

**UC - HBCU**

**Historically Black Colleges and Universities**

To assist Historically Black Colleges and Universities expand their role and effectiveness in addressing community development needs in their localities including revitalization, housing and economic development, principally for persons of low-and moderate-income.

**Need Statements**

There is a need for HBCUs to utilize the skills and talents available at their institutions to assist communities in undertaking community and economic development activities which benefit low- and moderate-income persons.

There is a need for HBCUs to utilize the skills and talents available at their institutions to assist communities in undertaking community and economic development activities which aid in the prevention or elimination of slums and blight.

There is a need for HBCUs to utilize the skills and talents available at their institutions to assist communities in undertaking community and economic development activities which meet urgent community development needs that pose a serious and imminent threat to the health and welfare of the community when other financial resources are not available.

**Activities and Outputs**

Acquisition of real property	Properties
Administrative planning	Plans completed
Adopt health fitness plan	Persons
Adult literacy training	Persons
Build incubator spaces	Spaces
Business opportunities-Other – Businesses	Businesses
Business opportunities-Other – Dollars	Dollars
Business opportunities-Section 3 – Businesses	Businesses
Business opportunities-Section 3 – Dollars	Dollars
Child Care	Children
Clearance and demolition	Properties
Conduct health fairs	Activities
Construction of office complex	Construction
Create jobs	Jobs
Credit repair	Persons
Crime Prevention	None
Development of elderly rental housing	Units
Direct homeownership/down payment assistance	Persons
Drug Abuse Prevention	None
Employment Assistance	Persons
Employment opportunities-Other – Available jobs	Available jobs
Employment opportunities-Other – Persons	Persons
Employment opportunities-Section 3 – Available jobs	Available jobs
Employment opportunities-Section 3 – Persons	Persons
Energy Conservation	None
Equip firms with incubators	Businesses
Establish health/fitness plan	Plans
Establishment Community Development Corp. (CDC)	CDC
Fair Housing Counseling	Persons
Financial assistance for <u>establishment</u> of Micro-enterprises	Micro-enterprises
Financial assistance for <u>expansion</u> of Micro-enterprises	Micro-enterprises
Financial assistance for <u>stabilization</u> of Micro-enterprises	Micro-enterprises
GED training	Persons
Health screening	Persons
Homeownership training/counseling	Persons
Job placement training	Persons
Lead-based Paint Hazard Evaluation	Inspections
Lead-based Paint Hazard Reduction	Units
Leadership training/workshops	Workshops
Life skills training	Persons

## HUD Master Models (2007)

*Historically Black Colleges and Universities*

Literacy training	Persons
Public facilities Improvements	Facilities
Recreational Needs	None
Rehabilitate commercial properties	Properties
Rehabilitation of commercial facilities	Facilities
Rehabilitation of residential structures	Properties
Rehabilitation of Residential Structures	Units
Revolving loan fund	Persons
Site development & construction	Units
TA for <u>establishment</u> of Micro-enterprises	Micro-enterprises
TA for <u>expansion</u> of Micro-enterprises	Micro-enterprises
TA for <u>stabilization</u> of Micro-enterprises	Micro-enterprises
Technical assistance training workshops	Workshops
Training Opportunities-Other	Persons
Training Opportunities-Section 3 – Persons	Persons
Tutoring/Mentoring	Persons
Vocational training	Persons
Other	Other

### ***Outcomes and Indicators***

Awarded home maintenance grants	Persons
Business opportunities-Other – Businesses	Businesses
Business opportunities-Other – Dollars	Dollars
Business opportunities-Section 3 – Businesses	Businesses
Business opportunities-Section 3 – Dollars	Dollars
Businesses leave incubator for business locations	Micro-enterprises
CDBG eco. dev. programs provided to comm. CDBG programs	CDBG programs
Counseling and Job training	Students
Employment opportunities-Other – Available jobs	Available jobs
Employment opportunities-Other – Persons	Persons
Employment opportunities-Section 3 – Available jobs	Available jobs
Employment opportunities-Section 3 – Persons	Persons
GED training	Persons
Homeless placed permanent housing	Persons
Homes made lead safe	Lead safe units
Homes rehabilitated	Rehabilitated units
Homes renovated	Renovated units
Improved public facilities	Public Facilities
Increase GPA	Students
Jobs maintained	Jobs
Low/moderate-income persons who purchased new home	Persons
Low/moderate-income persons who purchased renovated	Renovated units
Micro enterprises-expanded as a result of financial assistance	Micro-enterprises
Micro-enterprises-established as a result of financial assistance	Micro-enterprises
Micro-enterprises-established as a result TA	Micro-enterprises
Micro-enterprises-expanded as a result of TA	Micro-enterprises
Micro-enterprises-stabilized as a result of financial assistance	Micro-enterprises
Micro-enterprises-stabilized as a result of TA	Micro-enterprises
Mortgage ready	Persons
New affordable housing units	Units
New businesses incubated	Micro-enterprises
New jobs as result of new businesses	Jobs
New minority businesses	Micro-enterprises
Number of homes renovated	Units
Persons complete IDA program	Persons
Received direct homeownership assistance	Persons
Recreational needs	None
Training Opportunities-Other	Persons
Training Opportunities-Section 3 – Persons	Persons
Using the improved facilities for the first time	Persons

Other	Other
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## **Measurement Tools**

<b>A. Tools to Track Outputs and Outcomes</b>
Bank accounts
Construction log
Database
Enforcement log
Financial aid log
Intake log
Interviews
Mgt. Info. System-automated
Mgt. Info. System-manual
Outcome scale(s)
Phone log
Plans
Pre-post tests
Post tests
Program specific form(s)
Questionnaire
Recruitment log
Survey
Technical assistance log
Time sheets
Other
<b>B. Where Data are Maintained</b>
Agency database
Centralized database
Individual case records
Local precinct
Public database
School
Specialized database
Tax Assessor database
Training center
Other
<b>C. Source of Data</b>
Audit report
Business licenses
Certificate of Occupancy
Code violation reports
Counseling reports
Employment records
Engineering reports
Environmental reports
Escrow accounts
Financial reports
GED certification/diploma
Health records
Inspection results
Lease agreements
Legal documents
Loan monitoring reports

## HUD Master Models (2007)

Historically Black Colleges and Universities

Mortgage documents
Payment vouchers
Permits issued
Placements
Progress reports
Referrals
Sale documents
Site reports
Statistics
Tax assessments
Testing results
Waiting lists
Work plan reports
Other
<b>D. Frequency of Data Collection</b>
Daily
Weekly
Monthly
Quarterly
Biannually
Annually
Upon incident
Other
<b>E. Process of Collection and Reporting</b>
Computer spreadsheets
Flat file database
Manual tallies
Relational database
Statistical database
Other

**Evaluation Process – These are standard requirements that HUD will expect every program manager receiving a grant to do as part of their project management.**

- An evaluation process will be part of the on-going management of the program.
- Comparisons will be made between projected and actual numbers for both outputs and outcomes.
- Deviations from projected outputs and outcomes will be documented and explained.
- Analysis of data to determine the relationship of outputs to outcomes; what outputs produce which outcomes.

**HUD Will Use The Following Questions To Evaluate Your Program**

1. How many new jobs were created as result of new businesses?
2. How many persons purchased a home?
3. How many homes were made lead safe?
4. How many students increased their GPA?
5. How many students acquired marketable skills?
6. How many students received their GED?
7. How many families acquired a home maintenance grant?
8. How many Micro-enterprises were established as a result of technical assistance?
9. How many Micro-enterprises were stabilized as a result of technical assistance?
10. How many Micro-enterprises were expanded as a result of technical assistance?
11. How many Micro-enterprises were established as a result of financial assistance?
12. How many Micro-enterprises were stabilized as a result of financial assistance?
13. How many Micro-enterprises were expanded as a result of financial assistance?
14. How many new affordable housing units were built?
15. How many new businesses were created?
16. How many high school students are expected to pursue post-secondary education?

**Carter-Richmond Methodology**

The above Management Questions developed for your program are based on the Carter-Richmond Methodology<sup>1</sup>. A description of the Carter-Richmond Methodology appears in the General Section of the NOFA.

1© The Accountable Agency – How to Evaluate the Effectiveness of Public and Private Programs,” Reginald Carter, ISBN Number 9780978724924.