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ABSTRACT

The Campus of Learners Initiative is one of a series of programs developed by the U.S. Department of Housing and Urban Development (HUD) to empower people and communities by encouraging citizens to work together to create jobs and economic opportunities. This booklet describes the initiative and tells potential participants what they need to do to earn the Campus of Learners designation. HUD will designate between 15 and 20 Campus of Learning sites. Designations will be awarded to public housing agencies (PHAs) that prepare creative strategic plans to provide residents with education, job training, and employment opportunities involving computer and telecommunications technology through a college campus-style setting. Key principles of the initiative are: (1) strategic vision for change; (2) economic opportunities for residents; (3) education, training, and access to technology; and (4) community-based partnerships. A number of activities may be undertaken by Campus of Learning projects. HUD will provide substantive support and technical assistance that will augment the investments the community makes. This support will include waivers and allowances, technical assistance, private sector contributions, and the opportunity to use HUD capital funding. What to include when requesting Campus of Learning designation is specified. An appendix describes five partnership-operated job training programs in existence. (SLD)

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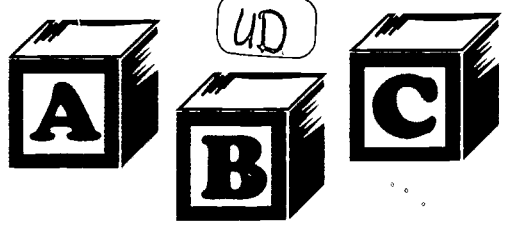


# Campus of Learners

*Learners*

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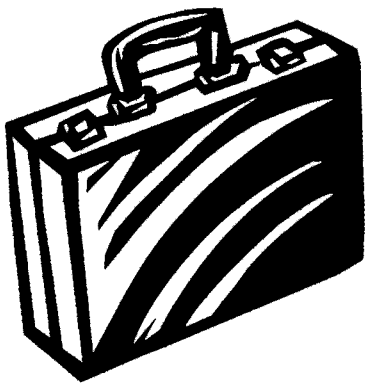

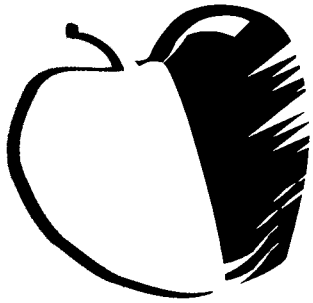

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U.S. Department of Housing and Urban Development

DESIGNATION KIT

The information collection requirements contained in this Designation Kit have been approved by the Office of Management and Budget in accordance with the Paperwork Reduction Act of 1995 (44 U.S.C. 3501–3520) and OMB control number 2577–0207, which expires June 24, 1996. An agency may not conduct or sponsor and a person is not required to respond to a collection of information unless the collection displays a valid control number.

# CAMPUS OF LEARNERS: Bringing Education and Computer Technology to Public Housing Communities

**Submissions Due: May 29, 1996**

**U.S. Department of Housing and Urban Development**
**Office of Public and Indian Housing**
**Kevin E. Marchman**
**Acting Assistant Secretary**
**451 Seventh Street SW.**
**Washington, DC 20410**

**April 1996**

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**U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT**
**THE SECRETARY**
WASHINGTON, D.C. 20410–0001
**March 1996**

Dear Colleague:

The U.S. Department of Housing and Urban Development (HUD) has begun a series of nationwide initiatives to empower people and communities by encouraging Americans to work together to create jobs and economic opportunities. Campus of Learners is one of those initiatives. Campus of Learners will transform public housing into safe and livable communities where families undertake training in new technology and telecommunications, and partake in educational opportunities and job training initiatives. These opportunities will enable lower income Americans living in public housing to become productive participants in America's marketplace of economic opportunity and telecommunications innovation.

To accomplish these goals, in addition to creating jobs, we must strive to ensure that all persons able and willing to work have the appropriate education and training to compete in the increasingly complex and competitive workplace. One component of these initiatives is HUD's commitment to expand residents' access to education, job training, and support services that help them compete in the workplace and promote self-sufficiency as we move toward the 21st century.

The Campus of Learners initiative is also about creating "community" through changes and enhancements to public housing and living environments around these developments. Indeed, too many public housing highrises have become vacant shells. In many cases, HUD is tearing down these relics and replacing them with housing that is safer and less dense and that blends into the community. As we build these new places, we must place a premium on their architectural and physical dimensions. We want to encourage better human relations through the architecture of community.

These goals are ambitious. During the latter half of this century, we have experienced tremendous technological changes that affect how and where we work and live. If we are to adapt to these changes and succeed in today's workplace in this new information era, we must learn quickly. We must take this message to all so that they may have the knowledge and tools to be successful in the competitive job market that is increasingly education- and computer-oriented. For these reasons, we want to make sure that residents of public housing communities across the Nation have greater access to education, vocational training, or job training with computer or telecommunications technology.

Sincerely,

Henry G. Cisneros

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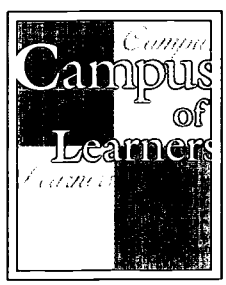
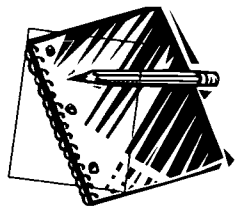


# Creating a Campus of Learners:

*Bringing Education and Computer Technology to Public Housing Communities*



## The Campus of Learners Initiative

On August 29, 1995, Secretary of Housing and Urban Development Henry Cisneros announced the exciting new concept, "Campus of Learners," and challenged public housing authorities (PHAs) across the Nation to join HUD in transforming public housing communities into learning environments. Secretary Cisneros has moved quickly to make this innovation a reality. On October 24, 1995, he convened a day-long conference in Washington, D.C., to focus on HUD's Campus of Learners initiative. PHA officials, mayors, city managers, and private-sector partners and educational institutions from across the Nation were invited.

During the past 3 years, Secretary Cisneros has encouraged PHAs across the Nation to develop innovative ways of reinventing public housing. The Campus of Learners initiative is designed to do just that.

Under this program, HUD will designate between 15 and 20 Campus of Learners sites. Designations will be awarded to PHAs that prepare creative strategic plans to provide residents with education, job training, and employment opportunities involving computer and telecommunications technology through a college campus-style setting.

The initiative is designed to transform public housing into safe and livable communities where families undertake training in new telecommunications and computer technology and partake in educational opportunities and job training initiatives with local businesses.

Computer technology can contribute to youth education as well as adult job training initiatives. It enhances student achievement and the professional development of residents looking to become competitive in the job market.

Comprehensive training, education, and supportive services, coupled with telecommunications technology, can help develop the vital career skills necessary to compete in the economy of the 21st century. By providing this training, the initiative supports local economic development efforts aimed at smoothing the transition from dependency to self-sufficiency for public housing communities.

The Campus of Learners concept is modeled after several creative computer- and education-oriented programs that visionary PHAs have initiated across the Nation. See appendix A for descriptions of Campuses of Learners already under way.

The Campus of Learners initiative requires you to rethink the role of the local PHA in your community and how it can be a catalyst for public housing residents to transform their lives. This designation kit explains the Campus of Learners

concept, who is eligible for this initiative, what your strategic plan should address, the criteria that will be used to evaluate your submission, and the designation process.

## What is a Campus of Learners?

The Campus of Learners initiative is designed to provide residents with an opportunity to live in a college campus-like setting that is focused on learning. As a condition of living on campus (in the community), residents will agree to enroll in an education program involving computer technology, job training, and comprehensive education and support services. Residents of public housing communities will succeed in becoming self-reliant if they receive assistance in obtaining comprehensive training, education, and support services and if they receive help with finding gainful employment.

Offering youth and adult residents education and training with computers and more advanced technology is needed to impart invaluable skills. However, the acquisition of technology will not be enough. Computer and telecommunications education and job training skills can be tools for improving learning and employment prospects if these skills are an integral part of a comprehensive, long-term education program similar to a college education that lasts between 3 and 5 years. A comprehensive, structured education program, coupled with computer training, provides skills that can improve and change the lives of residents.

Although transition to private-sector housing is a goal of the Campus of Learners initiative, it is not a fixed mandate. It is envisioned that upon completion of the Campus of Learners program experience, successful participants could move to such private housing or to other public housing.

Campus of Learners programs should clearly focus on offering education and job training that is applicable and appropriate for addressing the needs of residents. These programs may enhance learning opportunities for the youth and improve the employment prospects for adults. Each effort should be linked to the educational and employment needs of youth and adult residents as well as the potential job opportunities that may be available in the community and the Nation's rapidly changing economy.

## Goals of the Initiative

The mission of the initiative is to transform selected public housing developments in cities across the Nation from places of economic and social isolation to campuses where every resident can pursue education opportunities. Every resident living in campus (public) housing would be in an education-oriented curriculum. The goals of the initiative, which parallel the goals of the Clinton administration's domestic agenda, are as follows:

- ✓ To establish centers of education, where residents are admitted to a Campus of Learners based on their willingness to participate in an education program of some kind.
- ✓ To replace the isolation that fosters permanent dependence with the connections that encourage self-sufficiency.
- ✓ To inject an education ethic into inner-city communities.
- ✓ To equip residents with the education and computer skills necessary to compete for new jobs.
- ✓ To change the perception of public housing as a dead end to a platform or launching pad for an independent life.

## Key Principles of the Initiative

The framework of the Campus of Learners program is embodied in the following key principles. As you prepare your submission, you should be guided by these elements.

**Strategic vision for change.** A vision for change describes what you want your public housing community to become—a safe and attractive community where residents live like university students and take classes in a variety of courses, including computer skills, that are vital for them to succeed in today's workplace.

The Campus of Learners initiative can be a success only if it begins with a clear definition of the educational and training needs of residents as well as the challenges that confront them in obtaining gainful employment. Providing only computer skills may not be adequate for all residents. Some may need an array of support services and assistance with basic education before moving on to more involved education and training. For example, some persons may need to earn a general equivalency diploma (GED).

Education programs should be offered to residents of all ages, ranging from developmental day care for young children to self-improvement classes for the elderly.

Each potential Campus of Learners designee is encouraged to think boldly and to develop ambitious plans. We hope that you will enthusiastically build a comprehensive strategy for addressing the needs of residents.

**Economic opportunities for residents.** The first priority in helping residents of public housing move toward self-sufficiency is to create economic opportunities—to help residents obtain jobs. Creating jobs and helping residents obtain gainful employment in the community provide the foundation for residents to become self-reliant and for the community to revitalize itself. Entrepreneurial training or business development initiatives and job training initiatives are other key elements for providing economic opportunities.

**Education, training, and access to technology.** Residents who have been provided with educational training as well as computer and telecommunications skills will be better equipped to compete in the mainstream job market that is becoming more complex as we move toward the 21st century. It is essential that PHAs tap into private- and public-sector resources to provide job training, education, and employment opportunities to residents in the public housing developments.

**Community-based partnerships.** Providing education, job training, supportive services, and employment opportunities to help residents become self-reliant should begin with broad participation from many segments of a community. These participants include school districts, community colleges and universities, businesses, foundations, social service agencies, religious organizations, and other community-based organizations. Also, the residents themselves are critical partners in this economic development and educational initiative.

Communities that work together are the communities that can rise together. Communities cannot help residents succeed with only public resources. Private and nonprofit *support* and *involvement* are critical to the success of the Campus of Learners initiative. Through creative partnerships, the Campus of Learners initiative will transform public housing developments from places that are often physically, socially, and economically separated from mainstream society into electronic and education campuses.

## Campus of Learners Activities

The activities that may be undertaken by a Campus of Learners are as follows:

**Building physical campuses for learning and living.** Identifiable campuses must be built from areas that are now only "projects." New models of living environments that integrate schools, parks, community colleges, and universities must be created. PHAs should use architecture, landscaping, fencing, and access points to build livable neighborhood-style developments and replace the traditional street system.

**Integrating area schools into Campuses of Learners.** Schools must be physically incorporated in the campus plan to ensure access and security. PHAs will work with local school districts in curriculum development, parent-teacher relationships, afterschool activities, adult education classes, and parent involvement.

**Collaborating with universities.** The Campus of Learners should harness the resources of universities, vocational or technical institutes, and colleges through specialized education and technology classes. Computer hookups, mentoring programs, and student-supported housing in the development can be shared. Some faculty members should be invited to live on campus and act as academic advisors.

**Providing access to technology.** Every unit in the Campus of Learners site should be equipped for today's technology. Computer laboratory sites on campus will be available for computer classes, language skills, life skills training, and GED classes and will accommodate the schedules of children, the elderly, and working fathers and mothers.

**Encouraging private-sector and corporate sponsorship.** Corporate sponsorship of the local Campus of Learners sites is key. PHAs must build partnerships to provide internships, job training and employment opportunities, mentoring for children and adults, telecommunications resources, afterschool youth sports, apprenticeship programs for youth, and job training positions for adults.

**Providing education and learning for residents of all ages.** Enrolling in an education program of some kind will be a requirement to live on campus. All residents—children, adults, and senior citizens—will have access to education in nearby schools and campus education centers.

**Fostering employment opportunities.** PHAs must collaborate with local businesses for job placement and opportunities for residents who complete adult education training, computer programs, or other programs.

**Creating safe communities.** Apartments and living centers must be designed with an emphasis on safety and limited access. The boundaries of public housing should be extended to nearby schools, community colleges, and universities.

**Changing the psychology of public housing as a permanent residence.** The Campus of Learners must emphasize the importance of inner-city education and job training as critical rungs in the ladder of economic opportunity. Churches, businesses, and volunteer organizations will establish strong mentoring and leadership networks.

These activities are critical to implementing a Campus of Learners. Other activities may be conducted to help you achieve your vision for change in your community.

# Who Should Seek a Designation?

*Becoming a Campus of Learners*

## • Eligible Partnerships •

This designation kit should be used by PHAs and partner organizations to seek a Campus of Learners designation through HUD's Office of Public and Indian Housing. It is unlikely that any individual PHA has the expertise or resources to establish a Campus of Learners by itself. PHAs should plan to establish a partnership, or consortium, that includes telecommunications industry representatives, public housing families, local educational agencies, institutions of higher learning, religious organizations, nonprofit community-based organizations, and/or other eligible organizations or private-sector entities. These partners will help PHAs offer education, comprehensive support services, job training, and employment opportunities in the computer and advanced telecommunications industry. This training and technology will help residents compete in the job market and move toward self-reliance and beyond public housing.

Each submission by a PHA should reflect these partnerships with a local college or university and computer or telecommunications firms. The preparation of the submission must be a *collaborative* effort. Input from the other partners with appropriate resources to address the needs of community residents participating in the Campus of Learners initiative is critical to the planning process.

The team of partners affiliated with this initiative should be involved continually, from the initial planning phase through its implementation. Active participation of teachers, residents and resident organizations, and representatives from the telecommunications industry will contribute to the success of the program. State education agencies, institutions of higher learning, computer industry firms, entertainment producers, software developers and hardware manufacturers, religious organizations, libraries and museums, community centers and local businesses, and others should play a role in offering education as well as telecommunications and computer skills to residents living in Campus of Learners communities.

Campus of Learners partners are expected to make substantial commitments to provide computer equipment (both hardware and software), technical support, training and education services, and any other activities that may be associated with providing computer and telecommunications technology services. The projected contributions of partners and plans to obtain future support should be realistic and credible. In each submission, the specific contributions of Campus of Learners partners should be identified and documented. See "The Designation Process" for more information on eligibility requirements.

Interested PHAs should consider the implications of the Campus of Learners initiative on a developmentwide basis. The campuses should be distinct from other developments in several regards: the campus physical boundaries; use of space on the campus; the availability of technology to all residents through the wiring of telecommunications lines in all units; the broad range of educational opportunities offered to children and adults; and the requirement for all residents to be enrolled in a structured, long-term education and/or job training program.

## Benefits of the Campus of Learners Designation

The Campus of Learners initiative is not a typical public housing program. HUD intends to provide substantive support and technical assistance that will augment the investments your community makes to create a new education and economic development strategy that will help residents become self-sufficient. We want to provide support to bring a Campus of Learners to your community. PHAs that seek the designation and are selected will be eligible for a package of benefits including:

✓ Expedited waiver review and allowance. Waivers for eligible costs associated with the Campus of Learners mean real dollars for PHAs. HUD will allow PHAs with a campus to use modernization and other funds for activities associated with the campus.

✓ Campus assistance teams. These teams will provide ongoing, multidisciplinary technical assistance in the form of campus consultants to help with computer development and training, design, school and university partnerships, and job training and employment linkages.

✓ Commitments secured by the PHA and its partners from private-sector telecommunications and other private-sector companies. These commitments could come in the form of in-kind services, where telecommunications companies wire campus community centers for computers. The partnership could also seek private-sector employment options for campus residents upon graduation.

✓ The opportunity to utilize HUD capital funding for Campus of Learners activities.

In addition, PHAs and residents benefit by:

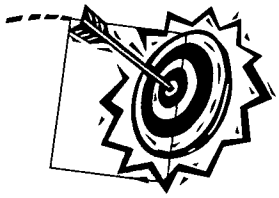
✓ Assessing the education and training needs of residents and their career interests in order to help residents improve their job prospects and move toward full employment and self-sufficiency.

✓ Building partnerships with institutions of higher learning, community-based organizations, and the business community. PHAs will assemble a team to help develop an economic development strategy to address the education, training, and employment needs of residents.

Campus of Learners partners may draw on other appropriate sources of support at the national, State, or local level. These sources may include foundation grants, philanthropic contributions, and grants or contracts from other Government programs.

# The Strategic Plan:

## *Developing a Campus of Learners*



The key to the successful implementation of any initiative or program is planning. Your plan for developing a Campus of Learners, called the strategic plan, is the cornerstone of your program. The plan will present your vision of where you want to go and how you will get there. A written narrative documenting your plan will form the basis for your submission seeking designation.

This plan should be comprehensive in scope. The plan should be visionary and innovative—in creatively meeting the needs of residents in a way that taps into the natural assets of the community. It will outline the investments your community is willing to make to provide job training, education, and employment opportunities linked to computer and telecommunications technology, in addition to the comprehensive support services residents need to help them move to self-sufficiency outside public housing.

The plan must be a cooperative effort. HUD understands that any individual PHA is not likely to have the expertise or resources to establish a Campus of Learners by itself. To achieve your vision of building a college campus-like educational setting for residents, partnerships with the telecommunications industry and institutions of higher learning must be established. Each program should include a local college or university as a strong partner.

### • Key Principles •

Your strategic plan should be guided by the four equally important key principles of the Campus of Learners initiative, as outlined below.

**Strategic vision for change.** Your description of your strategic vision should include the following elements:

✓ Definition of the education, job training, employment, and supportive service needs of the residents who will participate in the Campus of Learners.

✓ Your comprehensive strategy to address these needs.

✓ The extent of physical design changes needed in the housing community to implement your strategy.

✓ The methods that will be available for residents to access technology from within the residential units or at nearby community centers.

**Economic opportunities for residents.** To help residents move to self-sufficiency, the Campus of Learners must provide economic opportunities both within and outside the community. The strategic plan should describe how the residents will:

- ✓ Be educated and trained.
- ✓ Receive assistance and family support to become economically self-sufficient.
- ✓ Be linked with local institutions of higher learning.
- ✓ Receive job training and employment opportunities through partnerships with telecommunications and computer companies.
- ✓ Be assured improved access to employment opportunities when they graduate through the Campus of Learners.

**Education and training.** The Campus of Learners must tap into public- and private-sector resources to provide education and training opportunities. The strategic plan should describe:

- ✓ The type of training and education that local colleges, universities, and computer industry businesses will offer residents.
- ✓ The ability of the Campus of Learners to implement and enforce resident participation in the education and training programs offered.

**Community-based partnerships.** A Campus of Learners needs a wide range of community support to succeed. The strategic plan should identify:

- ✓ The level of commitment by local schools and universities.
- ✓ The extent of participation by local government and by the private sector, including businesses, community-based organizations, and religious organizations.

## The Strategic Planning Process

Certain steps are necessary for an effective planning process. The steps outlined on the following pages will help you plan for developing a successful Campus of Learners. Your written submission should provide information on each of these steps. The narrative should be organized according to these steps, using the following headings: Key Partners, Community Needs Assessment, Vision for the Campus of Learners, Goals, Planned Activities, Private Resources, Use of Government Resources, Government Involvement Needed, Implementation Steps, and Evaluation. More detailed instructions for including the strategic plan as part of your submission are explained in "The Designation Process" on page 13.

### Step ①

**Identify the key partners committed to implementing the Campus of Learners.**

- ✓ Indicate and briefly describe the specific groups, organizations, and individuals that participated in developing the plan. Also, describe the history of these groups, organizations, and individuals in the community.
- ✓ Explain how these participants were selected and what role they will play in the creation, development, and future implementation of your plan.
- ✓ Provide evidence that the key participants have the capacity and intent to implement the plan.

## Step ②

### Assess your community's needs.

✓ Provide a description of the educational, training, and supportive service needs of residents.

✓ Describe the barriers to employment faced by the residents.

## Step ③

### Describe the overall vision for developing the Campus of Learners.

✓ Provide a brief explanation of your vision for a Campus of Learners.

✓ Explain how your vision addresses the key principles and activities of a Campus of Learners.

✓ Discuss how your vision addresses the needs of community residents and what resources are available to make your vision a reality.

## Step ④

### List the goals for your Campus of Learners.

✓ Name the specific goals that you expect to accomplish by developing a Campus of Learners. These goals should be measurable, such as training 50 youth in basic keyboarding skills in a 6-month period.

✓ Explain how these goals relate to your vision and to the key principles and activities of a Campus of Learners.

## Step ⑤

### List your activities or your strategies to achieve your goals.

✓ Explain how these activities will accomplish your goals and support your vision for a Campus of Learners.

✓ Describe the ways your activities in economic development, social and human services, and education will be provided in a coordinated fashion.

✓ Identify both your plans for obtaining performance from Campus of Learners residents, and your expectations for the kinds of commitments, pledges, and other self-approaches to performance to be drawn from those residents.

## Step ⑥

### Identify private resources committed to implement your plan.

✓ Indicate the level of resources that partner organizations have committed to support your Campus of Learners program.

✓ Provide assurances that these funding sources will be available. The more legally binding a commitment is, the stronger the evidence of that commitment (for example, cooperative agreements).

✓ Indicate the level of commitment and resources from other private entities (including telecommunications businesses as well as nonprofit organizations and foundations) that you may use to leverage funding.

## Step ⑦

### Identify government resources that will be used to support your plan.

✓ Identify specifically what resources are available to support your plan, including:

- Public housing modernization or operating subsidies.
- State and local resources.
- Existing Federal resources available to your locality.
- Additional Federal resources that you believe are necessary to implement your strategic plan.

✓ Indicate the relevant resources that you intend to apply for or possess to support your efforts.

## Step ⑧

### Establish how State and local governments will be involved in supporting your plan.

✓ Identify the changes in laws, procedures, and processes that State and local organizations potentially should make to facilitate the implementation of your plan (that is, State welfare reform legislation and benefit extensions).

## Step ⑨

### List the steps needed to implement your strategic plan.

✓ Identify the specific tasks and timetables necessary to implement your plan.

✓ Describe the partnerships that will be established to carry out your plan.

✓ Explain how your strategic plan will be revised to reflect new information and opportunities.

## Step ⑩

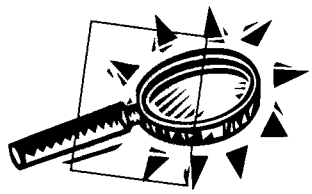
### Describe how you will evaluate the success of your Campus of Learners.

✓ Identify the baselines and benchmarks that should be used to evaluate your performance in implementing the plan (that is, how many persons are trained, attend classes, and obtain jobs). These measures should be linked to your established goals.

✓ Describe the evaluation process (that is, who will conduct the evaluation and at what intervals, and what mechanisms will be used to report evaluation findings). ●

# Key Selection Criteria:

*How Your Strategic Plan Will Be Evaluated*



In designating communities to be Campuses of Learners, priority will be given to partnership efforts that demonstrate a comprehensive plan for transforming at-risk communities through living and learning opportunities in a range of education, technology, academic learning, skills enhancement, leadership and self-esteem development, employment, and entrepreneurial positions for children, youth, and families. A well-documented plan for meeting specific education and skills training problems should be presented.

Two criteria will be used to select Campus of Learners designees: *significance* and *feasibility*. In other words, is it important, and can it be done? Each of these criteria will receive a maximum total of 50 points, broken down as follows.

## • Significance •

Significance will be determined by the extent to which the strategic plan:

1. Offers a creative, new vision to improve the education, job training, and economic opportunity for public housing residents. (5 points)

2. Promotes a vision and strategy for a place-based approach to comprehensive services available onsite to public housing residents. (5 points)

3. Demonstrates how programs will achieve far-reaching impact through results, products, job creation, educational opportunities, and other benefits to public housing residents. (15 points)

4. Creates an operating partnership among the local PHA, universities, community colleges, community-based organizations, the private sector, schools, and businesses. (15 points)

5. Directly benefits public housing residents by integrating acquired technologies into public housing developments to enhance education, skill development, and student achievement. Use of technology in the housing development should be linked to schools, libraries, or universities. (10 points)

## • Feasibility •

Feasibility will be determined by the extent to which the strategic plan:

1. Ensures successful, effective, and efficient uses of technologies for a maximum range of sustainable skills training and educational opportunities for adults and youth. (10 points)



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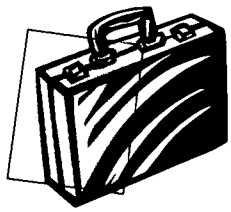
2. Demonstrates evidence that the members of the partnership or other appropriate entities will commit financial and other resources to achieve the goals of the project. (15 points)

3. Demonstrates evidence that the PHA is capable of carrying out the project, as evidenced by the quality of the project design, including objectives, approaches, and evaluation; the adequacy of resources, including money, volunteers, personnel, facilities, equipment, and supplies; the qualifications of key personnel and partners that will conduct the project; the PHA's prior experience relevant to the program objectives; the sustainability and replication of the project; and the extent to which the project will meet the problems that have been identified. (25 points) •

# The Designation Process:

*What To Include in the Submission*



The designation process for becoming a Campus of Learners has been designed with you in mind. Unlike most Government solicitations, the Campus of Learners submission requires very few forms. Most of the requested information will be based on your community's judgments about what is important, as related to the key principles and essential activities outlined in "Creating a Campus of Learners." In fact, the cornerstone of your submission will be the strategic plan for your Campus of Learners. The submission will be evaluated on selection criteria outlined in the previous section. Appendix A contains examples of successful Campuses of Learners that might serve as models for your planning efforts.

This section provides general instructions for preparing a submission. Interested PHAs should prepare a submission seeking a Campus of Learners designation as outlined in this section.

## Eligible Applicants

Submissions must be developed by a consortium. No PHA is eligible unless it belongs to a partnership that may include local education agencies, State education agencies, institutions of higher education, academic content experts, telecommunications and other businesses, other private-sector partners, child-care providers, community-based organizations, religious organizations, museums, libraries, and other appropriate organizations.

## Elements of the Submission

Proposals should be concise and clearly written and should consist of the following elements. Tabs, cover sheets, or other separations may be used as appropriate to identify the components.

✓ **Title page.** Use a photocopy of the title page form included in these guidelines (or a similar original) to cover each submission copy. Type or write in the requested information.

✓ **Fact Sheet.** Use a photocopy of the form included in these guidelines (or a similar original) to follow the title page in each submission copy. Type or write in the requested information.

✓ **Abstract.** Attach a one-page double-spaced abstract following the title page. The abstract should mention the problem or need addressed, the proposed activities, and the intended outcomes.

✓ **Strategic Plan.** The strategic plan, the core of the application, is a narrative submission of no more than 25 double-spaced, numbered pages. The outline for the strategic plan should follow the steps presented on pages 8 through 10.

✓ **List of partnership members.** List all partnership members, their contact persons, addresses, telephone numbers, and fax numbers. Similar information should be provided for other sources of support. The roles and contributions of all partners should be described clearly. Letters of commitment should be included in an appendix to clearly document the role and contribution of each member. Letters of support should be included in an appendix separate from commitment letters.

✓ **Budget.** Use a photocopy of the attached Standard Form 424A to present a complete, standard budget for each year of the project. Please provide for each year a detailed budget with separate narrative justification for each line item, which explains (1) the basis for estimating the costs of professional personnel salaries, benefits, project staff travel, materials, supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) the relation of major cost items to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining the funding provided by Campus of Learners partners.

✓ **Required certification and assurances form.** Use a photocopy of the form provided in this kit.

✓ **Proprietary information.** Submissions may contain innovative technical or business ideas that members of the consortium intend to use to their advantage in commerce or otherwise. Bold legends clearly asserting the proprietary nature of this information should appear at the top and bottom of each page on which it appears. For the purposes of the Freedom of Information Act, HUD considers that proprietary, commercial, or financial information is submitted on a privileged basis for the sole purpose of peer review for program decisions. Federal employees and external field readers under contract to the Government are prohibited from divulging or using such information for any other purpose.

## • Submission Requirements •

✓ **Number of copies of submission.** All PHAs are required to provide one signed original and two copies of the submission (one copy unbound). Each submission must be covered with a title page (a form is included in these guidelines for photocoping).

✓ **Deadline.** The deadline for receipt of submissions is May 29, 1996, 2:30 p.m., eastern standard time. All submissions must be received on or before that date. The closing date and procedures for guaranteeing timely submission will be strictly observed.

✓ **Mailing instructions.** Send an original and two copies of the submission to:

Attention: Campus of Learners Program
Resident Initiatives Clearinghouse
Mailstop 3K
1600 Research Boulevard
Rockville, MD 20850

Submissions sent by mail must be received no later than May 29, 1996. Submissions received after the deadline will not be considered for evaluation unless the PHA can show proof that the submission was (1) sent by registered or certified mail not later than 5 days before the deadline date or (2) sent by a commercial carrier not later than 2 days before the deadline date. The following are acceptable as proof of mailing: (1) a legibly dated U.S. Postal Service postmark; (2) a legible mail receipt with the date of mailing

stamped by the U.S. Postal Service; (3) a dated shipping label, invoice, or receipt from a commercial center; or (4) any other proof of mailing acceptable to the Secretary.

✓ **Hand delivery.** Submissions delivered by hand before the deadline will be accepted daily between the hours of 9:00 a.m. and 5:00 p.m., eastern standard time, except Saturdays, Sundays, or Federal holidays, at:

Resident Initiatives Clearinghouse
Mailstop 3K
1600 Research Boulevard
Rockville, MD 20850

Submissions delivered by hand on the deadline date (May 29, 1996) will not be accepted after 2:30 p.m., eastern standard time.

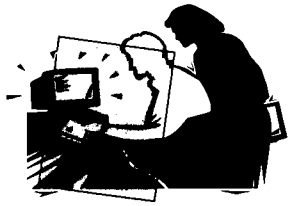
All sections of the submissions and all appendices or attachments must be suitable for photocopying for the review.

## • Information Contact •

If you have questions about this designation kit or the program in general, please contact the Resident Initiatives Clearinghouse at 1–800–955–2232 (toll-free) or Beverly Hardy at 202–708–0614 (*not* toll-free). •

# Conclusion:

## *Creating Communities of Opportunities*



*If we are to be successful at "creating communities of opportunities" across the Nation for fellow Americans living in housing communities—those who have humble beginnings, have disadvantaged situations, or have experienced difficult circumstances—we must expand their access to education, job training, support services, and job opportunities. To do so, we must create true partnerships among PHAs, the business community, schools, colleges, churches, nonprofit organizations, and State and local government agencies. These partnerships will provide residents with real opportunities.*

*The Campus of Learners program is a call to PHAs and communities across the Nation to come together and help residents take advantage of education, job training, and employment opportunities using computers and modern technology as we approach the 21st century. We hope that you hear this call and take up the challenge of creating a new vision. By forging partnerships with others in our communities, we will generate new opportunities for residents of public housing.* •

# Appendix A:

## *Model Collaborative Efforts*

This section describes several job training programs operated through partnerships among PHAs, local businesses, computer consultants, and universities. This type of training has proven to be quite effective with helping residents and low-income persons obtain gainful employment.

### South Bend Housing Authority
**South Bend, Indiana**

The South Bend Housing Authority is establishing a "housing university" that is designed to help its public housing residents empower themselves through self-sufficiency. South Bend Housing University trains subsidized housing tenants in technology and job skills so that they can become self-sufficient.

The housing university will network with area schools, community centers, service agencies, and churches. Families will develop an individually tailored education and training program called a Family Empowerment Plan. Furthermore, nearby schools and onsite computer centers will provide a technology-enriched curriculum for all residents with classes from kindergarten through 12th grade for children; child care, life skills, and employment skills for adults; and teenage pregnancy counseling and conflict resolution for youth.

South Bend Housing University has set up a community computer center for tenants in a public housing complex. South Bend has also developed a technology partnership with the Community Learning and Information Network, an innovative, high-technology project, and Technology Lab 2000 to provide technology access for all residents.

The business of the housing authority is not just to create public housing, but to make housing a platform for creating opportunities to go from homelessness to rental housing, and from public housing and joblessness to homeownership and self-sufficiency.

### Tampa Bay Housing Authority
**Tampa Bay, Florida**

The Tampa Bay Housing Authority has a fairly advanced multipurpose computer center with 12 International Business Machines (IBM) computers. The center serves approximately 500 children and teenagers a year, offering classes in business software (word processing and data entry software such as Lotus 1-2-3 and Microsoft Word) and educational programs (KidWorks, mathematics, and basic English skills). The housing authority's computer consultant has initiated a pilot vocational training course for adults that stresses business office skills (for example, data entry, word processing, and accounting software). The computer facility is located in a public housing building that houses community affairs officers. Some of the officers also work as monitors to secure the site and promote better relations in the community.

## Poughkeepsie Housing Authority
### Poughkeepsie, New York

Three computer learning centers operate in Poughkeepsie's public housing developments. The original computer learning center contains three Packard-Bell computers with educational software packages for children. A second site is equipped with 10 IBM-compatible computers. The housing authority's largest computer center at the Eastman Towers complex has 25 IBM-compatible computers that were installed with the assistance of the National Trust for African-American Men. Eastman Towers has two instructors and two scheduled classes. Residents of Poughkeepsie's public housing have been very active and have successfully organized themselves into a community tenant association.

## Denver Housing Authority
### Denver, Colorado

The Denver Housing Authority has developed a unique public-private partnership with Tele–Communications, Inc. (TCI), the Community College of Denver, Denver University, and the Denver School District to provide a network of educational resources, streamlined access to family services, and viable employment and training programs for North Lincoln Homes public housing residents. All 206 apartments in North Lincoln Homes will be designed and constructed with computer wiring. Coordinated with TCI, access to high-technology computer-learning services will be provided at the onsite Family Learning Center at North Lincoln Homes.

## Hartford Housing Authority
### Hartford, Connecticut

Once a partially vacant housing complex, the Charter Oak public housing development is becoming a comprehensive learning and living center. Mayor Michael Peters is working with the Hartford School District, Trinity College, and others to wire all of the units in Charter Oak for computers, offer residents adult education opportunities, and expand the development's traditional boundaries to include nearby elementary and technical schools.

## Akron Urban League
### Akron, Ohio

Run by the Urban League's Akron Chapter, the Asset Program was founded in the early 1980s to provide adults with courses in literacy, computer skills, and job training. All of the Asset Program's courses are vocational and result in job placement. For 18 weeks, the program's 20 students learn office-related computer skills. As a result of this training, 93 percent of the students turn their placements into permanent positions. The Asset Program is funded by private donations and various other sources. The United Way Foundation provided the initial financial support and IBM donated computers, technical assistance, and supplies (though future assistance may be in jeopardy). •

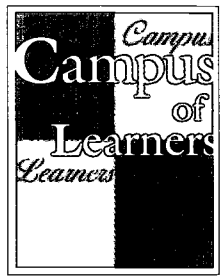
# Appendix B:

*Submission Checklist and Forms*

**The submission package should include one original plus two copies (one unbound). Each package should contain the following:**

- ❑ The title page
- ❑ The fact sheet, with all requested information supplied, including partnering organizations
- ❑ Abstract
- ❑ Strategic plan (up to 25 pages double-spaced)
- ❑ List of partnership members
- ❑ Completed Form 424A, Standard Budget Form for Non-Construction Programs
- ❑ Signed certification assurances

OMB Approval No. 2577-0207
(exp. 6/24/96)




# TITLE PAGE

## Campus of Learners: Bringing Education and Computer Technology to Public Housing Communities

## Proposal for Designation

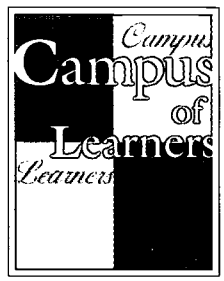
**Submitted By:** _____
(PHA/Name)

**Contact Person:** _____

**Telephone:** (_____) _____

**Delivered To:** _____

OMB Approval No. 2577-0207
(exp. 6/24/96)




# FACT SHEET

Name of PHA: _____

PHA Code: _____

HUD State: _____ Area Office: _____

Congressional District Number(s): _____

Congressional Representatives' Names: _____

_____

_____

Campus of Learners Contact Name: _____

Street Address: _____

City/State/Zip: _____

Telephone No. ( ____ ) _____

Facsimile No. (____ ) _____

If Joint Submission, Name Other Participating Organizations:

_____

_____

_____

Name(s) of Public Housing Development(s) Targeted for Campus of Learners:

_____

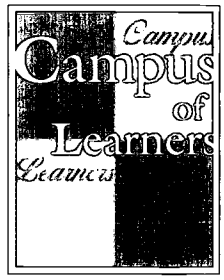
_____

_____

_____

_____

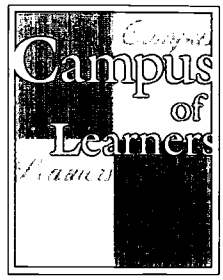
OMB Approval No. 2577-0207
(exp. 6/24/96)




# ABSTRACT

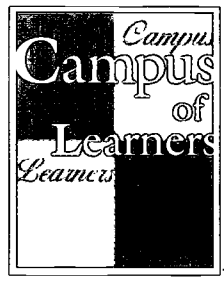
Please provide a brief abstract of the program proposed in the submission (100 words or less) including a brief description of key program components. This narrative will be used for congressional notification and will serve as the official program summary. *(Attach additional sheets if needed.)*

OMB Approval No. 2577-0207
(exp. 6/24/96)




# STRATEGIC PLAN

Provide a narrative describing your proposed Campus of Learners Education and Training Initiative. The narrative should be organized according to the steps outlined in the section of the kit entitled "The Strategic Plan," and major headings should reflect those steps.




# LIST OF PARTNERSHIP MEMBERS

Identify all sources (public, private, State, or local) expected to provide support and the funding amount (if any) committed.

OMB Approval No. 0348-0044

# BUDGET INFORMATION — Non-Construction Programs

## SECTION A – BUDGET SUMMARY

| Grant Program Function or Activity (a) | Catalog of Federal Domestic Assistance Number (b) | Estimated Unobligated Funds | | New or Revised Budget | | |
|---|---|---|---|---|---|---|
| | | Federal (c) | Non-Federal (d) | Federal (e) | Non-Federal (f) | Total (g) |
| 1. Campus of Learners | N/A | $ | $ | $ | $ 5,100,000 | $ 5,100,000 |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. TOTALS | | $ | $ | $ | $ 5,100,000 | $ 5,100,000 |

## SECTION B – BUDGET CATEGORIES

| 6 Object Class Categories | GRANT PROGRAM, FUNCTION OR ACTIVITY | | | | Total (5) |
|---|---|---|---|---|---|
| | (1) year 1 | (2) year 2 | (3) year 3 | (4) year 4 | |
| a. Personnel | $ | $ | $ | $ | $ |
| b. Fringe Benefits | | | | | |
| c. Travel | | | | | |
| d. Equipment | | | | | |
| e. Supplies | | | | | |
| f. Contractual | | | | | |
| g. Construction | | | | | |
| h. Other | | | | | |
| i. Total Direct Charges (sum of 6a - 6h) | | | | | |
| j. Indirect Charges | | | | | |
| k. TOTALS (sum of 6i and 6j) | $ | $ | $ | $ | $ |
| 7. Program Income | $ | $ | $ | $ | $ |

SAMPLE



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Standard Form 424A (4-88)
Prescribed by OMB Circular A-102

## SECTION C - NON-FEDERAL RESOURCES

| (a) Grant Program | (b) Applicant | (c) State | (d) Other Sources | (e) TOTALS |
|---|---|---|---|---|
| 8. Campus of Learners | $ 100,000 | $ 2,000,000 | $ 3,000,000 | $ 5,100,000 |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. TOTALS (sum of lines 8 and 11) | $ | $ | $ | $ 5,100,000 |

## SECTION D - FORECASTED CASH NEEDS

| | Total for 1st Year | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|---|
| 13. Federal | $ | $ | $ | $ | $ |
| 14. NonFederal | | | | | |
| 15. TOTAL (sum of lines 13 and 14) | $ | $ | $ | $ | $ |

## SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

| (a) Grant Program | FUTURE FUNDING PERIODS (Years) | | | |
|---|---|---|---|---|
| | (b) First | (c) Second | (d) Third | (e) Fourth |
| 16. | $ | $ | $ | $ |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. TOTALS (sum of lines 16 - 19) | $ | $ | $ | $ |

## SECTION F - OTHER BUDGET INFORMATION
(Attach additional Sheets if Necessary)

| 21. Direct Charges: | 22. Indirect Charges: |
|---|---|

23. Remarks

SAMPLE COPY

OMB Approval No. 0348-0044

# BUDGET INFORMATION — Non-Construction Programs

## SECTION A – BUDGET SUMMARY

| Grant Program Function or Activity (a) | Catalog of Federal Domestic Assistance Number (b) | Estimated Unobligated Funds | | New or Revised Budget | | |
|---|---|---|---|---|---|---|
| | | Federal (c) | Non-Federal (d) | Federal (e) | Non-Federal (f) | Total (g) |
| 1. | | $ | $ | $ | $ | $ |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. TOTALS | | $ | $ | $ | $ | $ |

## SECTION B – BUDGET CATEGORIES

| 6 Object Class Categories | GRANT PROGRAM, FUNCTION OR ACTIVITY | | | | Total (5) |
|---|---|---|---|---|---|
| | (1) | (2) | (3) | (4) | |
| a. Personnel | $ | $ | $ | $ | $ |
| b. Fringe Benefits | | | | | |
| c. Travel | | | | | |
| d. Equipment | | | | | |
| e. Supplies | | | | | |
| f. Contractual | | | | | |
| g. Construction | | | | | |
| h. Other | | | | | |
| i. Total Direct Charges (sum of 6a - 6h) | | | | | |
| j. Indirect Charges | | | | | |
| k. TOTALS (sum of 6i and 6j) | $ | $ | $ | $ | $ |
| | | | | | |
| 7. Program Income | $ | $ | $ | $ | $ |

## SECTION C - NON-FEDERAL RESOURCES

| (a) Grant Program | (b) Applicant | (c) State | (d) Other Sources | (e) TOTALS |
|---|---|---|---|---|
| 8. | $ | $ | $ | $ |
| 9. | | | | |
| 10. | | | | |
| 11. | | | | |
| 12. TOTALS (sum of lines 8 and 11) | $ | $ | $ | $ |

## SECTION D - FORECASTED CASH NEEDS

| | Total for 1st Year | 1st Quarter | 2nd Quarter | 3rd Quarter | 4th Quarter |
|---|---|---|---|---|---|
| 13. Federal | $ | $ | $ | $ | $ |
| 14. NonFederal | | | | | |
| 15. TOTAL (sum of lines 13 and 14) | $ | $ | $ | $ | $ |

## SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT

| (a) Grant Program | FUTURE FUNDING PERIODS (Years) | | | |
|---|---|---|---|---|
| | (b) First | (c) Second | (d) Third | (e) Fourth |
| 18. | $ | $ | $ | $ |
| 17. | | | | |
| 18. | | | | |
| 19. | | | | |
| 20. TOTALS (sum of lines 16 - 19) | $ | $ | $ | $ |

## SECTION F - OTHER BUDGET INFORMATION
(Attach additional Sheets if Necessary)

| 21. Direct Charges: | 22. Indirect Charges: |
|---|---|

23. Remarks

# CERTIFICATION ASSURANCES

The _____ certifies that it will carry out activities assisted under the program in compliance with the following equal opportunity requirements:

(1) The requirements of the Fair Housing Act (42 U.S.C. 3601-3619) and implementing regulations at 24 CFR parts 100, 107, 109, 110, and 121; and Executive Order 11063 (Equal Opportunity Housing implementing regulations at 24 CFR Part 107; and Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) (Nondiscrimination in Federally Assisted Programs) and implementing regulations issued at 24 CFR part 1:

(NOTE: Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d-2000d-4), which prohibits discrimination on the basis of race, color, or national origin in federally assisted programs, and the Fair Housing Act (42 U.S.C. 3601-3620), which prohibits discrimination based on race, color, religion, sex or national origin in the sale or rental of housing, do not apply to Indian housing authorities (IHAs) established by exercise of a Tribe's powers of self-government. Title VI and the Fair Housing Act (24 CFR parts 1 and 100) shall not be applicable to the development or operation of projects by such IHAs.)

(2) The prohibitions against discrimination on the basis of the Age Discrimination Act of 1975 (42 U.S.C. 6107-07) and implementing regulations at CFR part 146; the prohibition against discrimination against individuals with a disability under section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and implementing regulations at 24 CFR part 8; and the requirements of Executive Order 11246 and the implementing regulations issued at 41 CFR chapter 60;

(3) The requirements of section 3 of the Housing and Urban Development Act of 1968, 12 U.S.C. 1701u and implementing regulations at 24 CFR part 135; and

(4) The requirements of Executive Orders 11625, 12432, and 12138. Consistent with HUD's responsibilities under these Orders, the grantee must make efforts to encourage the use of minority and women's enterprises in connection with activities funded under this notice.

Signed this _____ day of _____, 1996

by: _____

Housing Authority ED or Other Authorized Representative



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**HUD provides the following solely for information purposes.**

## Certification Requirement for Paperwork Reduction Act Submissions

NOTE: 5 CFR 1320.8 (b) (3) requires that each collection of information:

(3) informs and provides reasonable notice to the potential persons to whom the collection of information is addressed of:

(i) Under the Campus of Learners (COL) initiative, HUD will designate between 5 and 20 Campus of Learners sites. Designations will be awarded to public housing authorities (PHAs) that prepare creative strategic plans to provide residents with education, job training, and employment opportunities involving computer and telecommunications technology through a college campus-style setting.

(ii) This initiative is designed to transform public housing into safe and livable communities where families undertake training in new telecommunications and computer technology and partake in education opportunities and job training initiatives with local businesses.

(iii) The public reporting burden for this collection of information is estimated to average 7.5 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Reports Management Officer, Paperwork Reduction Project, Office of Information Technology, U.S. Department of Housing and Urban Development, Washington, DC 20410–3600.

(iv) Responses to the collection of information are voluntary.

(v) The information requested does not lend itself to confidentiality.

(vi) HUD may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number.

# Why Should We Create a Campus of Learners?

## Because...

- More than 3 million people live in public housing.
- Households with children comprise almost half of public housing households.
- The number of children living in selected public housing authorities includes:
  - Chicago: 34,000 children.
  - Philadelphia: 24,000 children.
  - Los Angeles: 14,000 children.
- One in four infants and toddlers under the age of 3 (nearly 3 million children) live in families with incomes below the Federal poverty level.
- The average annual income of families living in public housing is $7,835.
- Public housing is often located in areas of concentrated poverty.
  - More than 50% of all adults living in areas of concentrated poverty have less than a high school education, compared to less than 20% in non poverty neighborhoods.
  - More than 40% of working age men living in areas of concentrated poverty are not working, compared to less than 20% of working age men in non poverty neighborhoods.
  - Almost 1 in 5 youths ages 16 to 19 living in areas of concentrated poverty are high school dropouts, compared to about 1 in 10 in non poverty neighborhoods.
- The level of education plays a major role in earning potential. Median income levels of adults are as follows:
  - No high school degree: $12,809.
  - High school degree: $18,737.
  - Some college: $19,666.
  - Bachelor's degree: $32,629.
  - Professional degree: $74,560.
- During the 1991-1992 academic year, 5.7 million students were enrolled in community colleges.
- In 1992, 96% of community colleges provided workforce training programs for business and industry employers in their communities.
- Almost 30% of white households have a computer, compared to just 7% of urban poor households.
- Although an estimated 50 million Americans are using the Internet, it is estimated only about 5 million households with income under $15,000 use advanced telecommunications systems.
- In houses where computer systems are available, African-American children use the computer 3.8 days a week, while children in general use the computer 2.8 days a week.
- With the introduction of technology in some high schools, the drop-out rates declined from 28% to 5% and the failure rate fell from 33% to 10%.



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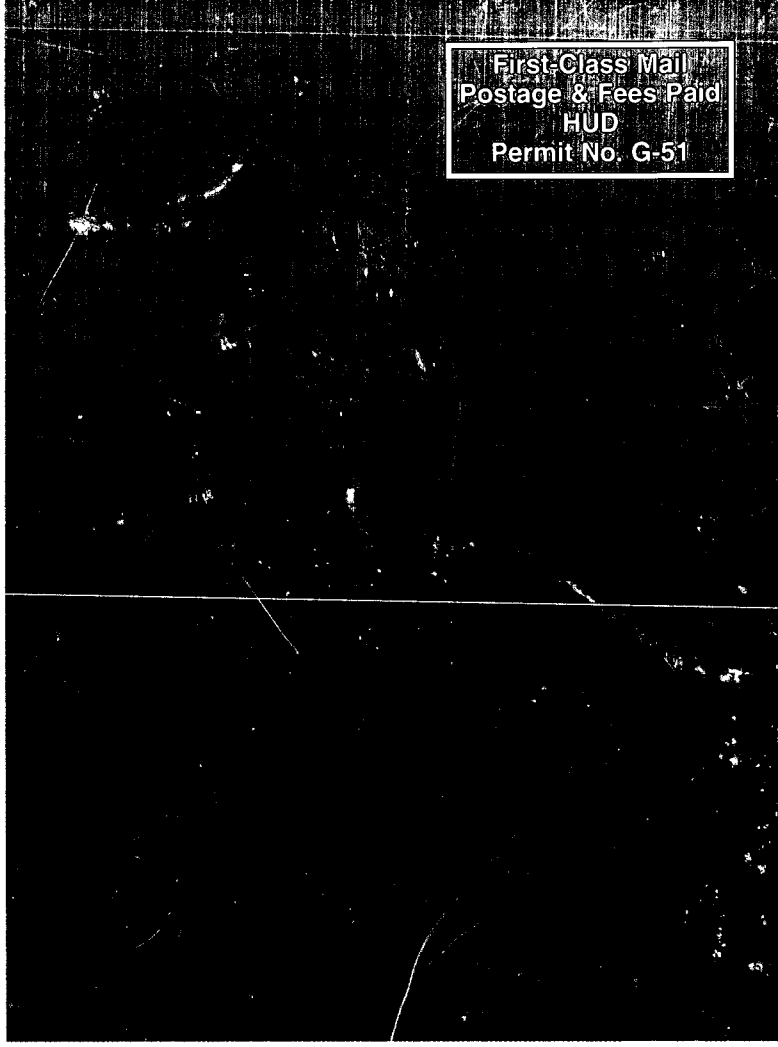
U.S. Department of Housing and Urban Development
Washington, D.C. 20410-0000

Official Business
Penalty for Private Use $300



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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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