacy classes entitled "*Plastic Surgery: Getting Out of Debt*." Job-readiness and job-placement programs provide much-needed services for this targeted area, which houses nearly 1,200 families, many of whom relocated here after Hurricane Katrina. Most members of these families are unemployed. To date, 150 individuals have been placed in minimum-wage to above-minimum-wage jobs (\$5 to \$15 per hour). Eighty-five percent of placed individuals have maintained consistent employment. This grant helped reduce foreclosures in the EZ area, where approximately 60 to 70 families face foreclosure each year. The grant also helped alleviate some of the impediments to fair housing by providing adequate homebuying training, homeownership counseling, and downpayment assistance to help reduce mortgage payments. Five housing counseling workshops have been completed. The fifth and final workshop was attended by 64 individuals. Six workshop graduates have purchased homes during the grant period.

Partnerships planned/accomplished: The Langston University Community Development Corporation; Oklahoma Capitol Chambers of Commerce; Oklahoma Small Business Development Center; Central Urban Development Corporation, Word Ministries, Inc.; Northeast Homeownership Consortium; Parks Estate North/Cashions Wildwood Neighborhood Association; Oklahoma City American Red Cross; and the Oklahoma City Planning Department.

College departments involved: Department of Vocational Rehabilitation, Rural Business Development, and the School of Business.

**4205 North Lincoln Boulevard
Oklahoma City, OK 73105
www.lunet.edu**

Grant received:
2006 HBCU—\$587,806

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MORGAN STATE UNIVERSITY

**1700 East Cold Spring Lane
Baltimore, MD 21251
www.morgan.edu/home.asp**

Grant received:

2006 HBCU—\$600,000

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Top: The university is renovating a 200-year-old grist mill on its campus.

Bottom: The grist mill will eventually become Morgan State's visitors' center.

Projects planned/accomplished: Morgan State University's HBCU grant will support three initiatives:

- Partner with several local community organizations to create a neighborhood revitalization plan addressing community, education, economic, and housing development concerns for the target area in northeast Baltimore.
- Create a community green space by upgrading the Northwood Appold Community Academy's playground and developing and operating an onsite computer center open to the entire community.
- Complete the first of a multistage rehabilitation and renovation of a 200-year-old gristmill on the university's campus to develop the Morgan State University Visitors' Center.

Community impact planned/accomplished: The neighborhood revitalization plan will provide a blueprint for community revitalization and stabilization addressing key issues including transportation, social and economic development, streetscapes, open spaces, land use, and housing. Morgan State University has involved local neighborhood associations in the development of the plan. Students, staff, and faculty from Morgan are involved in the site analysis and the development of the Geographic Information Systems database. All of the project partners will be involved in the articulation of the community vision and presenting the revitalization plan to the Baltimore Planning Commission for review and approval. Morgan State University predicts that over the 3-year grant period, an annual average of 160 children (ages 4–7) will use the Northwood Appold playground, and a monthly average of 150 people (all ages) will use the computer lab. The playground equipment was installed through a partnership with KaBOOM!, Inc., and Home Depot, utilizing a "community-build" model. The renovation and conversion of the old power plant will produce a university visitors' center that reopens an historic treasure to the entire Baltimore area. The building evaluation has been completed and a request for proposals for the building stabilization is being written.

Partnerships planned/accomplished: The Northeast Development Alliance, the Northeast Community Organization, the city of Baltimore, and the state of Maryland. Morgan will partner with the Northwood Appold Community Academy to create a community green space and to operate the community computer center. Morgan has also partnered with the Baltimore Neighborhood Design Center.

College departments involved: Community and Economic Development, School of Architecture and Planning, the Community Development Resource Center, Institute of Urban Research, National Transportation Center, Design and Construction Management Department, Department of Information Technology, and the Physical Plant Department.

MORRIS COLLEGE



Projects planned/accomplished: With its HBCU grant, Morris College was able to complete the Morris-North Sumter Empowerment Housing Project to provide more affordable housing and help revitalize a predominantly African-American neighborhood in North Sumter adjacent to the college. Under this grant, the college has completed and sold one new home and will build at least two additional homes. It is also currently renovating one owner-occupied home and plans to renovate at least five additional owner-occupied homes. All sales of new homes and all renovations of owner-occupied homes are reserved for persons of low-to-moderate income.

Community impact planned/accomplished: The project will remove three dilapidated and boarded-up houses from the neighborhood. They will be replaced by new homes. These new homes will be sold at or near the cost of construction—between \$70,000 and \$85,000—so that low- and moderate-income persons can purchase them. Renovation of the 6 owner-occupied homes will average \$20,000 per unit and will involve no cost to the owners. The project will also provide employment opportunities for low-income residents of North Sumter by requiring 10 percent of any contract to be dedicated to the employment of neighborhood adults for a 3-year period. This requirement will have a projected economic value of at least \$36,000 over 3 years.

Partnerships planned/accomplished: The Sumter County Community Development Corporation is contributing staff, facility, and downpayment assistance resources that support all project tasks. The city of Sumter is providing site demolition and debris removal resources that support the startup of the initiative. South Carolina Community Bank and the Carolina Homeowners Union are both offering staff resources for training seminars that teach prospective homebuyers how to be successful homeowners.

College departments involved: Business Administration, Service-Learning Programs, Business Support Services, Planning and Governmental Relations, and Business Affairs.

**100 West College Street
Sumter, SC 29150
www.morris.edu/default.aspx**

Grant received:
2006 HBCU—\$600,000

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Top: A new home developed by Morris College in Sumter.

Bottom: Grand opening of the new home, which was sold at or near its construction cost.

NORFOLK STATE UNIVERSITY

**700 Park Avenue
Norfolk, Virginia 23504
www.nsu.edu**

Grant received:
2006 HBCU—\$600,000

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Top: A GED preparation class offered by Norfolk State University.

Bottom: Students participate in the Community Science and Technology Fair.

Projects planned/accomplished: Norfolk State University (NSU) used its HBCU grant to enhance revitalization initiatives in the city of Norfolk. NSU has made a commitment to its community with a base of operation at the Brambleton Community Outreach Center (BCOC) under the auspices of the Ethelyn R. Strong School of Social Work. Grant funds from HUD have enabled the outreach department to create programs to meet the needs of the community. The funding has been used to increase technology awareness for youth and adults, sponsor preparatory classes for General Educational Development (GED) certificates, hold life skills workshops for homeless veterans, and carry out other community activities.

Community impact planned/accomplished: NSU extended BCOC operating hours and provided programs for youth, adults, and seniors. More than 30 members are actively enrolled and meet weekly at the facility for computer, educational, and social activities. Sixty-five students enrolled in General Educational Development (GED) preparatory classes through HUD and NSU outreach programs during the 2008 academic year. More than 100 students from local schools participated in the 2008 Community Science and Technology Fair, part of a NSU effort to attract more low- and middle-income students to the fields of science and technology. Finally, the grant allowed NSU to provide transportation and educational workshops at Vetshouse, Inc., a 12-month program that provides transitional services to homeless veterans in the Hampton Roads area.

Partnerships planned/accomplished: Association of Black Social Workers—Hampton Roads; The Lions Club; Norfolk Public Schools; Opportunity, Inc.; Senior Services of Southeastern Virginia; The Stop Organization; Weight Watchers; and Vetshouse, Inc. partnered with the university on the educational and legal initiatives for homeless veterans.

College departments involved: Office of Admissions, School of Technology, Service Learning and Civic Engagement Program, Title III, School of Urban Affairs, and the Disability Services Department.

NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY



Projects planned/accomplished: The North Carolina Agricultural and Technical State University (NCA&TSU) Housing, Economic Empowerment, and Job Growth Initiative is comprised of three activities that will increase homeownership among low- to moderate-income families, create and stabilize small and minority-owned businesses, offer vocational skills that improve employability, and provide direct assistance to grassroots and community organizations in Greensboro.

Community impact planned/accomplished: In December 2006, NCA&TSU secured a facility to house the Business & Entrepreneurship Skills Training (BEST) Center. To date, four minority-owned businesses have moved into the center. The business owners are graduates of the Minority Enterprise Training and Development (METAD) program, which was also sponsored by the HBCU award. In addition, 12 adults completed Phase I and II of the METAD program. Five of the graduates owned existing businesses prior to enrolling and reported an increase in their understanding of business practices and are better equipped to manage their businesses as a direct result of the training. The remaining seven graduates continue to receive counseling and have been paired with mentors to aide their efforts to establish a business. Currently, 12 new participants are enrolled in the METAD program. A Skilled Construction Trades Program (SCTP) was offered to adults in the target area who desired a new vocational skill. Ten participants completed at least 40 classroom hours and 32 hours in the construction lab. Since starting the program, two participants have used their new skills to obtain employment in construction. The Greensboro Housing Authority has begun hosting the “Welcome Home” homeownership program, with 33 clients completing the program’s enrollment process and orientation. Greensboro Lifeskills Center recruited 26 participants from the target area to take part in the parenting skills classes. The 6-week training program covers health concerns, public school issues, free education, life insurance for parents, mental health, and juvenile justice issues. Finally, the collaborative efforts of Joseph’s House, Inc., Guilford County Schools, the Department of Social Services, local churches, and other direct service providers assisting homeless young adults yielded a number of referrals to the Drop in Resource Center (DRC). Fifty-seven clients in the Transitional Housing Program and the DRC have received shelter, employment assistance, basic life skills training, counseling, budgeting, health screenings, and transportation assistance.

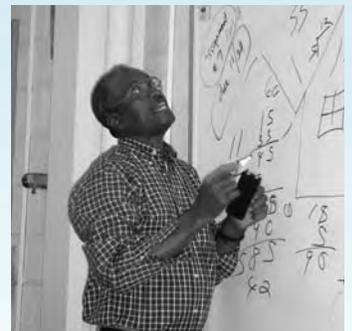
Partnerships planned/accomplished: Joseph’s House, Inc., and Greensboro Department of Social Services.

College departments involved: The Department of Construction Management and Occupational Safety and the Health and the Interdisciplinary Center for Entrepreneurship and E-Business in the School of Business and Economics.

**1601 East Market Street
Greensboro, NC 27411
www.ncat.edu**

Grant received:
2006 HBCU—\$597,538

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Top: Skilled Construction Trades Program students take their first exam.

Bottom: Clifton McMullen lectures on basic construction principles in the SCTP.

SOUTHERN UNIVERSITY AND A&M COLLEGE

**P.O. Box 9503, S.U. Branch
Baton Rouge, LA 70813
<http://web.subr.edu>**

Grant received:
2006 HBCU—\$600,000

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SU and A&M College students participate in a cleanup of a Baton Rouge neighborhood.

Projects planned/accomplished: Southern University and A&M College used its HBCU grant for the Southern University–Building Stronger Communities project to implement five separate activities: renovate three homes for low- to moderate-income (LMI) residents; establish 20 Adopt-a-Block programs to clean up and maintain LMI target neighborhoods; create a housing stabilization program for 111 attendees that stressed homeowner retention and maintenance; implement a program for 111 LMI persons to increase homeownership; and provide training and technical assistance to five community partners on strategic planning, fundraising, and infrastructure development.

Community impact planned/accomplished: This project focused on East Baton Rouge Parish and increased target area residents' access to homeownership; improved residential living conditions, reduced foreclosures, and developed cleaner, safer neighborhoods. Key community impacts include increased home values for LMI residents through the home renovation program, improved neighborhoods through beautification projects, and community collaborations that focused on recovering an elementary school playground and surrounding area following the devastation caused by Hurricane Gustav. HUD funds also helped the university and its partners create safe recreational areas for the entire community, incorporate service learning into the curriculum, expand the university's role in meeting community needs, and establish homeownership assistance programs. Those programs led seven low- and moderate-income families to purchase their first homes during the first year of the program. The university was also able to assist community-based development organizations with grant writing, which brought them more than \$1 million in additional funds.

Partnerships planned/accomplished: Greater King David Baptist Church, the Corporation for National and Community Service (AmeriCorps/VISTA program), and the Community Against Drugs and Violence successfully serve as outreach and recruitment teams for Southern University programs. Other government and community-based organizations work in their area of expertise to increase the capacity of the Building Stronger Communities team. These organizations or departments include Scotlandville Community Development Corporation (adopt-a-block and outreach); Baton Rouge Black Chamber of Commerce (community vision and outreach); Young Realty Company (homeownership, retention, and maintenance training); and Baton Rouge/East Baton Rouge Parish Office of Community Development (housing renovation).

College departments involved: Center for Social Research, School of Architecture.

UNIVERSITY OF ARKANSAS AT PINE BLUFF



Projects planned/accomplished: The University of Arkansas at Pine Bluff (UAPB) used its HBCU grant to strengthen the Economic Research and Development Center's (UAPB-ERDC's) role in the community. The project helped provide long-term revitalization of the University Park neighborhood and strengthened and expanded small businesses within the university's business incubator.

Community impact planned/accomplished: UAPB-ERDC staffers assisted the Jefferson County CDC in strategic planning, reviewed re-zoning and engineering plans developed by McClellan Engineers, and provided support letters to Arkansas Development Finance Authority for fundraising efforts that support the development of single-family housing in University Park. UAPB-ERDC also assisted Targeting Our People's Priorities With Service (TOPPS), Inc., and the Ivy Center with organizational development and helped Universe for Humanity receive state and federal 501(c)(3) status. Universe for Humanity helps young people develop skills in the building trades. UAPB-ERDC staff also served on the Lake Saracen Lakeshore Restoration Project committee. In the area of education, UAPB-ERDC provided \$25,000 to continue the Family Community Development Corporation's (FCDC's) educational and cultural enrichment program, and provided two new computers for the FCDC computer lab. To date, the organization has provided assistance to 61 youth ages 5 to 12 in the areas of math, science, English, and phonics. As of June 2008, 50 adults have participated in FCDC adult programs, which include General Educational Development certification, basic literacy, and computer training. FCDC also provided drug rehabilitation services to 31 adults. UAPB-ERDC received a \$25,000 grant from State Farm Insurance to support the development of an onsite resource library and media center for UAPB-Business Support Incubator (UAPB-BSI) tenants. It also received \$15,000 from Wal-Mart Stores and \$4,000 from Simmons First National Bank to support tenants enrolled in the BSI. Through direct, in-kind, and third-party support, UAPB has provided financial assistance to 16 UAPB-BSI tenants through rent subsidies or rent buy-downs. The UAPB-BSI revolving loan program provides working capital and other "hard-to-find" funds to microbusinesses and other small businesses enrolled in the incubator program. Program funds are matched with funds from supporting organizations.

Partnerships planned/accomplished: State Department of Corrections, Game and Fish Commission; Pine Bluff Downtown Development; city of Pine Bluff; AARP Senior Workers; Dollarway School District; State Farm Insurance; Wal-Mart Stores; Simmons First National Bank; UAPB Department of Education; Southeast Arkansas Workforce Center; TOPPS, Inc.; city of Pine Bluff Office of the Mayor; Jefferson County Judge; Pine Bluff Fire and Police Departments; Pine Bluff Boys and Girls Club; Arkansas Minority Business Development Roundtable; and Pine Bluff Entrepreneurship Collaborative.

College departments involved: Economic Research and Development Center and the UAPB-Business Support Incubator.

**1200 North University Drive
Pine Bluff, AR 71601
www.uapb.edu**

Grant received:
2006 HBCU—\$429,609

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Top: FCDC 2008 summer youth program banquet.

Bottom: Marshall Kelly, a local entrepreneur, speaks to Business Support Incubator tenants.

BENEDICT COLLEGE

**1600 Harden Street
Columbia, SC 29204
www.benedict.edu**

Grant received:

2007 HBCU—\$600,000

Contact information:

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Top: A new energy-efficient home on Dixie Avenue that was constructed under Benedict's SUSTAIN II program.

Bottom: A housing counseling workshop at Benedict College.

Projects planned/accomplished: Benedict College is using its HBCU grant to conduct the second phase of SUSTAIN II, a comprehensive community development effort to revitalize neighborhoods within the Columbia Empowerment Zone. During this phase, Benedict will implement the following three activities:

- Assist a community-based organization (CBO) to construct four energy-efficient, single-family affordable housing units.
- Promote economic development within a distressed community by capitalizing and implementing a CBO microenterprise loan fund that will assist small and minority businesses.
- Build the capacity of small and minority businesses through technical and management assistance.

Community impact planned/accomplished: The primary recipients of services are low- and moderate-income homebuyers and business owners. The project will construct four single-family, affordable, energy-efficient housing units and provide homebuyer training to at least 60 low- to moderate-income persons. It will also promote economic development within a distressed community by providing loan capital to small and minority businesses. The project will also promote business creation and expansion for low- and moderate-income persons by providing microenterprise loans to 10 business owners and creating five new jobs for low-income persons through the microloan program. Benedict College will provide technical and management assistance to at least 30 small and minority business owners applying for microloans through the Benedict College Business Development Center, and it will increase the technical and management skills of approximately 60 business owners. Finally, HUD funds will allow the college to create five jobs for low- and moderate-income persons within the Columbia Empowerment Zone.

Partnerships planned/accomplished: Richland County government is providing funding for affordable housing development to the Benedict-Allen Community Development Corporation (CDC). South Carolina Community Bank will supply the program staff with assistance in developing the loan policies and procedures and support during loan-servicing phase. The South Carolina Statewide Minority Business Development Center will provide initial counseling, government and private-sector contracting assistance, financial management, and help the project focus on new and emerging businesses. Agreements with other partners, including the South Carolina Women's Business Center, Jobs Economic Development Authority, the South Carolina Commission for Minority Affairs, and the International Center for Assistance, have enriched the technical assistance package for each business owner. The U. S. Department of Treasury awarded the Benedict-Allen CDC a \$100,000 grant to purchase technical assistance to implement the loan program.

College departments involved: School of Business.

CLINTON JUNIOR COLLEGE



Projects planned/accomplished: Clinton Junior College used its HBCU grant funds to conduct the following community revitalization activities on North Crawford Road, where the college is located:

- Affordable housing development.
- Renovation or rehabilitation of substandard housing and construction of new homes.
- Renovation of Carroll Park, which is adjacent to the campus.

Community impact planned/accomplished: To implement these activities, the college and its partners aided in construction and sale of a minimum of four affordable, new, framed brick homes in the target area for low- to moderate-income persons. The homes featured 1,000 to 1,400 square feet, 2 to 3 bedrooms, 2 full baths, kitchen, a small eat-in area, living-dining area, and a small den. In addition, the college rehabilitated a minimum of three deteriorating homes that are owned and occupied by low-income persons in the target area, at no charge to these owners, and conducted physical renovations at Carroll Park to include one or more items such as an outdoor walking trail or basketball court.

Partnerships planned/accomplished: My Brothers Keeper Community Development Corporation, city of Rock Hill, Family Trust Federal Credit Union, Crawford Road and Sunset Park Neighborhood Associations, and Weed and Seed Initiative of Urban Rock Hill.

College departments involved: Development.

**1029 Crawford Road
Rock Hill, SC 29730
www.clintonjuniorcollege.edu**

Grant received:
2007 HBCU—\$600,000

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A new home constructed using Clinton College's HBCU grant.

COPPIN STATE UNIVERSITY

**2500 West North Avenue
Baltimore, MD 21216
www.coppin.edu**

Grant received:

2007 HBCU—\$599,522

Contact information:

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Top: An artist's rendering of proposed Coppin Heights housing.

Bottom: A mural was added to the Easterwood Recreation Center in 2008.

Projects planned/accomplished: Coppin State University is using its HBCU grant to provide economic assistance to the Coppin Heights Community Development Corporation (CHCDC) to carry out neighborhood revitalization in the Greater Coppin Heights/Rosemont community and to further strengthen the university's relationship, involvement, and effectiveness in addressing community needs.

Community impact planned/accomplished: Collectively, the activities will provide needed housing, education, and economic assistance to low-income residents. CHCDC has completed the design phase for a rehab of one home and construction of two new homes. Construction is expected to begin in late spring 2009. CHCDC has contacted homeowners adjacent to the new home sites to request proposals for façade improvements. These improvements will include exterior paint, repairing and replacing floor decks, porches, roofs, and fencing. CHCDC provided 113 low- to moderate-income adults with financial literacy education and counseling, and provided 689 low- to moderate-income elementary, middle, and high school students with financial literacy education in a program directed to Coppin Academy, a Coppin State University college preparatory high school founded by the university and supported by the Bill and Melinda Gates Foundation. Eighty-seven low- to moderate-income residents received housing counseling, including rental, purchase, and foreclosure prevention information. A financial literacy fair will be held in August 2009 in conjunction with a career fair. Finally, CHCDC hosted 10 meetings of the Greater Coppin Heights/Rosemont Alliance Steering Committee, hosted 6 community cleanups through a "Keep Our Vacant Lots Clean" project, paired 16 pre-screened and trained adults with 16 children living in the 21216 ZIP Code area through their newly established Mentoring Children of Incarcerated Parents Program, engaged 10 female elementary/middle school students and their parents or guardians in a newly established Girl Scout troop, and provided 1,200 residents with lead poisoning-prevention outreach and education through door-to-door canvassing. A mural was completed at the Easterwood Recreation Center and Park, near the campus, in late 2008. A new capital grant program will begin in the spring of 2009 to create pathways, install benches, and plant additional trees in Easterwood Park.

Partnerships planned/accomplished: W.L. Blair Development, LLC; Neighborhood Housing Services of Baltimore; Baltimore Community Development Block Grant; Baltimore Department of Housing and Community Development; and the Alliance of Rosemont Community Organizations, Inc.

College departments involved: School of Management Science and Economics; School of Education; Office of Community Engagement and Strategic Partnerships, Division of Institutional Advancement; Coppin State University Development Foundation, Inc.; Department of Social Work and Social Sciences; School of Nursing; School of Arts and Sciences; and the Department of Physical Education and Collegiate Athletics.



Projects planned/accomplished: Dillard University utilized its HBCU grant for the Gentilly Neighborhood Investment Project to accelerate the recovery and repopulation of one of New Orleans' most historic neighborhoods. The Dillard University Community Development Corporation (DUCDC), through the establishment of the one-stop Gentilly Resource Center (GRC) for community residents, is engaged in a number of community development initiatives, including an innovative owner-occupied home rehabilitation initiative of homes damaged by Hurricane Katrina, training opportunities in construction and environmental remediation, and the revitalization of the Gentilly Commercial Corridor (GCC) with the city of New Orleans and DUCDC development partners.

Community impact planned/accomplished: The successful implementation of this project will significantly advance the recovery of the university and create demonstrable evidence of growth and development within the wider New Orleans community. The GRC will provide residents with training; business startup and relocation assistance; and recovery assistance for housing acquisition, insurance information, zoning information, and rebuilding assistance. Fifty persons are targeted to receive training in the first year of the grant, 100 in the second year, and 150 in the third year. The owner-occupied rehabilitation program provides rehabilitation and remediation assistance for homeowners in the surrounding impacted communities. While 15 homes were targeted to be rehabilitated, the successful leveraging of additional funding allowed a total of 25 homeowners to receive the assistance needed to successfully rehabilitate their homes. DUCDC is collaborating with development partners to attract and grow additional commercial development within the area. The implementation of an action-oriented plan has begun to revitalize the GCC, which will seek to recruit franchise businesses and assist the expansion and startup of up to 10 businesses.

Partnerships planned/accomplished: Dillard leveraged additional funding and resources toward this project from NeighborWorks Corporation, Fannie Mae Foundation, the Whitney Bank/Whitney Community Development Corporation (CDC), and Dillard University Deep South Center for Environmental Justice. The Local Initiatives Support Corporation, Center for Commercial Development, and NeighborWorks Corporation also plan to provide resources to be utilized within the GRC. Other partners include the Neighborhood Reinvestment Institute, the Asset-Based Community Development Institute, the Center for Creative Leadership, and the Johnson C. Smith/Northwest Corridor CDC.

College departments involved: Divisions of Business and Urban Studies, Dillard's Community Development Corporation, Dillard University Deep South Center for Environmental Justice, and the Office of Research and Sponsored Programs.

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New Orleans, LA 70122
www.dillard.edu**

Grant received:
2007 HBCU—\$600,000

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HINDS COMMUNITY COLLEGE-UTICA CAMPUS

**34175 Highway 18 West
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www.hindsc.edu**

Grant received:
2007 HBCU—\$592,382

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Top: Hinds Community College's new Business Incubation Center.

Bottom: The college rehabbed houses in Utica and added energy-efficient upgrades.

Projects planned/accomplished: In collaboration with the town of Utica, Friends of Utica, and other agencies, Hinds Community College–Utica Campus is using its HBCU grant to revitalize the Utica community. The college addressed community housing issues such as substandard housing conditions, decent and affordable housing, overcrowding, and homeownership counseling. The college worked with local business owners to expand or improve the appearance and perception of their businesses and offer resources for business startups and growth.

Community impact planned/accomplished: Of the six businesses that Hinds Community College proposed to assist, four have received assistance. Two of the four businesses were new operations—a dry cleaner and a childcare center. Together, all four businesses added nine jobs to a community that is struggling with a rising unemployment rate. The college had proposed to add 10 jobs as a result of its efforts, so the 9 jobs represent 90 percent of the goal in the first year. In addition, a microbusiness incubator was established in a vacant building owned by the college and is operating at full capacity with six occupants. The school plans to provide space and other resources to develop 15 new small businesses and generate employment for up to 25 low- to moderate-income individuals. Hinds Community College is conducting workshops and forums, and the occupants are building clientele that will help them continue to thrive after they have left the incubator. In the area of homeownership, Hinds Community College completed rehabilitation and energy-saving upgrades on six of the eight homes planned during the project. In some cases the college spent a little more than was expected; however the college wanted to provide the maximum benefit to the low-income individuals occupying these owner-occupied single-family housing units. A contractor handled the rehabilitation, rather than volunteers, because of the skill level needed to complete the work. In other areas, the college has held health fairs, teacher-training conferences, leadership conferences and workshops, and employment-related training sessions. The teacher educational workshop and the leadership session combined served more than 300 individuals.

Partnerships planned/accomplished: The town of Utica, the Friends of Utica, the Jacobs Camp for Individuals of Jewish Descent, and other groups will assist the housing and economic development initiatives. The college worked with Jacobs Camp and the Friends of Utica to co-host a recognition and awards event highlighting support that the community had provided to assist in moving this community forward socially and economically. This well-attended event featured individuals that had received assistance from the HUD-HBCU Program, either through the business assistance or the rehabilitation activities.

College departments involved: Entrepreneurship and Business Development, Workforce Development Center, Tech Prep, Student Support Services, Upward Bound, and Student Testing and Placement.

JOHNSON C. SMITH UNIVERSITY

Projects planned/accomplished: Johnson C. Smith University will use its HBCU grant to implement the Urgent Grant Rehabilitation Program to alleviate unsafe housing conditions in the Northwest Corridor target area, conduct home-buyer education workshops, hire an off-duty Charlotte–Mecklenburg police officer to serve as a safety patrol, and provide technical assistance for a newly created Women Enterprise Project that will assist low- to moderate-income women in an economically underserved urban area to develop a business.

Community impact planned/accomplished: The Urgent Grant Rehabilitation Project will improve 15 homes of eligible owner-occupants to preserve the existing housing stock in the target area. Five homes of senior citizens have been identified to participate in the program. These homes will receive up to \$10,000 in repairs and improvements. Initial inspections and work plans for all five residences have been completed. Ten Homebuying Counseling Workshops have been held with a total of 65 people attending. One hundred and forty four persons received individual counseling sessions, 34 individuals received counseling sessions to deal with loss mitigation and foreclosure prevention, and 3 persons purchased homes. On the business front, 55 women at various stages of business development have enrolled in the Women Entrepreneur Program. Classes were held in October and November 2008 on topics such as How to Start and Write a Business Plan, Writing a Business Plan, Budgeting 101/Financial Management, Obtaining a Small Business Loan, Taxes for the Small Business, and Evaluating Your Credit Report. The Northwest Corridor Community Development Corporation will award two \$300 scholarships to 2 class participants to cover business start-up costs. To qualify, the business owner must present a business plan along with a letter of qualification that will be reviewed by members of the CDC’s board of directors. New partnerships in this program include Mechanics & Farmers Bank, First Legacy Federal Credit Union, Oasis Day Spa, McGrant Tax Services, Mothers of Murdered Offspring, Mamalu Travel, and the Charlotte–Mecklenburg Minority/Women Small Business Enterprise. Finally, since the Public Safety/Crime Prevention Project began, the officers have reported 3 calls for service, 16 traffic stops for illegal activities, 12 citations, and 1 arrest for illegal activity. By complementing the area’s Community Police Officers, the program will help attract potential developers for the vacant commercial land and encourage existing business owners to improve their business façades.

Partnerships planned/accomplished: The Northwest Corridor Community Development Corporation, city of Charlotte Housing Neighborhood Services Division, Branch Banking and Trust, and Charlotte Mecklenburg Police.

College departments involved: Business and Economics Department, Johnson C. Smith University’s Students in Free Enterprise Club, and Department of Sociology.

**100 Beatties Ford Road
Charlotte, NC 28216
www.jcsu.edu**

Grant received:
2007 HBCU—\$600,000

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Top: A Homebuying Counseling Workshop at Johnson C. Smith University.

Bottom: Fifty-five women enrolled in the college’s Women Entrepreneurs Program.



LEMOYNE-OWEN COLLEGE

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Memphis, Tennessee 38126
www.loc.edu**

Grant received:
2007 HBCU—\$600,000

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Projects planned/accomplished: LeMoyne-Owen College Community Development Corporation (LOC-CDC) used its HBCU grant to implement three new activities through its Project Renaissance IV program established with 2005 HBCU funding:

- Strengthen the capacity of the LOC-CDC to address the priority needs of the community and the city.
- Construct the Soulsville Multi-Use Community Wellness Public Center that provides neighborhood residents with health and wellness activities and other community-based services.
- Acquire 18 vacant lots for the Walker Avenue Residential Corridor to develop a combination of affordable townhomes and single-family homes on a lease-to-purchase basis for low- and moderate-income clients.

Community impact planned/accomplished: Providing core operating support and staff training for LOC-CDC will strengthen its capacity to carry out HUD Community Development Block Grant activities, including housing, community, and economic development activities to revitalize the LeMoyne-Owen Community. The Soulsville Multi-Use Center offers 6,000 square feet of mixed-use space for essential community services such as health and wellness activities, and for the LOC Family Life Center, which provides job training and placement, General Educational Development classes, homeownership and homebuyers' education, and entrepreneurship training. The community center also contains three office suites for center administration and three "incubator offices" to provide temporary office space for entrepreneurs and small grassroots community organizations. The center also provides meeting space for community, student groups, and city code enforcement officers.

Partnerships planned/accomplished: West Tennessee Venture Capital and Tennessee Capital & Development, LLC, provided financing and assisted with property acquisition and homeowner financing. The city of Memphis Division of Housing and Community Development opened a community code enforcement office at the Soulsville Center. Burroughs Investments will also serve as a financing partner for the Walker Avenue Residential Corridor Project.

College departments involved: LOC-CDC, The LeMoyne-Owen College Division of Business and Economics, Business Development Institute, and the Department of Sociology.

RUST COLLEGE



Projects planned/accomplished: Rust College is using its HBCU grant to complete the Building Green for Low-Moderate Income Customers project. Working with the Rust College Community Development Corporation (CDC) and its partners, the college will promote neighborhood redevelopment and revitalization by expanding and promoting homeownership opportunities for low- and moderate-income residents; developing, promoting, and supporting the capacity of small-volume local builders to integrate new products, techniques, and building practices into their construction process to produce affordable, energy-efficient homes in the target area; and increasing target area residents' awareness of preventive health-care practices, thereby reducing the disparity in healthcare within the target area and other areas of the city and county.

Community impact planned/accomplished: During the grant period, Rust College is working to build four energy-efficient homes on Martin Street, using HUD's Partnership for Advancing Technology in Housing principles and practices, and sell them to low- and moderate-income residents of the target area. It will also recruit six local/regional, small-volume production builders/contractors who will adopt progressive construction practices to build homes that are efficient, flexible, sustainable, and affordable. Rust College will provide the selected builders with the training and educational support they need to become certified by the U.S. Green Building Council and/or earn Leadership in Energy and Environmental Design for Homes certification. To promote homeownership, the college will provide quarterly homebuyer education and fair housing counseling to 150 first-time low- and moderate-income homebuyers in the target area. Thirteen participants have completed the Rust College Home Buyer's Education and Financial Literacy Program and received certificates qualifying them to receive downpayment assistance as first-time homeowners. In the area of health promotion, Rust College will use its public radio and television stations to disseminate patient education materials from the National Library of Medicine to reduce health disparities that disproportionately affect African Americans.

Partnerships planned/accomplished: The partners for the housing tasks are the Mississippi Development Authority, the city of Holly Springs, the city of Holly Springs' Community Development Department, the Holly Springs Housing Authority, the Mississippi Home Corporation and Enterprise Corporation of the Delta, and Hope Credit Union. The National Library of Medicine and the Patient Education Institute will provide more than 175 hours of recorded and interactive programming for the college's health initiative broadcasts.

College departments involved: Small Business Innovation Center of the Division of Business of Rust College and the Communications Department.

**150 Rust Avenue
Holly Springs, MS 38635
www.rustcollege.edu**

Grant received:
2007 HBCU—\$598,577

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Top: A house in Holly Springs before renovation.

Bottom: The same house after renovation by Rust College.

SOUTH CAROLINA STATE UNIVERSITY

**300 College Street, NE
Orangeburg, SC 29117
www.scsu.edu**

Grant received:

2007 HBCU—\$600,000

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Top: NCOCDC conducted a major renovation of this Orangeburg home.

Bottom: Another home renovated by NCOCDC.

Projects planned/accomplished: South Carolina State University is using its HBCU grant to expand its role and effectiveness in addressing community development needs through Project Restoration, a project of the university's Northeastern Corridor of Orangeburg Community Development Corporation (NCOCDC). The project will create safe, decent, affordable housing—for the elderly, minorities, and female heads of household—in two programs: homeownership and owner-occupied housing rehabilitation.

Community impact planned/accomplished: Through its homeownership initiative, the NCOCDC acquired \$80,000 in funding to assist low- and moderate-income first-time homebuyers with downpayment and/or closing costs. Each applicant could receive up to \$10,000 in financial assistance towards their first home purchase after obtaining a mortgage loan from a South Carolina State Housing Authority preferred lender. Six single mothers and two male heads of household received the forgivable grant funding to purchase homes in Orangeburg County. Four of the grant recipients also received grant funding from the Federal Home Loan Bank of Atlanta for \$8,725, giving them a total of \$18,000 toward the purchase of their homes. The NCOCDC also obtained additional grant funding in the amount of \$200,000 to assist 20 first-time homebuyers with downpayment and/or closing costs. Four of the homebuyers completed the NCOCDC's Home Buyer Education Workshop Series. Through its owner-occupied home rehabilitation initiative, the CDC dispersed grant funding from the South Carolina Housing Authority's Housing Trust Fund Program to eight residents in the agency's targeted service area. Six residents received up to \$20,000 to provide major home repairs and two residents received \$6,000 for emergency repairs. Repairs included heating and air conditioning unit replacement and installation, roof replacements, window replacements, electrical and plumbing repairs, and structural repairs. In addition, the CDC has obtained funding from the Federal Home Loan Bank of Atlanta in the amount of \$172,000 to assist 20 homeowners with home repairs. The housing authority offers four funding cycles per year for qualified agencies to request funding assistance on behalf of their county residents.

Partnerships planned/accomplished: South Carolina State University, U.S. Department of Housing and Urban Development, 1890 Research & Extension, South Carolina State Housing Authority, Federal Home Loan Bank of Atlanta; South Carolina Bank and Trust, Bryant, Fanning & Shuler; Federal Deposit Insurance Corporation, South Carolina Human Affairs Commission, South Carolina Center for Equal Justice; and the U.S. Department of Rural Development.

College departments involved: Department of Family and Consumer Sciences and School of Business.

SOUTHERN UNIVERSITY AT SHREVEPORT



Projects planned/accomplished: Southern University at Shreveport is using its HBCU grant to:

- Strengthen and expand microenterprise business development.
- Partner with the city of Shreveport in developing a Ledbetter Heights Neighborhood Revitalization Plan.
- Establish a community technology center for low-income residents.

Community impact planned/accomplished: The microenterprise program provides both management and technical assistance to minority, disadvantaged, and startup businesses. Fifty-one participants have graduated from the entrepreneur training classes. The microenterprise programs have provided technical assistance to 64 clients to date with services that include business plan development, completion of articles of incorporation, application for employer identification number, and information on city and parish licensing requirements. Stakeholder meetings have been held for redevelopment plans for the Martin Luther King community, where the participants have designated the area where the university will develop. As a next step, the university will sponsor a community-wide meeting to receive citizen input and garner public support. These plans will serve as roadmaps to determine the quality, quantity, and costs of affordable housing and the types of businesses and services to be located in these communities. The community technology center in Shreveport's Mooretown neighborhood will help bridge the digital divide for the community's youth and elderly. It will enhance the computer skills of senior citizens and improve the employability skills of youth in the Mooretown neighborhood. A class of 17 senior citizens graduated in March 2009 and a new class for senior citizens began in April 2009. There were 30 youth enrolled in the tutoring program during spring 2009, with 20 more expected to enroll.

Partnerships planned/accomplished: Morning Star Baptist Church; Urban Support Agency, Inc.; African-American Chamber of Commerce; and the Community Foundation of Shreveport-Bossier.

College departments involved: Division of Community and Workforce Development, Division of Behavioral Sciences and Human Services, the Department of Workforce Development, the Service Learning Program, and the Information Technology Center.

**3050 Martin Luther King Jr.
Drive
Shreveport, LA 71107
[http://web.susla.edu/
Pages/SUSLAhome.aspx](http://web.susla.edu/Pages/SUSLAhome.aspx)**

Grant received:
2007 HBCU—\$600,000

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TENNESSEE STATE UNIVERSITY

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Nashville, TN 37209
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Grant received:

2007 HBCU—\$584,119

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Top: Participants in the Bethlehem Centers' spring 2008 service project.

Bottom: An open house at the McKissack School in fall 2007.

Projects planned/accomplished: Tennessee State University (TSU) is using its HBCU grant to continue work with North Nashville nonprofits—Bethlehem Centers of Nashville, Grace Eaton Childcare, and Preston Taylor Ministries—to improve the services offered to the North Nashville community. In this grant, TSU has added two new partners, McKissack School and Affordable Housing Resources, to open a reading clinic for struggling readers and support a housing rehabilitation initiative for the elderly in North Nashville. TSU will use the grant funds to renovate physical facilities of two community-based organizations, improve the housing stock for low- to moderate-income residents by rehabilitating owner-occupied homes in the target area, improve technology for access to area youth through the creation of a computer lab at McKissack School, and improve educational access for area youth through the creation of a reading clinic at McKissack School and tutoring/mentoring programs at partner community-based organizations.

Community impact planned/accomplished: HUD funds will allow TSU to conduct phase II renovations at Grace Eaton Childcare by replacing windows and doors to make the facility safer and more energy-efficient. TSU will provide new signage and an awning to the Shopping Bag Resale Shop of the Bethlehem Centers of Nashville. Both organizations serve low-income residents in North Nashville. In the area of housing, TSU and Affordable Housing Resources worked with three neighborhood associations (Hadley Park, Neighbors Reaching Out, and North Nashville Organization for Community Improvement) to select three homes, which are owned by elderly, low- or moderate-income individuals and need repairs to improve their safety and efficiency. Rehabilitation work will be conducted by paid laborers as well as TSU students, faculty, and staff. Work will be complete by spring of 2009. TSU is also using HUD funds to develop a computer lab at McKissack School, where TSU students and staff will teach computer skills to students. TSU opened a reading clinic at McKissack in the fall of 2007. To date, approximately 100 struggling readers have been served in the clinic. In 2008 McKissack met No Child Left Behind academic performance requirements, with the percentage of students who are proficient in reading increasing from 81 percent to 87 percent. TSU students also served as reading tutors to participants of the Preston Taylor Ministries and the Bethlehem Center of Nashville afterschool program in 2007–08. In spring 2009, TSU graduate psychology students will provide career planning guidance to children participating in programs sponsored by Preston Taylor Ministries.

Partnerships planned/accomplished. Metro Nashville Government, Metro-Nashville Public Schools, Affordable Housing Resources, McKissack School, Bethlehem Centers of Nashville, Grace Eaton Childcare, and Preston Taylor Ministries.

College departments involved. College of Education and the Department of Computer Science.



Projects planned/accomplished: Texas Southern University (TSU) and the TSU Economic Development Center are using their HBCU grant to:

- Create collaborations/partnerships among agencies, educational organizations, and the business community to support, nurture, and sustain the family.
- Assist community-based development organizations in carrying out neighborhood revitalization and community economic development.
- Provide technical and financial assistance to establish, stabilize, and expand microenterprises, including minority enterprises.
- Provide computer technology, career planning, job-preparation, and job-placement workshops for target area residents who are low to moderate income, unskilled, unemployed, or homeless.

Community impact planned/accomplished: The program will create partnership agreements with Third Ward Community Center and City Church Houston Ministries, a community development corporation; Houston Community College; and TSU's School of Business to carry out initiatives that support families. The university will also award a grant up to \$35,000 for revitalization/expansion of a neighborhood daycare center and senior citizen building. In the area of business development, TSU will provide business planning, development, management, and financial planning through workshops and one-on-one technical assistance for up to 90 microbusinesses and minority enterprises, with 50 completing the program. It will also create 12 new or expanded businesses (2 professionals, 1 wholesale, 4 retailers, and 5 services) and create 8 new jobs. The university will use HUD funds to enroll 60 unskilled participants in computer technology, career planning, and job preparation and placement with the intention that 40 participants will complete the program.

Partnerships planned/accomplished. Houston Community College and Martin Luther King, Jr. Community Center.

College departments involved: School of Business, Entrepreneurial Center, and TSU Economic Development Center.

**3100 Cleburne Avenue
Houston, TX 77004
www.tsu.edu/pages/1.asp**

Grant received:
2007 HBCU—\$600,000

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Top: EDC Director Ella Nunn presents an award to the Martin Luther King, Jr. Community Center for its services in Houston's low-income communities.

Bottom: The Martin Luther King, Jr. Community Center's Transitional Housing Center for homeless women with children.

TUSKEGEE UNIVERSITY

Morrison-Mayberry Hall
Tuskegee, AL 36088
www.tuskegee.edu

Grant received:
2007 HBCU—\$600,000

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Top: The Old Montgomery Road/Franklin Road Corridor.

Bottom: Model of the facade and landscape improvements planned for the Old Montgomery Road/Franklin Road Corridor.

Projects planned/accomplished: Tuskegee University is using its HBCU grant to strengthen the Tuskegee–Macon County Community Development Corporation (TuskMac CDC) and build on its previous HBCU grant to address ongoing community and economic development needs. TuskMac CDC is in the process of acquiring and renovating one unoccupied, dilapidated residential structure for sale and occupancy to a low- to moderate-income homebuyer. This project will serve as a pilot effort for increasing TuskMac CDC’s capacity and leadership in housing development. TuskMac CDC has also initiated a project to assist business and property owners with façade and landscape improvements on the Old Montgomery Road/Franklin Road Corridor. The CDC continued support of economic and social programs, including revolving-loan, homeownership, first-time homebuyer training, and counseling programs that provide regular entrepreneurial and homeownership workshops and counseling. Spring and fall 2008 sessions on business plan development, loan application, and marketing were each attended by at least 12 startup business owners and applications for incubator office space have increased threefold.

Community impact planned/accomplished: This project’s positive impacts on the community include improved aesthetics and landscaping, improved pedestrian friendliness, increased public safety, and increased business ownership along the Old Montgomery Road portion of the Corridor. In addition, TuskMac CDC is becoming the place for training first-time and low- to moderate-income potential homebuyers and is also playing an active role in supporting housing rehabilitation. The community has announced the availability of grants up to \$5,000 to enable six low-income elderly, handicapped, or disabled homeowners to repair/rehabilitate their homes. The university will partner with the Macon County Home Builders Association (MCHBA), which has developed an application process and will select and provide contractors. On the small business front, the monthly business startup training has resulted in the establishment of at least two new businesses per quarter. TuskMac CDC has provided low-cost office space to assist at least six new businesses annually through the business incubator. Finally, TuskMac CDC has trained and worked one-on-one with up to 10 persons per month on personal finance management and participation in Individual Development Accounts to help them save and build assets.

Partnerships planned/accomplished: The Macon County Commission; the city of Tuskegee; the Tuskegee Housing Authority; Southern Community College; South East Alabama Self-Help Association, Inc.; Auburn University; Macon County Habitat for Humanity; the Macon County Ministers’ Council; the Macon County Homebuilders’ Association; A.C. Bulls Construction, Inc.; Major L. Holland Architects and Associates, P.C.; and Alabama Rural Ministry.

College departments involved: Cooperative Extension Program; College of Agricultural, Environmental, and Natural Sciences; Department of Architecture; and the College of Business and Information Science.

WINSTON-SALEM STATE UNIVERSITY



Projects planned/accomplished: Winston-Salem State University (WSSU) is using its HBCU grant to expand its role and effectiveness in addressing community needs and revitalizing neighborhoods along the Martin Luther King, Jr., Drive corridor through activities started by the Simon Green Atkins Community Development Corporation (SGACDC), an outreach arm of the university established in 1998. Efforts focus on developing a master plan to drive investment in the area. To expand affordable housing, SGACDC will acquire and rehabilitate six vacant houses for sale to eligible renters. WSSU will also provide entrepreneurship education and small business loans and assist target area resident groups with public safety issues.

Community impact planned/accomplished: To ensure that future development of the target area is part of a holistic plan and proceeds in the best interest of the neighborhood, WSSU through the SGACDC is leading the community in creating a master plan for neighborhood revitalization. This master plan has four primary phases. Phase One included visioning sessions with WSSU/community stakeholders; land use assessment including zoning, ownership, traffic, and historical development patterns; stakeholder interviews; and preliminary analysis. Phase Two included detailed market analysis, opportunity analysis, and concept development. Phase Three features plan synthesis and refinement with more stakeholder interviews, ordering priorities, and an implementation plan. Phase Four will include final stakeholder input followed by preparation and review of the final document. To help neighborhood restoration/revitalization efforts, SGACDC has partnered with the WSSU Center for Community Safety to link its crime-prevention programs to the target area. The WSSU Center for Community Safety will share a crime prevention coordinator who will help SGACDC staff implement educational, recreational, and cultural activities for residents and coordinate the schedules of five Safe Haven programs for youth and adults. Twenty percent of the coordinator's time will be spent communicating and planning with SGACDC staff and residents of the SGACDC target area to ensure that youth and adults can participate in educational, social, and physical activities that prevent violence and drug trafficking. In August 2008, a "Back to School Festival" was held in the Skyline Village neighborhood, a Section 8 subsidized apartment complex. More than 300 people participated in the activities that included a barbecue, Latino dancers, a Hands Without Guns finger painting activity for children, and distribution of free school supplies to children. Each year for 3 years, the SGACDC also plans to purchase two vacant houses that are neighborhood eyesores and rehabilitate them for sale to first-time homebuyers. If rehabilitation is not feasible, the homes will be demolished and replaced with new construction.

Partnerships planned/accomplished: Twin City East-West Partnership, city of Winston-Salem Department of Housing and Neighborhood Development, The Winston-Salem Funders Collaborative, and the Local Initiative Support Corporation. College departments involved: School of Business and Economics and WSSU Center for Community Safety.

**601 South Martin Luther King, Jr., Drive
Winston-Salem, NC 27110
www.wssu.edu/wssu**

Grant received:
2007 HBCU—\$600,000

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Top: A vacant house purchased by SGACDC.

Bottom: WSSU's student government president at the community planning design charette.

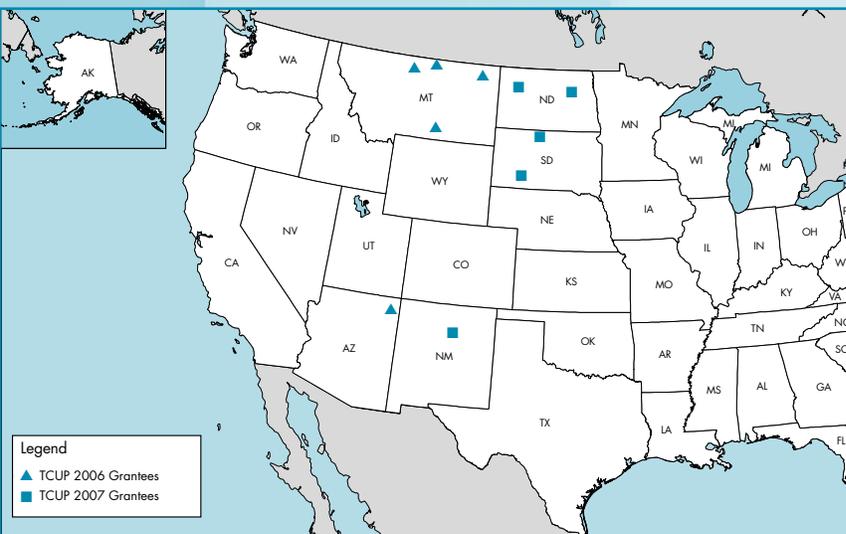


CHAPTER 4

TRIBAL COLLEGES AND UNIVERSITIES PROGRAM



With specialized curricula that integrate traditional college disciplines with indigenous languages and cultural traditions, Tribal Colleges and Universities (TCUs) serve as repositories of higher education and Tribal knowledge. They also provide a broad range of community services and act as gathering places for Tribe members. Yet, TCUs face many obstacles as they strive to improve their physical infrastructures so they can meet the ever-growing demand for their educational and community services. This task is particularly challenging for those TCUs that have decentralized campuses.



To help TCUs address the educational, cultural, and social needs of the predominantly Native American populations they serve, the U.S. Department of Housing and Urban Development's (HUD's) Office of University Partnerships (OUP) created the Tribal Colleges and Universities Program (TCUP). Through this program, TCUs may apply for 3-year grants to build, expand, renovate, and equip their facilities and to expand their role into the community by providing needed services.

Tribal colleges and universities that meet the definition of a TCU may apply for grant funds. Institutions must be fully accredited or provide verification of their candidacy for accreditation by a regional institutional accrediting association recognized by the U.S. Department of Education.

TCUP grantees implement projects designed to address at least one of the Community Development Block



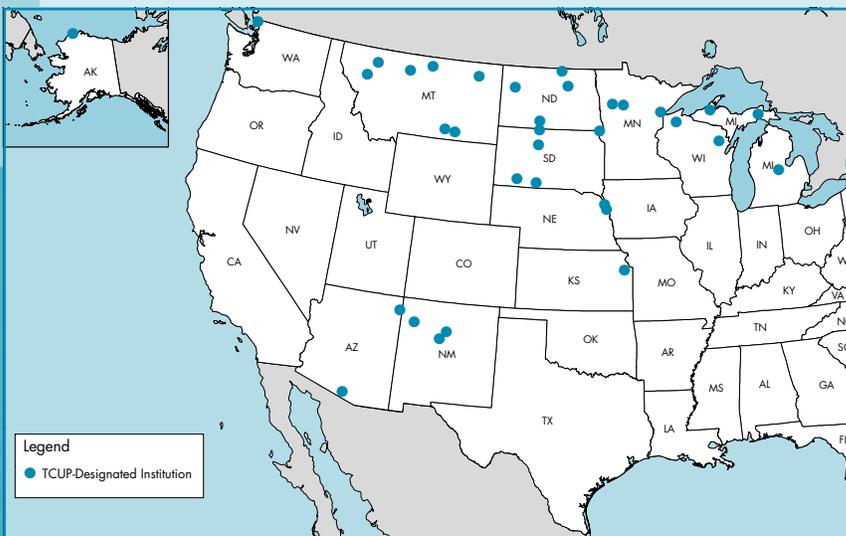
Grant national objectives: benefit low- and moderate-income persons, reduce slum or blight, or meet urgent community needs. Grantees have used their funds to implement a variety of projects, including:

- Build or renovate administrative offices, classrooms, and technology centers.
- Build and expand libraries and archives.
- Provide on-campus student housing.
- Develop trades and technology training facilities.
- Build and equip computer labs.
- Equip university facilities (i.e., lab equipment, library books, and furniture).

- Provide community health and wellness services.
- Build and provide childcare and early childhood development centers.

For more information about HUD's TCUP program, visit www.oup.org or contact:

Sherone Ivey
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Projects planned/accomplished: Diné College is using its TCUP grant to plan and construct a library at Diné’s main New Mexico campus to better serve college constituents, the local Shiprock community, and northwestern New Mexico within a 50-mile radius of the proposed project. Much of the preliminary planning has been done for the library. After securing a majority of the needed funding, Diné College selected an architectural and engineering firm, DLR Group, to commence the programming and design phase of the library.

Community impact planned/accomplished: Diné College completed a feasibility study in 2007 that revealed that a high-quality library facility is needed in Shiprock and the surrounding Four Corners region of Arizona, Utah, Colorado, and New Mexico. Construction of the new, user-friendly facility will increase library use by 35 percent. The new library will also provide an opportunity for five new community activities: summer literacy programming, seasonal cultural exhibits, community workshops, a summer film series, and community meetings. Each activity will strengthen the link between the college and the community, attract all age groups, promote a bilingual forum for Navajo and English speakers, and emphasize the unique traditions of the Navajo people and their culture. The new library will also correct the space limitations of the existing Shiprock Library. These limitations have threatened the long-term functionality and integrity of Diné College’s library system, as well as the college’s current initiative to implement a 4-year baccalaureate degree program in its Center for Diné Teacher Education academic program.

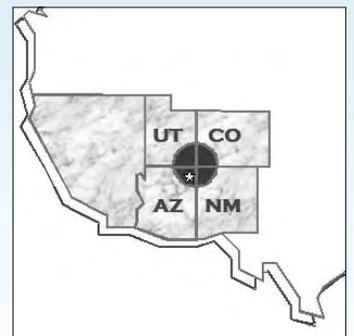
Partnerships planned/accomplished: State of New Mexico, Navajo Nation and Shiprock Chapter. Most of the funding support for the new library comes from the state of New Mexico legislature, including \$5.4 million capital outlay and severance tax bond funds for the library since 2007.

College departments involved: Diné College Board of Regents, The President’s Office, Office of Institutional Advancement, Office of Finance and Administration, and Diné College Library.

**Box 188, 01 Circle Drive
Navajo Route 1
Tsaile, AZ 86556
www.dinecollege.edu**

Grant received:
2006 TCUP—\$600,000

Contact information:
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Top: A conceptual rendering of the new Diné College library.

Bottom: Diné College serves the Four Corners region of Arizona, Utah, Colorado, and New Mexico.

FORT PECK COMMUNITY COLLEGE

**605 Indian Street
Poplar, MT 59255
www.fpcc.edu**

Grant received:
2006 TCUP—\$600,000

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Top: Exterior of the new Fort Peck Community College dormitory.

Bottom: A room in the new dormitory.

Projects planned/accomplished: Fort Peck Community College (FPCC) used its TCUP grant to construct dormitory space to accommodate 36 students. This project, focusing on single student dormitories, is the first step in a comprehensive plan to develop a broad range of student housing and increase enrollment at FPCC. Revenue from increased enrollment will in turn provide for educational program growth and curriculum enhancement. The initial dormitory building was constructed by Building Trades Program students under the guidance of their instructors. FPCC maximized its grant dollars by assuming the role of general contractor for the dormitory project, which allowed the college to exercise its buying power for materials while providing the students with valuable hands-on experience. The 6,000-square-foot Building Trades Program is located inside the 15,000-square-foot Vocational-Technical Education Center, which was financed in part by a 2002 TCUP grant. The program provides classroom activities and hands-on construction experience for students throughout the year and has the capacity to construct 2,000-square-foot modular buildings indoors—a necessity, given the winter weather in Montana.

Community impact planned/accomplished: This project will provide housing for 36 individuals who otherwise could not attend FPCC. With the addition of student dormitories and student housing, both educational and student service program capability and delivery will be greatly enhanced. This project will directly benefit low- and moderate-income students and community members from throughout the Fort Peck Assiniboine and Sioux Indian Reservation by expanding access to education opportunities and economic self-sufficiency. FPCC has completed one new 28-person dormitory to date. The dormitory has 14 student rooms, with each room accommodating two students; a bathroom is shared between two rooms. The dorm is currently housing students from around the region who are participating in special projects classes such as hazardous materials remediation. Being able to provide on-campus housing to students will enable FPCC to recruit and educate students from outside the standard 25-mile commuting service area as well as those from the immediate community.

Partnerships planned/accomplished: Fort Peck Assiniboine and Sioux Tribes.

College departments involved: Building Trades and the Department of Institutional Development.

LITTLE BIG HORN COLLEGE



Projects planned/accomplished: Little Big Horn College (LBHC) used its TCUP grant to construct an administration and archives building on its campus. This is the final of four construction projects necessary to complete the first phase of LBHC's 1999 new campus master plan. Completion of the 9,860-square-foot building in June 2008 provided much-needed space both for staff offices and for areas designated for student use. The project will also ensure that LBHC can continue its current growth trend. Even more important, this building will provide a safe and accessible area in which to relocate the LBHC archives, which contain invaluable Crow Indian cultural materials that are currently housed in a substandard building. Finance offices as well as the offices of the president and administrative dean were relocated into the new building.

Community impact planned/accomplished: LBHC enrollment increased from 287 full-time students in fall 2007 to 347 in fall 2008, surpassing a predicted 10-percent increase. Student satisfaction will increase because of better quality student facilities and better access to faculty. A student satisfaction survey will be administered in spring 2009 to assess the impact of the new facilities on student perceptions. Completion of the new administration and archives building will allow increases in the archival collections of Crow Indian materials and in student and public access to the archives. Administrative staff productivity has increased because staff offices of related programs are now in close proximity to one another. Sensitive student records have been moved to separate locked storage areas located in the new building, increasing both privacy and confidentiality of student files. The new building, designed in harmony with Crow cultural ways and aesthetic themes, has greatly enhanced the image of the college in the Crow community. The community has shown increased pride in its college.

Partnerships planned/accomplished: Crow Indian Reservation community.

College departments involved: LBHC Librarian and Archivist.

**P.O. Box 370
One Forestry Lane
Crow Agency, MT 59022
www.lbhc.edu**

Grant received:
2006 TCUP—\$600,000

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President
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STONE CHILD COLLEGE

RR 1 Box 1082
Box Elder, MT 59521
www.stonechild.edu

Grant received:
2006 TCUP—\$600,000

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Projects planned/accomplished: Stone Child College (SCC) is a Tribally controlled community college located on the Rocky Boy Indian Reservation. The reservation is the home of the Chippewa Cree tribe, which is the target population of this project. SCC used its TCUP grant to establish a technology laboratory and two technology/vocational education classrooms within the recently constructed SCC Learning Center. The project increased the college's physical capacity to support its increased student enrollment, reduced the overcrowding in existing facilities, and provided students with access to modern technology that meets technological literacy standards. Featuring 11,304 square feet of instructional space, the new technology lab and classrooms allowed the college to house and expand its technology and trade programs. HUD funding also enabled SCC to properly equip the facility.

Community impact planned/accomplished: The learning center enabled SCC to properly allocate existing classroom spaces, add space necessary to support student enrollment growth, and provide students with access to modern technology that meets their educational needs. The completion of the facility allowed SCC to relocate the technology and trades programs that were utilizing classrooms designed to support other programs. This relocation allowed the college to use its existing classrooms to offer more sections of core courses, thereby increasing the number of students who can participate in these courses. The completed technology classrooms and technology/vocational laboratories can support at least 50 additional students. Creating access to modern technologies increased students' technological literacy skills and increased their employability. As a direct impact of the project, the college's students now have access to a facility that is appropriate in size and designed to support the growth and expansion of the technology and trades programs.

Partnerships planned/accomplished: USDA Cooperative State Research, Education, and Extension Service; Montana State University-Bozeman; Technology Education Department; and the Rocky Boy Indian Reservation.

College departments involved: Director of Foundations and Research, facilities manager, business office, and the Technology and Trades Programs.

TURTLE MOUNTAIN COMMUNITY COLLEGE



Projects planned/accomplished: Turtle Mountain Community College (TMCC), a tribally chartered college serving the Turtle Mountain Band of Chippewa, used its TCUP grant to help fund construction of the Auto Body Repair and Refinishing facility, which is the first of three buildings within the TMCC Career and Technical Education (CTE) Center. This stand-alone structure serves the needs of a developing Auto Body Repair and Refinishing program of study. The facility is designed to easily connect to the larger CTE center at a later date. The new center greatly enhances the ability of TMCC to provide new vocational programs of study in areas needed to engage more students in all the many CTE and entrepreneurial fields. In addition, the facility provides dual credit opportunities for high school students and addresses the job-training needs of the local tribal workforce in preparing for new incoming industrial employment on the reservation.

Community impact planned/accomplished: By completing this project, TMCC provides more higher education opportunities for all potential students, particularly those Tribal members interested in vocational training and certificate programs of study. The Auto Body Repair and Refinishing facility, a pilot program of the larger CTE center, has many long-term positive impacts on TMCC and the target community:

- Increasing college student enrollment.
- Offering programs of study that will attract more students—particularly the currently underserved male population—into college.
- Providing opportunities for dual-credit skills training at the secondary level to curtail the high secondary school dropout rate.
- Providing career training and raising income levels in the Turtle Mountain reservation community, which has suffered from severe poverty, unemployment and economic depression for many generations.

Partnerships planned/accomplished: Turtle Mountain Chippewa Reservation and the North Dakota State Board of Vocational and Technical Education.

College departments involved: Career and Technical Education Department, the TMCC Admissions and Financial Aid Committee, Library Committee, and Assessment Committee.

**P.O. Box 340
Belcourt, ND 58316
www.turtle-mountain.cc.nd.us**

Grant received:
2006 TCUP—\$600,000

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Top: Preparing the foundation of the TMCC Auto Body Repair and Refinishing facility.

Bottom: Interior of the new Auto Body Repair and Refinishing building.



CANKDESKA CIKANA COMMUNITY COLLEGE

Box 269
Fort Totten, ND 58335
**[www.littlehoop.edu/cccc/
home.html](http://www.littlehoop.edu/cccc/home.html)**

Grant received:
2007 TCUP—\$599,309

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Activities planned/accomplished: Cankdeska Cikana Community College (CCCC) used its TCUP grant to expand college facilities by constructing a building to house the agricultural science programs. The new facility was built on the CCCC campus located on the Spirit Lake Reservation. The design includes lecture and laboratory classroom space and a garage area for farm equipment such as tractors and seeders. This project not only enhanced the students' access to agricultural careers, it also includes outreach to the community. Science students teach residents how to plant and care for home gardens.

Community impact planned/accomplished: By the time the project was completed, the college increased its physical plant by 5,000 square feet and expanded the agricultural science program and curriculum. Enrollment in the agricultural science program increased by 20 percent. The project increased the target area's economic self-sufficiency by providing a degree program for students who wish to pursue agricultural careers. This also furthers the Tribe's goal of increasing Tribal use and benefit from the land. One program, through which college agriculture students assist community members in planting and caring for family gardens, has had a positive impact on the community because it provides residents with access to food that is lower in cost and offers better nutrition.

Partnerships planned/accomplished: The Spirit Lake community.

College departments involved: Agricultural Science Program.

FORT BERTHOLD COMMUNITY COLLEGE



Activities planned/accomplished: Fort Berthold Community College (FBCC) is chartered by the Three Affiliated Tribes to meet the higher education needs of the people of the Mandan, Hidatsa, and Arikara Nations. The college is using its TCUP grant to construct a 3,200-square-foot garage and storage structure, which will free up 55 percent of vocational classroom space on campus. The new storage facility will also enable FBCC to better retain selected equipment and keep materials and records according to federal, state, and Tribal regulations. In addition, grant funds will allow the college to renovate its existing library and offices, and enhance the learning environment for students. This renovation will help the college improve its enrollment, course completion, retention, graduation, and student transfer rates as well as the grade point averages of its students. The renovation will also improve safety for students, faculty, staff, and visitors and reduce property loss

Community impact planned/accomplished: The garage and storage building is 90-percent complete. The college anticipates that completion of this structure will free up badly needed space in the main facilities and improve safety for staff and faculty. All college records of the Business, Student Services, Academic, and Networking Departments will be organized and stored according to department, date, content, and type. The library renovation is now complete. Course study, research, and overall comfort has been greatly improved and student and visitor learning capabilities enhanced through the improved lighting system, upgraded computer cubicles and viewing room, and general appearance. The library improvements greatly enhanced FBCC's safe and healthy environment. Re-carpeting the library and classrooms will further improve and enhance the learning environment for the students and residents of FBCC.

Partnerships planned/accomplished: The Fort Berthold Indian Reservation community.

College departments involved: Student senate, Research & Development, Business Department, and FBCC Library.

**220 Eighth Avenue North
P.O. Box 490
New Town, ND 58763
www.fbcc.bia.edu**

Grant received:
2007 TCUP—\$391,881

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Top: The Fort Berthold Community College Library.

Bottom: The new garage/storage building will enable better storage of equipment and materials.



OGLALA LAKOTA COLLEGE

**490 Piya Wiconi Road
Kyle, SD 57752
[www.olec.edu/~afisher/
education](http://www.olec.edu/~afisher/education)**

Grant received:
2007 TCUP—\$600,000

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Projects planned/accomplished: Oglala Lakota College (OLC) used its TCUP grant to construct a 2,250-square-foot bookstore at its Piya Wiconi campus on the Pine Ridge Indian Reservation. The Masopiye Wowapi bookstore, which was completed in December 2008, will provide storage, access, and deliverability of textbooks and school supplies for more than 1,500 students a semester and provide Native American and Lakota language books and other materials to the 27,787 people living on the reservation.

Community impact planned/accomplished: The new Masopiye Wowapi bookstore provides sufficient space, accessibility, and security to serve over 1,500 students a year as well as the residents of the Pine Ridge Reservation, with space for textbooks, school supplies, and Lakota cultural and language materials. The new bookstore's loading dock and improved accessibility make it easier for staff to load books and other materials for transport to the nine Instructional Centers on the Pine Ridge Reservation; the Instructional Center in Rapid City, South Dakota; and the Instructional Center on the Cheyenne River Reservation at Eagle Butte, South Dakota. The bookstore also provides space for college and community meetings.

Partnerships planned/accomplished: Pine Ridge Indian Reservation, the Tribal Council, and Oglala Sioux Tribe. The Oglala Sioux Tribe continued to lease the land for the Piya Wiconi Main Campus complex for \$1 a year. The Tribe also gave support to a U.S. Department of Agriculture grant, which provided leverage funds to complete the bookstore.

College departments involved: Construction Trades. The president's office coordinated the construction with input from the bookstore manager. The business office managed the finances.

SITTING BULL COLLEGE



Projects planned/accomplished: Sitting Bull College (SBC) is using its TCUP grant to construct a student support center, which will include a 4,020-square-foot library and a 3,480-square-foot developmental education center with classrooms, computer laboratories, and offices for student support staff. The college's 350-member student body is more than 90-percent Native American and nearly all live on the Standing Rock Reservation. The new facilities will help SBC address the deterioration of its old campus facilities, which have adversely affected the college's fiscal stability, services, and student retention rates. SBC's campus improvements will help reverse the current fall-to-fall dropout rate of 62 percent.

Community impact planned/accomplished: Construction of the student support center is still underway with an estimated completion date of May 2009. The building design was modified to reduce the number of classrooms from four to three due to overall construction costs. The new student center will house the Developmental Education/Library Complex. The developmental education portion of the center will include two classrooms and an additional room for group work or student study. It will also feature an adjoining 10-computer lab and a small resource library for one-on-one work with students. The library will house collections of fiction, non-fiction, drama, poetry, law, reference works, periodicals stacks, study carrels, climate-controlled archival space for tribal documents, a secure research room with Internet-linked computers, and an acoustically sound oral history studio with listening and recording equipment.

Partnerships planned/accomplished: U.S. Department of Education, American Indian College Fund, the Standing Rock Sioux Tribe, U.S. Department of Agriculture, HUD-Special Appropriation, U.S. Department of Transportation, Kresge Foundation, Tom and Danielle Aman Foundation, and other private sources.

College departments involved: The vice president of academics, student services, and the director of library services.

**1341 92nd Street
Fort Yates, ND 58538
www.sittingbull.edu**

Grant received:
2007 TCUP—\$600,000

Contact information:
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Vice President
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Top: SBC's developmental education building.

Bottom: The new library will provide expanded room for books, periodicals, archived materials, research, and an oral history studio.

THE INSTITUTE OF AMERICAN INDIAN ARTS

**83 Avan Nu Po Road
Santa Fe, NM 87508
www.iaia.edu**

Grant received:
2007 TCUP—\$600,000

Contact information:
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Top: IAIA's family casitas will result from the renovation of an existing dormitory (in background).

Bottom: The Student Residence Center casitas will house 26 to 52 married or single-parent students.

Projects planned/accomplished: The Institute of American Indian Arts (IAIA) is using its TCUP grant to renovate the existing 20,800-square-foot campus dormitory into the "family casitas" of IAIA's new Student Residence Center. This project will enhance IAIA's role as the only institute of higher education in the world dedicated to the study and practice of Native American arts and also as one of the few Tribal colleges that is multi-tribal and residential. The new Student Residence Center's family casitas will provide on-campus, family-style two-bedroom apartments, which are specifically reserved as low-income housing for students who are married or single parents. The new facilities will be able to house 26 to 52 students in apartment-style casitas, all with accessible design and energy-efficient green features. The main objective in renovating the current student dormitories is to allow IAIA to recruit and retain a greater number and diversity of students. Expanded on-campus housing and the addition of family-style apartments for married or single-parent students will strengthen the institute's ability to serve its target communities, allowing IAIA to fulfill its goal of providing quality arts and cultural higher education for Native American students.

Community impact planned/accomplished: The project will increase student enrollment by 25 percent and provide affordable, accessible on-campus housing for 26 to 52 low-income, married or single-parent students. IAIA hopes to increase student graduation rates by 25 percent as a result of the new residence center housing and IAIA's support services to residents. The casita renovation project is expected to begin in March 2009. The college expects to have students and their families in the casitas for the fall 2009 semester. The impact on the community will be immediate. Seventeen current students and their families are living in off-campus housing and want to live in the casitas in order to reduce their expenses. At least eight other students and their families are on a waiting list for the casitas so that they can enroll at IAIA and complete their education. The renovation plans include a daycare facility for the children of students.

Partnerships planned/accomplished: The state of New Mexico through its Capital Outlay Appropriation and the New Mexico Bond Placement Loan Program.

College departments involved: Associated Student Government; Center for Student Life; Office of Sponsored Programs; Facilities; Finance and Administration; Learning Support Center; Admissions, Records, and Enrollment; and the Center for Arts and Cultural Studies.



CHAPTER 5

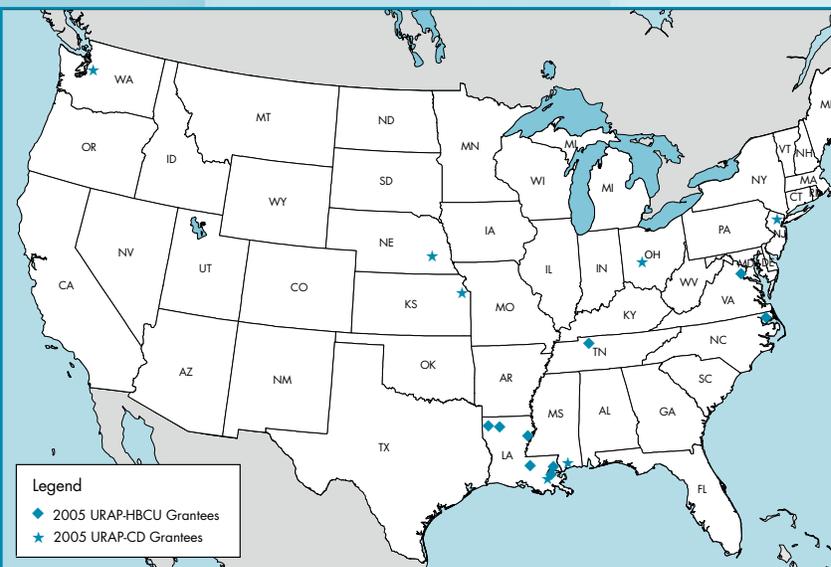
UNIVERSITIES REBUILDING AMERICA PARTNERSHIPS



In response to the devastation caused along the Gulf Coast by hurricanes Katrina and Rita in summer 2005, the U.S. Department of Housing and Urban Development (HUD) joined with the Corporation for National and Community Service to launch Universities Rebuilding America Partnerships (URAP). This initiative, overseen by HUD's Office of University Partnerships, offered a one-time opportunity of funding and other resources to empower college and university students, faculty, and staff to lend their skills in rebuilding the Gulf Coast.

HUD provided \$5.6 million to the URAP initiative: \$2 million funded a collaborative design grant program to partner schools of architecture and planning with affected communities, and \$3.6 million funded a grant program for Historically Black Colleges and Universities (HBCUs) to provide sustained services to affected communities.

URAP-Community Design (CD). Public or private nonprofit institutions of higher education granting 2- and 4-year degrees in architecture, urban planning and design, or construction that are accredited by a national or regional accrediting agency and recognized by the U.S. Department of Education were eligible to apply for the URAP-CD grant. A consortium of eligible institutions could also apply for funding under this grant, as long as one institution was designated the lead applicant. Institutions that were previous OUP grant recipients were eligible to apply for these funds.



URAP-HBCU. HBCUs as determined by the U.S. Department of Education in accordance with the Department's responsibilities under Executive Order 13256, dated February 12, 2002, were eligible to apply for funding under this program.

The grant program was available to applicants that are accredited by a national or regional accrediting agency recognized by the U.S. Department of Education.

For more information about the URAP initiative, visit the OUP website at www.oup.org or contact:

URAP-CD

Kinnard D. Wright

Grant Specialist

U.S. Department of Housing and Urban Development

Office of University Partnerships

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URAP-HBCU

Ophelia H. Wilson

Grant Specialist

U.S. Department of Housing and Urban Development

Office of University Partnerships

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E-mail: ophelia.wilson@hud.gov



Projects planned/accomplished: The Mississippi State University School of Architecture's Gulf Coast Community Design Studio (GCCDS) worked with a local nonprofit organization—the East Biloxi Coordination, Relief, and Redevelopment Agency—to provide planning and architectural services to rehabilitate damaged houses and build new houses to resettle residents displaced by Hurricane Katrina. The project included an assessment and geographic information systems mapping of the target neighborhoods to analyze and visualize the neighborhoods parcel by parcel. Neighborhood meetings were held to engage the community in the planning process and to identify rehabilitation and construction needs. The partners also designed innovative housing rehabilitation strategies and new house construction plans, developed construction documents for nonprofit developers and builders, and offered architectural services during construction.

Community impact planned/accomplished: The project's objective was to enable at least 50 percent of the homeowners to resettle in improved houses within the first year by providing the assessment and design assistance to rehabilitate houses at a rate of 20 houses per week. Approximately 5,000 residential lots with houses in East Biloxi were flooded or completely destroyed by Katrina. Half of the lots were eventually cleared of damaged houses and the other half had houses that could be repaired. At the end of the 2-year project period, 75 percent of the houses (approximately 1,800 houses) that were left standing were repaired and re-occupied. Households occupying approximately 600 of the repaired houses were assisted by the Gulf Coast Community Design Studio and its community partner, the East Biloxi Coordination, Relief, and Redevelopment Agency. GCCDS provided design drawings for over 100 rehabilitated houses and produced design and construction drawings for 54 new houses. GCCDS has continued to work beyond the URAP project period and has become a long-term professional outreach program with approximately 15 architects, planners, and interns providing planning and architectural design assistance to many communities and affordable housing organizations working in East Biloxi and other low-income communities on the Mississippi Gulf Coast. The close partnership with the East Biloxi Coordination, Relief, and Redevelopment Agency has proven to be an effective strategy for community-based rebuilding and redevelopment. GCCDS has expanded these best practices to work in a similar partnership with three other housing providers. In addition, GCCDS has become the planning resource for a network of affordable housing organizations, assisting in selecting property, coordinating development plans, and working with the community to produce housing that is economically, culturally, and environmentally sustainable.

Partnerships planned/accomplished: East Biloxi Coordination, Relief, and Redevelopment Agency; and Architecture for Humanity.

College departments involved: Mississippi State University College of Architecture, Art and Design.

**College of Architecture,
Art + Design
P.O. Box AQ
Mississippi State, MS 39762
www.msstate.edu**

Grant received:
2005 URAP-CD—\$300,000

Contact information:
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E-mail: dperkes@gccds.msstate.edu
Website: <http://gccds.org>



Top: Post-Katrina homes in East Biloxi, designed by GCCDS.

Bottom: A map of GCCDS projects in East Biloxi.

OHIO STATE UNIVERSITY

School of Architecture
275 West Woodruff Avenue
Columbus, OH 43210
www.osu.edu

Grant received:

2005 URAP-CD—\$266,741

Contact information:

Jennifer Evans-Cowley
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Top: A stream corridor overlay was adopted by Harrison County to protect waterways.

Bottom: Saucier community plan recommended creation of a farmers' market, which was organized by local residents.

Projects planned/accomplished: The Austin E. Knowlton School of Architecture at the Ohio State University (OSU) helped Harrison County, Mississippi, develop a plan to identify where rebuilding should occur and revise regulations to encourage the development of affordable housing in its unincorporated areas. The project built on the work of the Mississippi Governor's Commission for Recovery, Rebuilding, and Renewal by creating community plans and policies that reduce regulatory barriers and ensure the availability of affordable housing in the county. Activities included developing citizen participation opportunities, sponsoring a strategic planning meeting with the planning commission and board of supervisors, creating community plans, and revising the building code and zoning ordinance. The project developed community plans in six communities.

Community impact planned/accomplished: The project had the following outcomes:

- Reduction of the regulatory barriers identified in the zoning ordinance.
- Development of rebuilding plans and policies for implementation.
- Development and maintenance of effective processes to engage citizens in the planning process.

Harrison County unanimously adopted all six of the community plans developed as part of this grant. These plans have moved forward into implementation. Communities have obtained grants to support trail planning, recreation, and beautification. In addition, Harrison County adopted a series of zoning ordinance amendments to modular housing, home occupation, and outdoor lighting. OSU's quality work as part of this URAP grant led to two additional grants, totaling \$850,000, to continue the planning process in Harrison County.

Partnerships planned/accomplished: Harrison County, Mississippi.

College departments involved: Austin E. Knowlton School of Architecture, Ohio State University.

PRATT INSTITUTE



Projects planned/accomplished: In March 2006, Pratt Institute and the New Jersey Institute of Technology (NJIT) received a URAP grant to engage architecture and planning students in the rebuilding of New Orleans East, an area off Lake Pontchartrain that was hard hit by Hurricane Katrina. Ultimately the faculty leading the project selected the Plum Orchard area of New Orleans East for the 2-year effort. A team of faculty and professionals from Pratt Institute and NJIT joined together to plan and implement the project. ACORN Housing Corporation served as their community-based partner and was responsible for community outreach and coordinating pre-development planning for the specific sites designed during the 2-year grant period. During the summer of 2006, five interns from Pratt Institute were dispatched to New Orleans to work directly with ACORN on community organizing and planning for recovery. Starting in the fall of 2006, faculty and students from Pratt and NJIT made numerous trips to New Orleans to survey the neighborhood, meet with community residents, and consult with ACORN Housing Corporation.

Community impact planned/accomplished: The work funded by HUD has resulted in a recovery implementation plan to rebuild the Plum Orchard neighborhood of New Orleans East as an affordable, ecologically sustainable, well-resourced and regionally connected transit village. The Pratt and NJIT team created a plan for a Model Neighborhood that addresses environmental conditions, housing needs, and design. The team developed a housing prototype that is affordable and environmentally and ecologically sustainable; mapped an infrastructure plan that addresses water retention issues throughout the area; provided technical assistance to ACORN Housing Corporation as it worked to develop 150 adjudicated properties in the neighborhood using the plan and the design prototypes; and created a series of brochures, reports, and handbooks about various recovery-related issues such as water management through landscape measures, community planning strategies, retrofitting surviving structures, and financing housing development in the neighborhood.

Partnerships planned/accomplished: ACORN Housing Corporation, New Jersey Institute of Technology, Association for Community Design, Enterprise Foundation, Architects for Humanity, and PolicyLink.

College departments involved: Pratt Center for Community Development, an independent department of Pratt Institute that conducts community-based planning work.

**200 Wiloughby Avenue
Brooklyn, NY 11205
www.pratt.edu**

Grant received:
2005 URAP-CD—\$266,741

Contact information:
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Top: Pratt students take a break from cleaning out hurricane-damaged homes in East New Orleans.

Bottom: Plum Orchard residents meet with ACORN Housing Corporation to plan their neighborhood's recovery.



TULANE UNIVERSITY SCHOOL OF ARCHITECTURE

**6823 St. Charles Avenue
New Orleans, LA 70118
<http://architecture.tulane.edu/home>**

Grant received:

2005 URAP-CD—\$299,128

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E-mail: iberman@tulane.edu

Projects planned/accomplished: Tulane University School of Architecture (TSA) used its URAP-CD grant to develop the Tulane URBANbuild program, an outreach community design and construction program that would become a center for post-Katrina reconstruction efforts in the greater New Orleans area. Through the center, which was located in the downtown Tulane City Center, TSA provided a wealth of local knowledge, urban research, analysis capacity, architectural programming, design, and technical expertise to implement an effective community response to the hurricane. TSA also took a leadership role in consolidating Tulane's academic programs with the resources and efforts of community organizations as well as local, regional, and national governmental authorities in order to implement the city's rehabilitation and reconstruction.

Community impact planned/accomplished: By the end of the 2-year grant period, URBANbuild created 12 neighborhood plans, each of which outlined urban redevelopment strategies for 6 of the 72 identified pre-Katrina neighborhoods in New Orleans. The plans included 16 multifamily housing prototypes and 4 new homes for the city. The program also makes available the results of its activities, in both Web-based and print media formats, for free distribution to neighborhood and governmental agencies throughout the city. A full publication of the work of URBANbuild is included in the forthcoming book: *URBANbuild: local/global*.

Partnerships planned/accomplished: Neighborhood Housing Services, Inc., of New Orleans and the Tulane Center for Bioenvironmental Research.

College departments involved: School of Architecture.



Projects planned/accomplished: The University of Missouri–Kansas City and the Urban Conservancy in New Orleans partnered to develop strategies for neighborhood recovery with a focus on local businesses and heritage tourism. The team identified more than 13 potential locations in which a heritage tourism strategy could enhance local business recovery while serving the needs of residents returning to rebuild. The team then selected three high-priority sites as areas of focus, including Mid-City, Treme, and the Lafitte Greenway. Team members developed a plan for each of these heritage tourism sites outside of the French Quarter.

The team worked with homeowners, low- and moderate-income residents, and small business owners and their employees. Project activities included conducting demographic and spatial analysis using Geographic Information Systems, collecting community input and economic analyses, and developing priority sub-plans for implementing housing resettlement and infill opportunities. The Urban Conservancy developed its Stay Local! program to promote local business recovery.

Community impact planned/accomplished: The team assisted with the neighborhood recovery process by providing technical assistance, including planning and design analysis, grant writing, meeting facilitation, field research on recovery conditions, and a business recovery summit. This effort led to the nomination of two National Main Street districts on Oak Street and St. Claude Avenue and more than \$300,000 in additional grant funds to implement the Lafitte Greenway.

Partnerships planned/accomplished: The Urban Conservancy, Mid-City Neighborhood Organization, the Friends of Lafitte Corridor, and Oak Street Main Street.

College departments involved: Department of Architecture, Urban Planning and Design, University of Missouri–Kansas City; and Department of Planning and Urban Studies, University of New Orleans.

**Department of Architecture,
Urban Planning and Design
5100 Rockhill Road
Kansas City, MO 64110-2499
www.umkc.edu**

Grant received:
2005 URAP-CD—\$273,747

Contact information:
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114 Othmer Hall
P.O. Box 880642
Lincoln, NE 68588-0430
www.unl.edu

Grant received:

2005 URAP-CD—\$293,660

Contact information:

James D. Goedert, Ph.D., P.E.
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College of Engineering
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Projects planned/accomplished: The University of Nebraska-Lincoln (UNL) partnered with Catholic Charities to develop rehabilitation strategies for 10 houses in the Esplanade Ridge neighborhood in New Orleans near the French Quarter. UNL developed plans for three types of restoration: new construction; reconstruction, in which an existing home is torn down and rebuilt according to its original floor plan; and rehabilitation, which involves extensive remodeling in homes that are damaged but salvageable. The project team conducted market analyses, identified innovative building technologies, prepared schematics, identified regulatory barriers, prepared cost analyses, conducted charrettes with local stakeholders, prepared final drawings, and identified sites.

The major contribution from this grant is delivery of 10 new final construction designs, each with two possible adaptations, for a total of 20 designs from which a builder can choose. Each design and strategy responds to environmental elements and sustainability issues and the project design included means to gain feedback and support from those impacted by the destruction.

Community impact planned/accomplished: This project provides broad impact on the community through integration of hurricane-resistant and sustainable designs into the local codes and the community's housing. The designs preserve the cultural integrity of the community while providing housing that will remain intact against environmental forces and serve the community for decades into the future. The documented procedures for rebuilding will be helpful in future disaster remediation efforts.

Partnerships planned/accomplished: Catholic Charities Archdiocese of New Orleans.

College departments involved: Charles W. Durham School of Architectural Engineering and Construction.



Projects planned/accomplished: The University of Washington (UW) used its URAP-CD grant to address the needs of the low- to moderate-income populations in Jefferson Parish, Louisiana for affordable housing, public facilities, and employment opportunities. Project activities included an analysis to gather and analyze existing conditions and identify issues to be addressed, and the development of a website that featured project documents and online surveys to obtain community input and develop interactive lessons to train local officials, community leaders, and residents on best practices in neighborhood design strategies. The university conducted a series of community workshops to present findings of the analysis and identify critical issues. It also presented alternative plan scenarios that were developed through faculty-student independent studies, and organized a symposium during which public officials and community leaders shared best practices and models for the reconstruction effort. Finally, the project identified strategies and tools for implementing a plan and prepared the final plan document and video presentation.

Community impact planned/accomplished: The overall aims of the planning process were to:

- Ensure that the parish will address the pressing needs of its population and take advantage of opportunities to increase its density, affordable housing, and commercial development.
- Ensure that the planning process is conducted in ways that engage meaningful public participation and result in a realistic set of steps to achieve its objectives.
- Adopt the plan and implement strategies to increase affordable housing units, foster land conservation, provide more efficient infrastructure and services, and create communities that are more resilient to natural hazards, and a citizenry that is better informed and more engaged in urban policy.

Partnerships planned/accomplished: Northwest Center for Livable Communities and Jefferson Parish.

College departments involved: UW Department of Urban Design and Planning.

**1100 NE 45th Street
Suite 300 Box 354945
Seattle, WA 98105
www.washington.edu**

Grant received:
2005 URAP-CD—\$299,982

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Top: University of Washington students at a planning meeting to develop recovery plans.

Bottom: A community planning meeting in Jefferson Parish.

ALCORN STATE UNIVERSITY

**15 Campus Drive
Natchez, MS 39120
[www.alcorn.edu/newweb/
default.aspx](http://www.alcorn.edu/newweb/default.aspx)**

Grant received:
2005 URAP-HBCU—\$349,682

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Top: ASU faculty, staff, and students in front of the school's mobile health van.

Bottom: ASU's mobile health van visits the Turkey Creek community.

Projects planned/accomplished: The overall goal of Alcorn State University's (ASU's) Partnering for Healthy and Sustainable Communities project was to help restore healthcare networks and infrastructure in low-income coastal and rural underserved communities affected by Hurricane Katrina. The School of Nursing faculty and staff proposed providing short-term onsite primary healthcare to the Turkey Creek community and assisting in rebuilding the infrastructure to meet the immediate and long-term healthcare needs of the community.

Community impact planned/accomplished: To achieve its goal of restoring healthcare networks and infrastructure to low-income rural, underserved individuals and families residing in targeted Hurricane Katrina communities, ASU worked to:

- Increase access to healthcare by providing primary healthcare to the Turkey Creek and the Natchez/Adams County communities. Alcorn's faculty, staff, and mobile health van provided healthcare services to residents of these communities.
- Develop a model for rebuilding and sustaining high-quality, continuous primary healthcare services as disaster first-relief responders.
- Empower low-income coastal and rural underserved communities to achieve and sustain healthy lifestyles, a precursor for active engagement in recovery, rebuilding, and renewal of communities.
- Utilize contact opportunities with individuals and families during primary healthcare delivery to conduct an assessment of perceived housing needs and health status for the purpose of establishing a user-friendly database, which will guide short-term, intermediate-term, and long-term interventions.
- Utilize housing assessment data to determine resources for meeting housing rehabilitation needs, a fundamental element for rebuilding communities after Hurricane Katrina.

Partnerships planned/accomplished: St. Paul United Methodist Church, Coastal Family Health Center, Mississippi Association of RC&D Councils, Southwest Mississippi RC&D Council, and Mississippi Coastal Plains RC&D Council.

College departments involved: School of Nursing.

ELIZABETH CITY STATE UNIVERSITY



Projects planned/accomplished: Elizabeth City State University provided housing assistance services and technical assistance to organizations in the Ninth Ward and other areas of New Orleans impacted by Hurricane Katrina. The housing assistance project implemented a comprehensive housing counseling, technical assistance, and referral program to assist residents in making informed decisions regarding their housing options. It provided home repair assistance for substandard homes owned and occupied by low- to moderate-income households and provided downpayments and closing cost financing to assist renters in becoming first-time homeowners. The services to organizations included assistance to the Boys and Girls Clubs of Southeast Louisiana to restore programs and services and install technology equipment for academic learning as well as technical assistance to other community-based development organizations and institutions of higher education.

Community impact planned/accomplished: Affordable housing options for victims in the disaster area were increased as a result of the college's activities. Restoration of programs, services, and facilities in the affected area enabled local organizations to provide necessary services to residents as they began to rebuild their lives.

Partnerships planned/accomplished: Boys and Girls Clubs of Southeast Louisiana and Neighborhood One.

College departments involved: Community Development Program.

**1704 Weeksville Road
Elizabeth City, NC 27909
www.ecsu.edu**

Grant received:
2005 URAP-HBCU—\$350,000

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E-mail: maautry@mail.ecsu.edu



Top: Linda Barret, staff; Addison and Yolanda Penn, homeowners; and Morris Autry, program director, in front of the Penn's Ninth Ward Home.

Bottom: ECSU students Dequan Spencer and Anthony Hailey in front of a damaged home in New Orleans' Ninth Ward.

GRAMBLING STATE UNIVERSITY

P.O. Box 1022
Grambling, LA 71245
www.gram.edu

Grant received:
2005 URAP-HBCU—\$350,000

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Top: Grambling implemented outreach programs to meet the needs of hurricane evacuees.

Bottom: Grambling's Development Center building.

Projects planned/accomplished: Grambling State University (GSU) assisted evacuees from hurricanes Katrina and Rita who have relocated to northwest areas of Louisiana. The university partnered with the city of Grambling, which acquired and renovated a public building for use as a community center. GSU then implemented outreach programs at the new community development center to meet the critical social services, technical assistance, and job training needs of the evacuees. The activities hosted in the center include a computer lab for a computer literacy program, health/nutrition fair, reading tutorial and General Educational Development (GED) and adult literacy program, counseling for marital and family conflict and substance abuse, job training, and other social programs.

Community impact planned/accomplished: This project improved the lives of those who relocated to northwest Louisiana as a result of hurricanes Katrina and Rita. The job training, computer literacy, reading, and GED programs increased the employability of the evacuees. The counseling programs provided much needed support to this hard-hit population.

Partnerships planned/accomplished: City of Grambling.

College departments involved: Department of Engineering Technology, College of Business, College of Social Work, and School of Nursing.



Projects planned/accomplished: Howard University and the Coalition for Environmentally Safe Communities, both in the Washington, D.C. area, partnered with Dillard University and its community-based partners in New Orleans to address the housing needs of low- and moderate-income households in the Tremé, Mid-City, and Gentilly areas of New Orleans. The partnership developed and implemented two training programs in Environmentally Safe Renovation and Rehabilitation Work Practices for housing: one program for residents and one for businesses. It also subsidized environmentally safe renovation and remodeling in 25 units in areas of New Orleans affected by Hurricane Katrina. Finally, it provided geographic information systems, analysis and planning support to help Dillard University participate in the rebuilding process of New Orleans, including the three New Orleans target neighborhoods.

Community impact planned/accomplished: Among the outcomes of this grant:

- Community residents and businesses have learned environmentally safe work practices, which are sustainable because individuals in the community are now trained to teach these environmentally safe work practices to others.
- Homes have been rehabilitated safely.
- Plans drawn up by planning committees at various governmental levels include data-driven reports to ensure that low- and moderate-income households benefit from the redevelopment.

Partnerships planned/accomplished: Coalition for Environmentally Safe Communities and Dillard University.

College departments involved: Howard University Center for Urban Progress, Department of Economics.

**2400 Sixth Street, NW
Washington, DC 20059
www.howard.edu**

Grant received:
2005 URAP-HBCU—\$350,000

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Before



After



Top: A New Orleans house with its original windows.

Bottom: The house after new windows were installed.

SOUTHERN UNIVERSITY AND A&M COLLEGE

**P.O. Box 9503, S.U. Branch
Baton Rouge, LA 70813
<http://web.subr.edu>**

Grant received:

2005 URAP-HBCU—\$350,000

Contact information:

Alma Thornton

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Spring entrepreneur training class graduates display their certificates.

Projects planned/accomplished: The Southern University-Baton Rouge–University Rebuilding America Partnership (SU-URAP) assisted low- to moderate-income (LMI) residents in the target disaster-designated parishes to become self-sufficient and improve their quality of life. The activities included providing life skill and certification training to 65 LMI residents, providing entrepreneurship training to 86 LMI residents, and establishing two neighborhood technology centers in designated LMI census tracts in Baton Rouge and New Orleans.

Community impact planned/accomplished: The SU-URAP program focused on an area including the Hurricane Katrina disaster-designated communities located in an 80-mile corridor from East Baton Rouge Parish to St. Bernard Parish. Eighty-two percent of the Baton Rouge workforce development training graduates were or had been gainfully employed one year after course completion. Graduates of New Orleans basic and environmental remediation skills training entered programs with pay and gained access to college, general educational development, or onsite training courses. Five environmental remediation training participants were able to move to their own homes following training. The neighborhood technology centers connected Hurricane Katrina victims with programs providing housing, medical, and other assistance. The Baton Rouge neighborhood technology center served as the only location for city-wide Medicare Part D training and registration for the elderly. The New Orleans neighborhood technology center received a donation of 10 additional computers and a digital projector due to its outstanding community efforts.

Partnerships planned/accomplished: The Corporation for National and Community Service, Greater King David Baptist Church (Baton Rouge), Vision Media Training Institute (New Orleans), Israelites Baptist Church (New Orleans), Louisiana Department of Economic Development, BMC3 Environmental Remediation Trainers, LVI Services, The Hope Center, Urban Restoration Enhancement Corporation, Baton Rouge Black Chamber of Commerce, and New Homes Family Worship Center International.

College departments involved: Center for Social Research.

SOUTHERN UNIVERSITY AT NEW ORLEANS



Projects planned/accomplished: The Southern University at New Orleans (SUNO) received this grant to carry out three specific tasks in the wake of hurricanes Katrina and Rita. Task 1 was to help in the expansion of e-learning classes for SUNO students and other students displaced by the hurricanes by conducting 10 workshops and 10 courses over the period of a school year. Task 2 was to create a university/faith-based partnership that would function as a coalition for community rebuilding. This included creating a computer literacy training lab, creating an information referral/assistance center, and sponsoring community rebuilding projects that would involve university and faith-based groups. Task 3 was to conduct citizen participation vision workshops for the Lower Ninth Ward and New Orleans East communities.

Community impact planned/accomplished: The creation of the new e-learning courses built the university's capacity to deliver education during periods of disaster and had the immediate effect of helping current students to complete their coursework. The computer literacy lab and assistance center provided community services to returning residents. The vision exercise benefited the community by including many more stakeholders in the process of articulating the future rebuilding of this hard-hit area.

Partnerships planned/accomplished: Christian Bible Fellowship, Southern University at Baton Rouge, and Jackson State University.

College departments involved: Southern University at New Orleans Social Sciences Department.

**SU Box 9380
Baton Rouge, LA 70813
www.suno.edu**

Grant received:
2005 URAP-HBCU—\$350,000

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SOUTHERN UNIVERSITY AT SHREVEPORT

**3050 Martin Luther King, Jr.
Drive
Shreveport, LA 71107
[http://web.susla.edu/Pages/
SUSLAhome.aspx](http://web.susla.edu/Pages/SUSLAhome.aspx)**

Grant received:

2005 URAP-HBCU—\$350,000

Contact information:

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Southern University at Shreveport
Division of Community Outreach
and Workforce Development
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Fax: 318-674-3413
E-mail: jsneed@susla.edu

Projects planned/accomplished: Southern University at Shreveport used its HBCU-URAP grant to provide financial support to displaced small businesses from the Gulf Coast region, establish a Center for Transitional and Relief Services at the downtown campus of Southern University at Shreveport, provide construction training and homeownership counseling for displaced Gulf Coast residents, and provide outreach and service programs for the region's displaced youth.

Community impact planned/accomplished: The university business provided financial assistance and services to 24 displaced small businesses, with two businesses utilizing its business incubator for office space. More than 300 families and individuals received assistance through the Center for Transitional and Relief Services. Resource fairs, handouts, and referrals aided in the process. Sixty displaced residents enrolled and 32 completed housing and financial literacy counseling. To date, two residents have purchased homes while others are working to improve their credit through the college's one-on-one counseling. Eight out of nine participants completed the Construction Training program. Twenty students enrolled in the Youth Network Initiative Program. Southern University's partnership with The Boys and Girls Club of Southeast Louisiana far exceeded expectations by enrolling over 200 students in the New Orleans area. Twenty-five students attended the "Where Are You Headed" URAP Youth Retreat.

Partnerships planned/accomplished: Boys and Girls Club of Southeast, Community Foundation of Shreveport-Bossier, Louisiana United Way of Northwest Louisiana, city of Shreveport, Louisiana Association of Non-Profit Organizations, Shreveport Housing Authority, The Coordinating & Development Corporation, Volunteers of America, Queensborough Neighborhood Association, Red River Bank, Bancorp South, Primerica, American Dream Home Inspection Services, Wells Fargo, Capital One, Realty 2000, Realty Executives, Summit Executive Realty, Caddo Parish School Board, Community Support Services, David Raines Health and Community Center, SPAR, Centerpoint, St. Vincent D'Paul, Goodwill Employment Assistance Program, Louisiana Spirit Counseling, Diabetes Association of Shreveport, Saint Community Center, The Road Home Program, Black Nurses of Association, Red Cross, Volunteers of America, and Community Support Services.

College departments involved: Division of Community and Workforce Development, Division of Student Affairs, and the university's Information Technology Center.

TENNESSEE STATE UNIVERSITY

Projects planned/accomplished: Tennessee State University (TSU) used its URAP-HBCU grant in partnership with local organizations to plan and lead the Supercharge Summer Day Camp in New Orleans during the summer of 2006. This camp provided a safe and educationally stimulating environment where young hurricane victims were engaged in high-quality academic learning activities, emotional counseling, mentoring, and fun recreation. The camp allowed parents to transition back into a work routine with the knowledge that their children were safe. The camp provided academic instruction consistent with Louisiana Academic Content and Learning Standards; a nutritious breakfast, lunch, and snack each day; and fun-filled afternoons. Campers went on field trips to the zoo, IMAX, and the aquarium.

Community impact planned/accomplished: The 4-week Supercharge Summer Day Camp served 250 elementary-age students. These students had missed almost a whole year of school and were far behind in their academics. Yet, by the end of camp, they had made gains of more than 60 percent in their math and language arts scores based on pre- and post-tests. According to parent surveys, the program accomplished its goals of improving the academic abilities, self-esteem, coping skills, and overall emotional health of campers.

Partnerships planned/accomplished: A-Z In-Home Tutoring, New Heights Family Health Center/Baton Rouge AIDS Society, Parent Information Resource Center, New Orleans Public School District, and the Algiers Charter Schools Association.

College departments involved: TSU Center for Service Learning and Civic Engagement and the College of Education

**3500 John Merritt Boulevard
Nashville, TN 37209
www.tnstate.edu**

Grant received:
2005 URAP-HBCU—\$350,000

Contact information:
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Top: TSU Camp Supercharge counselors.

Bottom: A counselor and a camper design a mask during arts and crafts.

XAVIER UNIVERSITY OF LOUISIANA

**1 Drexel Drive, Box 29
New Orleans, LA 70125
www.xula.edu**

Grant received:

2005 URAP-HBCU—\$350,000

Contact information:

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Center for Leadership and Service

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Top: Debris removed from storm-affected homes in New Orleans.

Bottom: Xavier students assist with debris removal from a damaged home.

Projects planned/accomplished: Xavier University of Louisiana used its URAP-HBCU grant to assist low- and moderate-income residents in rebuilding in the Hollygrove, Gert Town, and Tremé communities in post-Katrina New Orleans. The project established two Neighborhood Technology and Health Information Centers (NTHICs). The college recruited, trained, and managed a cadre of volunteers, including service-learning and community service students, faculty, residents, and health professionals, to aid children, youth, and family revitalization and development.

Community impact planned/accomplished: This grant provided increased access to Internet and information technology, which was so critical to the recovery process and community revitalization after Hurricane Katrina. The project trained and referred over 500 student volunteers to assist in children/youth and family educational enrichment and developmental programs. The university and its partners also disseminated health information to residents about new risks and health threats as a result of the post-storm debris and environment. An annual health and technology fair and onsite health/environmental and wellness counseling, computer training and city business information and resource referral network were also provided. Xavier also assisted with community revitalization by providing assistance to low- and moderate income, elderly, and uninsured homeowners on gutting, clearance, and demolition. It also provided a large pool of volunteers to assist with house gutting and debris removal and to assist with children, youth, and family services. The university and its partners also disseminated health information to residents about new risks and health threats as a result of the post-storm debris and environment, and provided professional mold testing and treatment. The NTHICs assisted residents returning in 2006–07 to access information technology and Internet-based neighborhood, school, and employment resources. It managed a team of over 1,000 volunteers to assist with gutting, clearance, and demolition of 13 houses, and provided technical assistance on mold issues to 59 homeowners through testing, use of High Efficiency Particulate Arresting filters, or minimal treatment and licensed remediation.

Partnerships planned/accomplished: McDonogh # 35 High School/Little Zion Baptist Church provided community NTHIC sites, information dissemination, training sites, and center staffing. Gert Town Revival Initiative offered community coordination, identified residents, and helped them access resources. The City Health Department cosponsored health information forums and workshops. Earth-Walk provided computing equipment, resources, and training. Information Technology Center offered technical assistance for the project's national volunteer website and clearinghouse.

College departments involved: Center for Leadership and Service; Division of Education; College of Pharmacy; Office of Safety, Health, and Environmental Affairs; the Office of Facility Planning; and Division of Student Services.

CHAPTER 6

DOCTORAL DISSERTATION RESEARCH GRANTS

The U.S. Department of Housing and Urban Development (HUD) is empowering a new generation of scholars through its Doctoral Dissertation Research Grant (DDDRG) program. HUD's Office of University Partnerships (OUP) administers this program, which enables doctoral students, sponsored by accredited institutions of higher education (IHEs), to cultivate their research skills through the completion of dissertations on policy-relevant housing and urban development issues.

HUD competitively awards one-time grants to doctoral students currently enrolled in accredited programs to fund research studies that may have an impact on federal problem solving and policymaking and that are relevant to HUD's policy priorities and annual goals and objectives.

The DDRG program is open to doctoral students who are sponsored by IHEs that are accredited by a national or regional accrediting agency recognized by the U.S. Department of Education. A doctoral student is eligible to apply for a 1-year grant if he or she:

- Is a U.S. citizen or lawful permanent resident enrolled full-time in an accredited doctoral program.
- Has a dissertation proposal/prospectus accepted by the full dissertation committee by the application deadlines.
- Has an assigned faculty advisor.
- Has satisfactorily completed all other written and oral doctoral degree requirements (including examinations) except the dissertation by September of the year in which the application is due.

Research topics applicable to DDRG include:

- Increasing homeownership opportunities.
- Promoting decent affordable housing.
- Ensuring equal opportunity in housing.
- Embracing high standards of ethics, management, and accountability.
- Promoting participation of faith-based and community organizations.

HUD welcomes applications from students in any academic discipline who can provide policy-relevant insight on research issues encompassing HUD's mission and program commitments. Past awardees have represented a wide range of disciplines, including:

- Architecture.
- Planning.

- Anthropology.
- Sociology.
- Social work.
- History.
- Economics.
- Political science.
- Public policy.

For more information about OUP's DDRG program, visit www.oup.org or contact:

Susan Brunson
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Office of University Partnerships
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Debbie Becher

Dissertation School: Princeton University

Dissertation Title: *Valuing Property: Eminent Domain for Urban Redevelopment, Philadelphia 1992–2007*

Grant Amount: \$22,220

Abstract: In the last 15 years, Philadelphia has used eminent domain on approximately one of every hundred privately owned properties to stem decay caused by decades of population decline, job loss, and building deterioration. The author is completing a multimethod study of proposed and completed “takings” of private property for private redevelopment by the Redevelopment Authority of Philadelphia from 1992 to 2007. The study is designed to answer three empirical questions:

1. When does government exercise eminent domain power for private redevelopment?
2. What are the discrete outcomes of attempts to invoke eminent domain (acquiescence, agreement, contestation, or government abandonment of project)?
3. What is the compensation decision process (including relocation), and how does it contribute to outcomes above?

Data come from archival sources and observations of government agencies and original interviews of approximately 150 bureaucrats, politicians, attorneys, appraisers, business owners, activists, and residents. The dissertation provides both an overview of Philadelphia practice and case studies of a small sample of development projects. The study reveals that in clear-cut cases, government and its constituents draw a bright line between public good and private property. In projects with ambiguous legitimacy, stakeholders move beyond this dichotomy to define obligations and limits of government power. Cooperative negotiations center on coping with uncertainty and limited knowledge. Conflicts over property rights engage questions about the relative importance of property’s many kinds of value and about how to convert these forms of worth to other objects. These findings build discussions in economic and political sociology, and law and society on how government supports community development through its relationship to property. It will contribute to theoretical literatures on policy implementation, on legal construction and protection of property, on competing interests in the urban political economy, and on contesting conceptions of value enacted in negotiations over property policy.



Matthew Desmond

Dissertation School: University of Wisconsin–Madison

Dissertation Title: *Eviction and the Reproduction of Inner-City Poverty*

Grant Amount: \$25,000

Abstract: At the height of the national housing crisis, there exists no book-length, social-scientific treatment of eviction. Even before the crisis, thousands of Americans were forcibly removed from their homes each year—a traumatic experience linked to homelessness, job loss, and suicide. With the sharp deterioration of the housing market, the dearth of sociological research on evictions no longer marks a mere scholarly lacuna but increasingly hampers the informed design of suitable policy interventions. This study aims to fill that gap. Employing survey-based and ethnographic methods to study tenants and landlords living and working in inner-city Milwaukee, it explores some of the causes, dynamics, and consequences of eviction, thereby providing a unique glimpse into the structures and practices of poor neighborhoods and the intricate workings of the low-cost housing market. A thorough analysis of eviction—its antecedents, consequences, and social ramifications—will not only advance the sociological understanding of inequality, but also will provide policy-relevant insights into the central role of housing with respect to urban poverty.

Diana Karafin

Dissertation School: Ohio State University

Dissertation Title: *Neighborhood Integration, Housing Inequality, and Safety*

Grant Amount: \$24,968

Abstract: This dissertation critically assesses the current framing and understanding of U.S. racial and ethnic neighborhood integration in an increasingly heterogeneous society. Using information from the Neighborhood Change Database and unique data on crime and mortgage lending from the National Neighborhood Crime Study, existing research is extended by illuminating complexities in the patterns and consequences of metropolitan neighborhood integration between 1980 and 2000. The author challenges the often implied, yet rarely empirically validated, assumption that neighborhood integration is a simple remedy for the deleterious consequences associated with residential segregation within the context of a racialized society.

This study provides a descriptive portrait of the frequency and stability of integration over 2 decades based on a typology which more fully incorporates differential combinations of Latinos, Blacks, Whites, and others in neighborhoods than heretofore employed. It shows vast differentiation in the frequency, stability, and paths of change among various types of integrated contexts. The proportion of integrated contexts grew from 17.3 percent to 29.2 percent between 1980 and 2000, almost exclusively due to a drop in White contexts. Stability across the integrated contexts ranges from 0 to 72 percent. Latino-White, Black-White, and Latino-Black contexts were the most common form of integration, with Latino-Black contexts remarkably stable (72 percent), and Latino-White and Black-White contexts much less stable (47 percent and 52 percent, respectively).

The author evaluates the factors associated with stable integration versus various patterns of neighborhood change using hierarchical multinomial models. The results demonstrate that net of various metropolitan and neighborhood population and housing characteristics, the most advantaged integrated contexts were the least stable and the most likely to transition to all White contexts. In contrast, the most disadvantaged integrated contexts were the most stable, with those that do change being more likely to transition to predominantly Black or Latino contexts. The final portion of the research assesses differentiation in levels of advantage/disadvantage, employment, crime, and housing inequality across the diverse types of integration in a national sample.



Julia Koschinsky

Dissertation School: University of Illinois, Urbana-Champaign

Dissertation Title: *Modeling Spatial Spillovers From Owner to Rental Housing: The Case of Seattle*

Grant Amount: \$24,957

Abstract: The traditional research question under which conditions subsidized housing generates spillover effects for values of neighboring single-family homes is extended in two ways: (1) By incorporating unsubsidized rental housing in the context of single- and multifamily zoning, and (2) by exploring how far spatial dimensions of the data, research design, and methodology affect the reliability and precision of impact results from state-of-the-art adjusted interrupted-time series/difference-in-difference models. Although these models are widely applied, little systemic research exists that identifies and assesses potentially remaining sources of bias.

A comprehensive dataset was compiled for the city of Seattle, Washington (1987–97), including 52,142 sales records, 302 subsidized project-based and 1,156 tenant-based sites, 369 unsubsidized multifamily apartments, and aerial images. The main substantive finding is that, if rental spillover effects exist, they are generally associated with neighborhood upgrading of lower value microareas. However, this result is very context-sensitive: It only holds for areas in single-family zones, near wealthier neighborhoods, with either higher or lower racial diversity, and without prior subsidy exposure. In contrast, none of the subsidized or unsubsidized rental sites impact prices in multifamily zones. Larger concentrations of vouchers are the only rentals with net negative spillovers in both low-income and high-income areas. Plausible explanations are Seattle’s comprehensive dispersion policies and gentrification, which resulted in a possible net loss of low-income rental housing.

David Madden

Dissertation School: Columbia University

Dissertation Title: *Urbanism in Pieces: Publics and Power in Urban Development*

Grant Amount: \$25,000

Abstract: This dissertation examines the changing nature of urban development since World War II and the role that the public (as both an idea and a participant) plays in the urban development process. It is based on the premise that in order to understand urban development, the public needs to be seen as an empirical question. The public is not a pre-constituted group, nor is the public interest a pre-established goal. Rather, the ways in which planners conceive of the public and the ways in which urbanites act in its name are crucial variables for understanding the outcome of the developmental process. This study therefore will provide data to answer questions such as the following: Historically, what has been imagined as the public in an abstract sense, and how has that image changed? What types of urban knowledge contributed to the social construction of the public? How were these images of the public used to shape the built environment? What groups have acted in the name of the public, and what conflicts have arisen as diverse groups promulgated different versions of the public good? How have our understandings of the public and the public good changed between today and the period of mid-20th century urban renewal?

To answer these questions, the dissertation is an extended case study of the neighborhood historically known as Fulton Ferry or the Navy Yard District, located along the downtown waterfront in Brooklyn, New York. In the high modernist period of the late 1940s and early 1950s, the city built a 10-building public housing project, the Farragut Houses. This was part of a massive slum clearance program that produced an archipelago of public housing that was at one time considered the largest public housing project in the world. Across the street from Farragut, in the 1980s and continuing today, sections of the neighborhood were renamed Dumbo (an acronym for Down Under the Manhattan Bridge Overpass) and are paradigms of post-modernist residential conversion and gentrification. The Farragut Houses and Dumbo sit in juxtaposition as the products of two different modes of development and two different types of housing that reference two radically different conceptions of the public good.

This project researches the history of planning and participation in these sections of downtown Brooklyn. It explores the planning doctrines, the social-scientific expertise, and the goals of community groups that shaped the government-built housing of the industrial period. It traces the economic, social, and technical changes that transformed the area into a post-industrial cityscape marked by stark social and spatial contrasts. And it examines conflicts that arose between tenants, developers, planners, and others. In doing so, it sheds light on the politics of place in the contemporary city and argues for the production of critical urban knowledge that can democratize the process of urban development.



Charles Nier

Dissertation School: Temple University

Dissertation Title: *Tell Them, General, We Are Rising: Credit Discrimination and African-American Homeownership During the Great Migration, 1910–60*

Grant Amount: \$25,000

Abstract: In 2002, the median African-American household had a net worth of \$5,998 whereas the median White family had \$88,651 in net worth, 15 times that of African Americans. Furthermore, scholars have demonstrated that the most important means of accumulating assets is homeownership. In 2003, the African-American homeownership rate was 26.7 percentage points below the White rate. One of the explanations for the enormous racial wealth disparity is the gap in the homeownership rates between White and African-American households.

This dissertation will answer two key questions. First, it will determine whether and how African-American homeownership was impacted by discriminatory access to credit during the time period from post-Emancipation through post-World War II. Second, it will examine the agency demonstrated by African Americans in overcoming such barriers and creating homeownership opportunities by developing indigenous minority financial institutions.

This dissertation explores the topic of homeownership in the African-American community through a Philadelphia case study representative of a major urban center in the North during the Great Migration and:

- Provides background by exploring the central role of land ownership and the historical origins of racial predatory lending in the South following Emancipation.
- Examines the internal dynamics of the African-American community by presenting a social and economic portrait of the migrants arriving in Philadelphia from the South.
- Examines structural discrimination in the credit system and other predatory lending financing that impeded African-American homeownership in the North.
- Explores the historical development and successes of indigenous financial institutions in Philadelphia as a vehicle for creating homeownership opportunities for African Americans.

Evelyn Perry

Dissertation School: Indiana University

Dissertation Title: *Race in Place: Evaluating the Promise of Residential Integration*

Grant Amount: \$24,842

Abstract: Researchers have convincingly demonstrated that in the United States persistent segregation constrains the social mobility of large segments of minority populations, exacerbates tensions in interracial relations, and maintains a profoundly uneven geography of opportunity. Many academics and policymakers, therefore, advocate increased neighborhood racial integration as a policy goal. Social integration is, in turn, a prerequisite for many of the assumed benefits of residential integration, such as resource sharing, improved racial relations, and collaborative community development.

Through a multimethod study of a stably integrated neighborhood in Milwaukee, Wisconsin, this dissertation aims to fill gaps in existing research by examining how living in a diverse community shapes the racial makeup of residents' local social networks qualitatively and quantitatively. It addresses the following research questions:

- How do the social networks of residents vary in their heterogeneity and the perceived utility, meaning, and importance of cross- and same-race ties?
- How do local commercial, civic, service, religious organizations facilitate cross-race social integration and reinforce social segregation?



Charlene Reiss

Dissertation School: North Carolina State University

Dissertation Title: *Measuring Client Participation in Organizational Decisionmaking: A Survey of Agencies Providing Emergency and Temporary Shelter*

Grant Amount: \$25,000

Abstract: This dissertation examines the relationship between organizational structure and client involvement in decisionmaking within agencies providing emergency and temporary shelter for the homeless. For this research, 600 government and nongovernmental agencies providing shelter in three U.S. states will be surveyed about their organizational structures and practices. The data collected will be used to examine the effects of isomorphism on bureaucratic and collectivist structures and policies concerning client participation. Regression analysis will be used to determine the relationship between organizational attributes and increased client involvement.

Increasing client involvement can improve services by closely aligning them with client needs and priorities. For example, drawing on past experiences, clients can suggest new approaches to working with the homeless and identify barriers to using services. Client participation also increases the accountability of agencies by creating transparent processes for decisionmaking. As the users of services, clients are well-situated to determine the quality of programs and can provide a valuable service to society by holding agencies accountable for the use of public resources. Involving clients in organizational decisionmaking can help build self-confidence, teach valuable skills, and allow individuals to advocate on their own behalf. This can enable homeless individuals and families to become active participants in developing services to meet their own needs rather than remaining passive recipients of public benefits.

Yong Jun Shin

Dissertation School: University of Wisconsin-Madison

Dissertation Title: *Interaction Between Urban Politics and Communication Ecology: With the Case of a Local Low-Income Housing Policy*

Grant Amount: \$25,000

Abstract: This dissertation provides a comprehensive investigation on the influences of mass media and Internet-driven network media on low-income housing policy, programming, and civic participation in Madison, Wisconsin. The central argument of this research is that the outcome of local housing policy depends on this complex community/media interaction and has three dimensions:

For the first dimension, in order to identify the present field of local low-income housing, this research will historicize the local low-income housing field through document analysis and qualitative media content analysis. While the overall history of the local low-income housing issues is briefly discussed, multiple stakeholders will be identified, including local government officials, housing developers, nonprofit organizations, and low-income housing advocates through the document analysis and in-depth interviews with the stakeholders. Main local news media reports on low-income housing issues over the past 5 years from 2002 to 2007 will be gathered and coded in matrices, through which major themes will be identified and organized into a comprehensive timeline of policy debates and key decisions.

For the second dimension, two main local newspapers will be investigated as in the first dimension, and the mainstream media's framing of a significant low-income housing issue such as inclusionary zoning policy, will be examined and compared across the media. The news articles will be analyzed for major themes, and the frames will be correlated and mapped with the matrix of key stakeholders through two-mode network analysis. In this dimension, since media will be understood as a main cultural institution that affects the audiences' perception of social issues in certain frames, the two semantic networks from mainstream media will be compared and discussed. In addition, the frames and the key stakeholders' positions will be mapped and compared across the media for assessing the interaction between urban politics and communication ecology centered on low-income housing issues.

The third dimension basically aims to look into local citizens' policy debate through network media. It will gather all discussions of local housing policy from local independent websites and blogs and citizen journalism projects. All reports will be coded to identify major themes and organized into a comprehensive timeline of policy debates and key decisions. Then, the interaction between low-income housing policies and the discussions will be investigated and compared across the media by using social network and semantic network analyses. Finally, this study will compare the coverage in the mainstream and alternative media and demonstrate differences in framing of low-income housing issues and their impacts on housing policy outcomes.



Jenna (Rosie) Tighe

Dissertation School: University of Texas at Austin

Dissertation Title: *Opposition to Affordable Housing: How Perceptions of Race and Poverty Influence Views*

Grant Amount: \$25,000

Abstract: The development of affordable housing often involves a contentious siting process. Advocates, developers, and researchers have long suspected that some of these concerns stem from racial or class prejudice, yet these assumptions have not been measured empirically. This research will examine the roles that perceptions of race and class play in shaping opinions that underlie public opposition to affordable housing. The results will provide advocates, policymakers, developers, and researchers with a more accurate portrayal of affordable housing opposition, thereby facilitating the shaping of a more appropriate response.

Concerns such as loss of property value, increased crime, unsightly design, and poor management are those most often voiced by neighbors when affordable housing is proposed. However, research evidence demonstrates that well-managed housing that fits the scale of the neighborhood seldom produces the negative impacts mentioned above. Despite this evidence, neighborhood opposition continues to be a major barrier to the successful development of affordable housing. This research will field a survey that measures a number of suggested underlying determinants of opposition to affordable housing, focusing on those that have been most widely discussed in the literature: ideology, attitudes toward minorities, and attitudes toward the poor.

This research will increase significantly an understanding of how attitudes toward affordable housing are shaped, leading to a more focused policy approach to equal opportunity for minorities and the poor and a more appropriate response to neighborhood opposition when it arises.

Andrée Tremoulet

Dissertation School: Portland State University

Dissertation Title: *Manufactured Home Park Closures*

Grant Amount: \$25,000

Abstract: Manufactured housing (MH) represents a large but underexamined segment of affordable housing. Nationally, 7.6 percent of all housing units are mobile homes; in Oregon, the percentage is 10.3 percent, according to the 2000 Census. That Census and the Oregon Housing and Community Services suggest that MH in parks constitutes at least 10 percent of the affordable housing available statewide and potentially is the largest source of unsubsidized affordable housing. This case study will describe, analyze, and assess policy responses to manufactured home park closures in Oregon and will address two central questions:

- What state policy solutions were adopted in 2007 to address the closure of manufactured home parks and why?
- How will these policies be likely to impact residents of parks that are closing, affordable housing availability in impacted communities, and the continued viability of this form of housing in the state?

Nested within the larger case study is a comparative analysis of three jurisdictions experiencing park closures. Data sources include key informant interviews; focus groups with residents; review of newspaper, public records, and other documents; observations of public and private meetings to which the researcher has been granted access; public databases such as the annual Oregon Population Survey conducted by the state; and site visits to MH parks.



Anita Zuberi

Dissertation School: Northwestern University

Dissertation Title: *Neighborhood Safety and Moving to Opportunity: Understanding Gender and Life Course Differences Using a Mixed-Methods Approach*

Grant Amount: \$23,796

Abstract: Housing policy for low-income families in the United States has dramatically shifted in the past 2 decades. Lower density mixed-income communities are replacing high-rise public housing developments, and thousands of families are relocating to the private market with rental vouchers. Underlying these policy changes is the notion that living in concentrated poverty neighborhoods has negative effects on families. This dissertation consists of three studies that examine gender and life course differences in perceptions of neighborhood safety as related to neighborhood poverty.

The first study uses data from the interim evaluation of the experimental Moving to Opportunity (MTO) program, which offered public housing residents a chance to move to low-poverty neighborhoods. This study estimates program impacts on exposure to neighborhood danger for children by gender and age and, in contrast to past research, compares neighborhood danger reports for brothers and sisters living in the same family.

The second study compares MTO program impacts for mothers and children on exposure to danger and explores how this translates into perceptions of safety. The study first uses survey data to estimate program impacts on danger exposure for children compared to their mothers. Second, the study uses in-depth qualitative interviews conducted with a subsample of MTO youth and their mothers to explore how exposure to varying levels of danger compares with perceptions of safety.

The third study focuses on how parents' perceptions of neighborhood safety shape children's exposure to neighborhood. Using the nationally representative sample from the child development supplement of the Panel Study of Income Dynamics, this study examines associations between parents' perceptions of neighborhood safety, parental monitoring behavior, and children's activity participation.

CHAPTER 7

EARLY DOCTORAL STUDENT RESEARCH GRANTS

The U.S. Department of Housing and Urban Development (HUD) is empowering a new generation of scholars through its Early Doctoral Student Research Grant (EDSRG) program. HUD's Office of University Partnerships (OUP) administers this program, which enable doctoral students, sponsored by accredited institutions of higher education (IHEs), to cultivate their research skills through the preparation of research manuscripts on policy-relevant housing and urban development issues.

HUD competitively awards one-time grants to doctoral students currently enrolled in accredited programs to fund research studies that may have an impact on federal problem solving and policymaking and that are relevant to HUD's policy priorities and annual goals and objectives.

The EDSRG program is open to pre-candidacy doctoral students who are sponsored by IHEs that are accredited by a national or regional accrediting agency recognized by the U.S. Department of Education. A pre-candidacy doctoral student is eligible to apply for a 1-year grant if he or she:

- Is a U.S. citizen or lawful permanent resident enrolled full-time in an accredited doctoral program.
- Has a major concentration within a field related to housing and urban development.
- Has not taken the preliminary/comprehensive examinations.
- Has completed at least 2 semesters or 3 terms of a doctoral studies program.
- Has an assigned faculty advisor.

Research topics applicable to EDSRG include:

- Increasing homeownership opportunities.
- Promoting decent affordable housing.
- Ensuring equal opportunity in housing.
- Embracing high standards of ethics, management, and accountability.
- Promoting participation of faith-based and community organizations.

HUD welcomes applications from students in any academic discipline who can provide policy-relevant insight on research issues encompassing HUD's mission and program commitments. Past awardees have represented a wide range of disciplines, including:

- Architecture.
- Planning.

- Anthropology.
- Sociology.
- Social work.
- History.
- Economics.
- Political science.
- Public policy.

For more information about OUP's EDSRG program, visit www.oup.org or contact:

Susan Brunson
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Courtney Cronley

Dissertation School: University of Tennessee

Dissertation Title: *Assessing the Relationship Between Organizational Culture and Technology Utilization Among Homeless Service Providers*

Grant Amount: \$15,000

Abstract: In its 2005 Annual Homeless Assessment Report, HUD reported that 754,000 persons are staying in emergency shelters, transitional housing, or on the street on any given night in the United States. HUD has recently introduced homeless management information systems (HMIS) as a new tool for collecting more consistent and thorough data on the nature of homelessness and improving coordinated service provision to the homeless.

This research conducts a pilot study examining how the culture of agencies relates to HMIS utilization among homeless service providers. Specifically, it hypothesizes the following:

- Organizational culture is related to the consistency and comprehensiveness with which homeless service providers use the HMIS.
- Homeless service providers with more proficient and less resistant cultures are more likely to utilize HMIS consistently and comprehensively.

This study will assess organizational culture and HMIS utilization among the 12 homeless service providers in the Knoxville Continuum of Care. It will use a cross-sectional survey of staff members to assess agency social context, and data available in the HMIS to assess HMIS utilization by agency. The findings will supply policymakers, practitioners, and academics with new information about how to improve technology utilization and maximize use of HMIS as a tool of practice for improving homeless service provision.



Elizabeth Holt

Dissertation School: Tulane University

Dissertation Title: *Housing Conditions and Health: An Evaluation of the Impact of Residents' Health Knowledge*

Grant Amount: \$15,000

Abstract: A growing body of literature suggests that poor housing conditions are related to adverse health outcomes such as asthma symptoms, lead poisoning, injury, and infectious disease transmission. Rates of asthma morbidity and mortality and the percentage of children with elevated blood lead levels are disproportionately high in urban centers, particularly among minority youth. The most common sources of lead exposure for children are lead paint in older, dilapidated housing and lead-contaminated dust and soil.

This study proposes to assess whether higher levels of health knowledge are associated with reduced environmental hazards and improved health outcomes among children living in inner-city New Orleans. Data for the proposed analysis will come from the HUD-funded New Orleans Healthy Homes Initiative, a 12-month randomized controlled trial of home-based environmental and educational interventions aimed at improving asthma and lead health outcomes among inner-city youth. Through analysis of existing data, this study will examine whether:

- Baseline levels of lead- and asthma-related health knowledge are low in this population compared to other populations.
- Higher levels of lead- and asthma-related health knowledge are associated with higher socioeconomic status, exposure to health education, and preventive behavior.
- Higher levels of lead- and asthma-related health knowledge are associated with a lower burden of environmental health triggers in the home, such as allergens, lead, and environmental tobacco smoke.
- Higher levels of lead- and asthma-related health knowledge are associated with lower blood lead levels and fewer asthma exacerbations.

William Larson

Dissertation School: George Washington University

Dissertation Title: *Estimating Differences Across Cities and Household Types in the Effects of Housing Vouchers on the Welfare and Housing Choices of Recipients*

Grant Amount: \$14,700

Abstract: This research will be a definitive study on how housing vouchers affect consumption behavior across different types of low-income households. Income and price elasticities of demand for housing appear to vary across different types of households, especially in the number of dependents and marital, retirement, and disability status of the inhabitants. It is also possible that income and price elasticities differ across cities. This means that the effects and effectiveness of housing vouchers will tend to vary in the population and across housing markets. This project will use available data to estimate income and price elasticities to understand and predict the differential effects of housing voucher subsidies within the population and across cities.

The required analysis will be performed using three HUD's Longitudinal Occupancy Demography Income and Consumer Satisfaction Survey databases to first construct Metropolitan Statistical Area-level price indices, and then to estimate structural demand parameters. A battery of elasticity estimates and standard errors using the parameter estimates acquired from the demand equation will be obtained. These elasticity estimates show which types of households would increase their housing consumption the most in response to receiving Section 8 vouchers and evaluate geographic variation across cities. This will help to evaluate and understand differences in performance of voucher programs across areas where both housing market conditions and the characteristics of households vary.



Stephanie Moulton

Dissertation School: Indiana University

Dissertation Title: *Targeting the Underserved: An Evaluation of State MRB Programs*

Grant Amount: \$14,413

Abstract: Due to changes in mortgage lending over the past few decades, the underserved homebuyer today is a highly targeted individual with substantial credit and income needs. Research suggests that many of these underserved borrowers are predominantly being served by subprime and often predatory lenders.

Mortgage Revenue Bond (MRB) programs, administered predominantly by state housing finance agencies, are tax-subsidy initiatives designed to facilitate low-income homeownership. In 2005 alone, \$9.8 billion was generated through the sale of tax-exempt mortgage revenue bonds by state housing finance agencies, according to the National Council of State Housing Finance Agencies. These bonds subsidized roughly 90,000 home purchases by low-income borrowers across the United States and the largest federal tax expenditure benefiting low-income homebuyers. Previous research, while outdated, is skeptical about the ability of MRB programs to serve a targeted low-income population. Unfortunately, there is no current research on the ability of the MRB program to serve the mortgage needs of the current “underserved” low-income population.

This manuscript will address this research gap through an empirical evaluation of state-administered MRB programs, examining factors contributing to variation in the types of borrowers served and outcomes of borrowers over time.

- What types of borrowers participate in the MRB program?
- To what extent do originating lender and implementation characteristics contribute to the participation of “highly targeted” borrowers?
- What individual and institutional factors influence MRB borrower mortgage payment performance?

Based on a comprehensive literature review and preliminary analysis of the data, it is hypothesized that variations in originating lender and implementation characteristics contribute significantly to the ability of the MRB program to serve targeted borrowers.



Richard J. Smith

Dissertation School: University of California, Berkeley

Dissertation Title: *Immigration, Minority Businesses, and Spatial Mismatch in HUD Renewal Communities, Empowerment Zones, and Enterprise Communities*

Grant Amount: \$15,000

Abstract: Has community economic development planning in HUD programs kept up with changes in immigration patterns? This study will describe immigration dynamics in HUD's Renewal Community, Empowerment Zone, and Enterprise Community (RC/EZ/EC) programs and identify ways to integrate immigrant-owned businesses with the services they need for growth. It will identify changes in minority-owned businesses, jobs, and spatial mismatch in RC/EZ/ECs in the context of immigration and will identify case studies describing ongoing planning efforts for immigrant economic development.

Federal urban development policy in the 20th century had three major waves of place-based initiatives to address the decline of inner cities. First, urban renewal in the 1950s improved infrastructure but was criticized by displaced residents. Second, the Model Cities program and other antipoverty initiatives of the 1960s allowed inner-city residents to design and control federal redevelopment funds with participation of faith- and community-based organizations. Finally, in the 1980s, while HUD focused on housing vouchers and urban development action grants, states experimented with business tax incentive areas called enterprise zones. HUD's emphasis on place-based initiatives returned in the 1990s with the EZ/EC initiative. This married the community-based grant focus with tax incentives for businesses.

This study will determine if immigrants have been replacing native-born persons in RC/EZ/ECs and will seek evidence of the programs' effect on rates of entrepreneurship among immigrants. Next, the study will examine if minority-owned businesses have higher rates of formation and survival inside the RC/EZ/ECs, compared to areas outside these zones. The dissertation will close with implications for entrepreneurship, theory, and policy.



Hannah Thomas

Dissertation School: Brandeis University

Dissertation School: *How Did I Get to Foreclosure? A Qualitative Study of the Processes Leading to Foreclosure*

Grant Amount: \$13,580

Abstract: This research specifically asks why it is that homeowners who are in financial trouble do not decide to dispose of their homes at an earlier point. Economists have proposed two possible reasons why borrowers do not dispose of their home earlier. The first is that a borrower with a house in negative equity will be unable to sell the house. The second, proposed by economists Christopher Mayer and Todd Sinai in 2007, is that humans tend to steer away from acknowledging a negative loss if there is a chance that they will be able to avoid the loss altogether. This dissertation suggests that a third and very important psychosocial reason has been ignored in the foreclosure literature to date: the role of meanings of home. The author proposes that the meanings associated with the home impact the decision-making process to stay in or leave the house, resulting in a household continuing to make mortgage payments even after it stops making financial sense to do so. Foreclosure prevention programs, homeownership education programs, financial regulators, and lenders must understand this decision-making process as they attempt to respond to spiraling foreclosure rates across the country.

This paper is based on a series of indepth interviews with borrowers entering the city of Boston's foreclosure prevention initiative, a comparison group of Boston homeowners not in foreclosure, and borrowers from the city of Lawrence who are in foreclosure.

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