



White House Initiative on Historically
Black Colleges and Universities



2018 NATIONAL HISTORICALLY BLACK COLLEGES
AND UNIVERSITIES WEEK CONFERENCE

HBCU COMPETITIVENESS:

Aligning Institutional Missions With America's Priorities

September 16-19, 2018

Washington Marriott Wardman Park
2660 Woodley Road, NW
Washington, DC 20008



Improving the Competitiveness and Confidence of Students Through Unique Learning Opportunities/The CUPP Program

COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)



Michael W. Burns

**Senior Advisor to the Regional Administrator/ Director of
CUPP Program**

Environmental Protection Agency (Region 4)



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

BACKGROUND

- Met In Hayneville, AL
- Limitations on small communities seeking funding; lack of technical support
- Detail created in August 2011 to explore extent of the issue, and possible solution
-

HOW IT WORKS – COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM

- Communities are identified for support by federal agencies; colleges and universities; or self identified, based on criteria.
- Issues are identified by the CUPP Program in partnership with the community.
- Local university is identified that can assist the community via CUPP.
- Universities agree to which issues they will provide voluntary assistance, and assign the students to assist in providing the technical assistance
- Each participating school arraigns for academic credits to be earned by these students for their efforts
- The federal government (project manager) will coordinate technical assistance to the schools to assist them in helping communities as needed.



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

PROGRAM BENEFITS

- Creative, collaborative effort between underserved communities, and local colleges and universities to provide consistent technical support at no cost to the communities; schools participate on a voluntary basis.
- Students gain valuable experiential learning opportunity that serves as a resume builder, and enhances obtaining job opportunities upon graduation.
- Underserved communities benefit from the investment of innovative technical assistance and gain a consistent source of technical assistance and planning.
- The presence of college students in poor communities serves as an inspirational model for children in those communities.
- Federal agencies gain the opportunity to expand the support provided to communities with no need for additional staff.



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COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

PROGRAM PARTNERS

Academic Institutions

- Participation from seventy-one schools in nineteen states.
- Working with HBCUs (11); Hispanic schools; tribal colleges; majority schools; large public schools; private schools; and community colleges

Currently partnering with the following Departments/Agencies/Organizations:

- Department of Agriculture (Nationwide)
- Department of Energy (Nationwide)
- Department of Interior (Nationwide)
- Department of Education
- EPA Regions 3, 5, 6, 8 and 1
- Office of Public Health, HHS, Region 4
- HHS, Region 6
- National Interagency Working Group for Environmental Justice
- Union of Concerned Scientists
- American Geophysics Union's Thriving Earth Exchange
- Community Engineering Corps



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP) - BENEFITS

- 71 colleges onboard supporting 64 communities (including six Tribal chapterhouses) in 19 states; expect to add four West Coast and Mountain West states this year.
- Program has completed or is scheduled to complete over 120 projects impacting the lives of over **2,700,000 people**
- Value of work done in the communities from 2013 to 2017 is over **\$15,600,000** with; **Return On Investment (ROI) of over 10 to 1**
- Four federal agencies onboard to support program nationwide (EPA, DOI, USDA, and DOE (Energy); HUD reviewing similar agreement
- Partnering with the Department of Education on using Federal Work Study Program to provide stipends to poor college students, enabling them to participate in the program
- Two non-governmental partnerships that have supported the program projects at no cost; Community Engineering Corps, and the American Geophysics Union (Thriving Earth Exchange)



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

CUPP PROGRAM- PROJECTS

The following efforts have been completed:

- Development of a pilot project to look at lead issues in drinking water in poor public schools in three states (in progress in Alabama; done in North Carolina and Georgia)
- Evaluation of factors contributing to high rates of asthma in a poor section of the city of Macon, GA (completed)
- Feasibility study with options to address erosion along the Alabama River impacting the Edmund Pettis Bridge (completed)
- Interns to assist in drinking water plant operations in East Point, GA. (in progress) Reducing the cost of disposing of sewage sludge by using solar system to remove excess water in Darien, GA. (completed)
- Designing a city hall in Midway, GA. to include the use of solar panels; green roofs; bio swales to handle storm water (completed)
- A health survey to examine the high incident of cancer rates in Pineville, LA (completed)
- Development of a redevelopment plan for a Superfund site in Knoxville, TN (in progress)
- Development of maker space at San Juan College for the city of Farmington, NM (San Juan, Drexel University) (completed)



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

CUPP PROJECTS (cont.)

Upcoming projects:

- Mapping and redesign of water system, Central, SC
- Health education for minority youth in Navassa, NC (UNC W)
- Conducting hydrological study and developing flooding mitigation strategies in Northern Louisiana
- Marketing plan and economic development plans for the city of Princeville, NC
- Recommendations on how to improve the utility infrastructure of the city of East Point, GA
- Addressing sewage issues in Lowndes County, AL
- Design a downtown outdoor plaza and master plan trails for the city of Wahalla, SC
- Community recovery plans and risk mitigation strategies for communities in Puerto Rico



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

PENDING COLLABORATIONS:

- **Supporting long term recovery efforts with FEMA.** FEMA has requested assistance to support long term recovery efforts in Princeville, NC, Puerto Rico, and Northern Louisiana. A local school has agreed to assist Princeville, and discussions are taking place with LSU in Baton Rouge and Grambling State University to support communities in Louisiana. The University of Puerto Rico and Clemson University are working to address short and long term issues in Puerto Rico
- **Addressing Health Disparities in the Black Belt of Alabama Due to Sewage Issues.** Tuskegee University is leading a consortium of three schools and two non profit organizations in the fall to find cost effective, efficient solutions to this decades old problem.
- **Increasing participation of minority communities in National Parks and expanding environmental education in minority communities.** Florida International University has agreed to use their currently funded outdoors outreach program for poor school age children in the cities of Liberty City, Overtown and Little Haiti, FL to expose them to National Parks. The Southeast Region of the National Park Service has agreed that park rangers will provide environmental education of protecting waterways and fresh drinking water sources, as well as recreational opportunities. Project is expected to begin in October 2018.



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)



Students from Tuskegee University working to get public input for bus stops for the alternate transportation project



Students from Florida International University working on food garden in Medley, FL



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM



Students from Abraham Baldwin Agricultural College working to address bias issues in rural communities.



Wayne Johnson, Water and Sewage Manager for the City of Darien (*left*) and John Rayfield, student from Georgia Southern (*right*), holding one of a series of solar stills used to reduce water in the sewage sludge. Project used as a practicum project for John's M.S. in Sustainability.



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM



Georgia Tech students studying the Alabama River as part of a study on the erosion impact the river is having on the foundation of the Edmund Pettis Bridge.



Professor and student from Savannah State University working on design of multi-purpose municipal building for the city of Midway, GA. Building will house all city functions, and will include the use of solar panels and recycled materials to reduce cost to seventy percent of original cost.



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM (CUPP)

Pilot agricultural project being done by Tuskegee University in the city of Shorter, AL. Mayor Powell is driving the tractor, and the Dean of Tuskegee AG School is on her right. Pilot grew so many watermelons, once quota share was sold, city made thousands selling from roadside stands



White House Initiative on Historically Black Colleges and Universities

- UNC Wilmington teaching the citizens of Navassa, NC about how contamination affects the natural environment



COLLEGE/UNDERSERVED COMMUNITY PARTNERSHIP PROGRAM

Any Questions?

**Let us know your thoughts, comments and
or concerns**

Email: Burns.Michael@epa.gov

Or

Call: 404-562-8228

IMPROVING THE COMPETITIVENESS AND CONFIDENCE OF STUDENTS THROUGH UNIQUE — EXPERIENTIAL LEARNING OPPORTUNITIES

**DR. CHARLES W. RICHARDSON, JR.
DEAN, COLLEGE OF BUSINESS
MISERICORDIA UNIVERSITY**



CRITICAL QUESTIONS

- HOW ARE INSTITUTIONS PREPARING **ALL** STUDENTS FOR THE KINDS OF CHALLENGES THEY WILL CONFRONT IN LIFE, WORK AND CITIZENSHIP, BOTH U.S. AND GLOBAL?
- HOW CAN WE HELP STUDENTS TO INTEGRATE AND APPLY THEIR KNOWLEDGE AND SKILLS TO COMPLEX, UNSCRIPTED PROBLEMS AND NEW SETTINGS?



KEY FACTS

— “INSIDE HIGHER ED”, AUGUST 2018

- 2018 AAC&U SURVEY AND REPORT
 - **63%** OF EXECUTIVES AND MANAGERS EXPRESS “A GREAT DEAL” OR “QUITE A LOT” OF CONFIDENCE IN COLLEGE AND UNIVERSITIES
- *HOWEVER*
 - **57%** OF EXECUTIVES & **60%** OF MANAGERS BELIEVE THAT STUDENTS HAVE THE KNOWLEDGE TO SUCCEED IN ENTRY LEVEL POSITION
- **AND**
 - ONLY **34%** OF EXECUTIVES & **25%** OF MANAGERS BELIEVE STUDENTS HAVE **THE SKILLS TO BE PROMOTED**



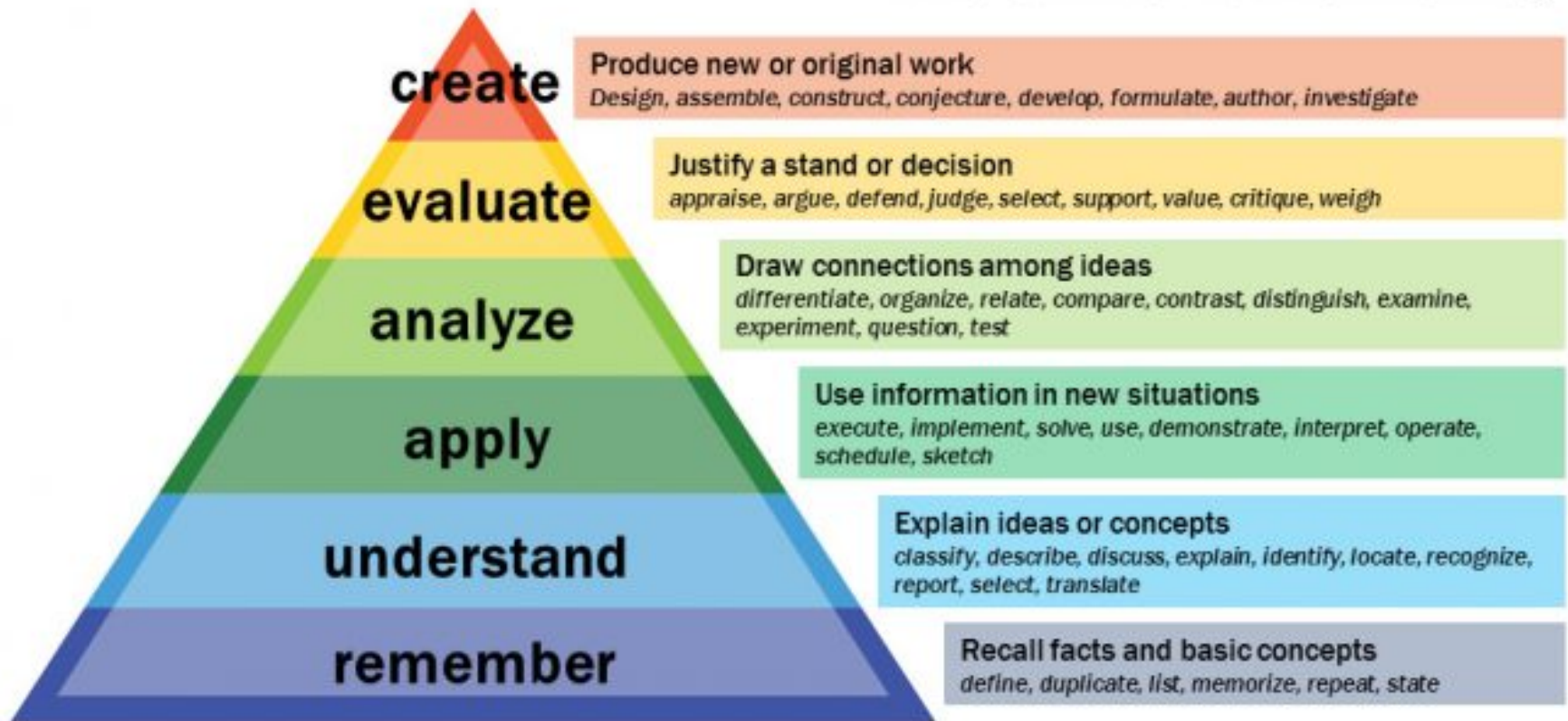
ESSENTIAL LEARNING OUTCOMES

AAC&U REPORT 2013

- INQUIRY AND ANALYSIS
- CRITICAL AND CREATIVE THINKING
- WRITTEN AND ORAL COMMUNICATION
- QUANTITATIVE LITERACY
- INFORMATION LITERACY
- TEAMWORK AND PROBLEM SOLVING
- CIVIC KNOWLEDGE/ENGAGEMENT, —LOCAL AND GLOBAL
- INTERCULTURAL COMPETENCE
- ETHICAL REASONING
- LIFELONG LEARNING
- ACROSS GENERAL AND SPECIALIZED STUDIES



Bloom's Taxonomy



Vanderbilt University Center for Teaching

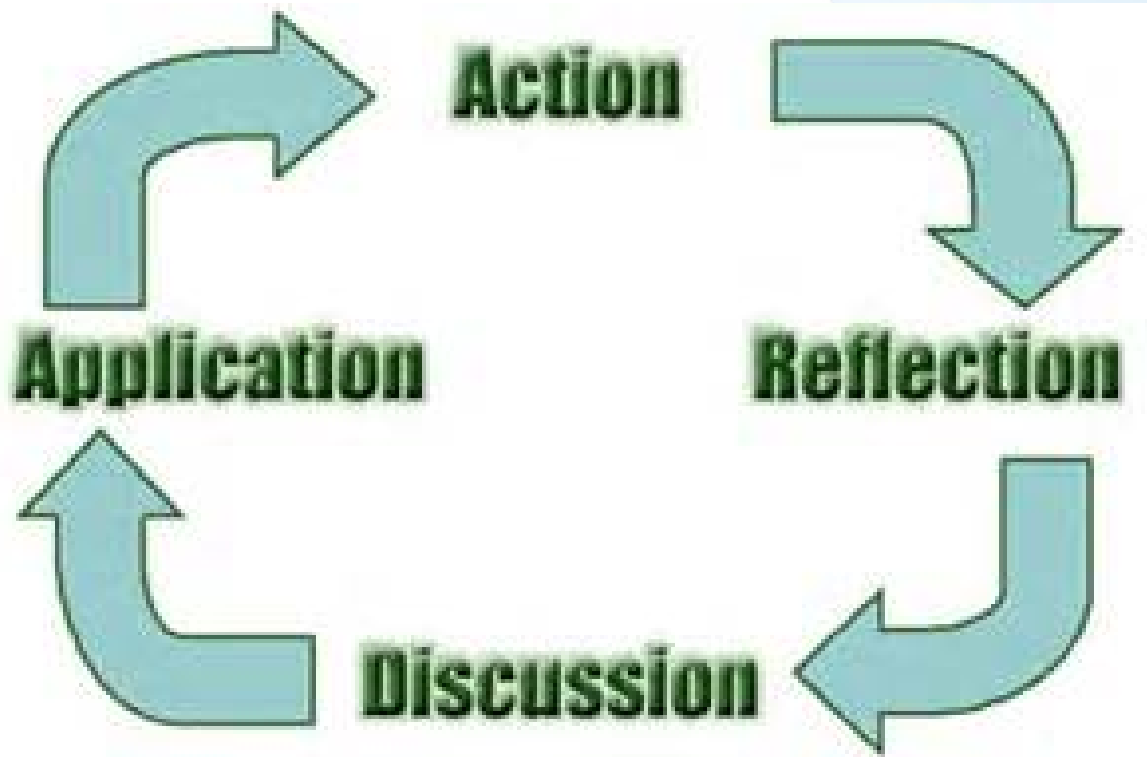


CARNEGIE INTERPRETATION OF COMMUNITY ENGAGEMENT

- THE COLLABORATION BETWEEN INSTITUTIONS OF HIGHER EDUCATION AND THEIR LARGER COMMUNITIES (**LOCAL, REGIONAL/STATE, NATIONAL, GLOBAL**) FOR THE MUTUALLY BENEFICIAL EXCHANGE OF KNOWLEDGE AND RESOURCES IN A CONTEXT OF PARTNERSHIP AND RECIPROCITY.



EXPERIENTIAL LEARNING



HIGH IMPACT LEARNING PRACTICES

WRITING-INTENSIVE COURSES

COLLABORATIVE ASSIGNMENTS & PROJECTS

DIVERSITY/GLOBAL LEARNING

SERVICE LEARNING, COMMUNITY-BASED LEARNING



STUDENT TESTIMONIALS

MYESHA TUFF
CLARK ATLANTA UNIVERSITY – MBA STUDENT
CITY OF LITHONIA, GA

I have taken two MBA marketing courses with Dr. Richardson, and in each class, one of the assessments was a project designed to support the needs of the City of Lithonia. Although each class was a marketing course, our projects involved issues and efforts across the business spectrum, including strategy, finance and operations. We essentially operated as teams of independent consultants. Learning in this manner took some getting used to, but we realized it greatly enhanced our growth in core business areas and also helped developed ancillary skills in verbal and written communication. Without a doubt, the capabilities skills I developed through these course based activities were key to the employment offer I received and accepted upon graduating from the CAU MBA program.



STUDENT TESTIMONIALS

JUSTUS MITCHELL

CLAFLIN UNIVERSITY - UNDERGRADUATE BUSINESS MAJOR
TOWN OF BRANCHVILLE, SC.

My favorite classes are the marketing courses I have taken that have team projects as a requirement. These classes have a different dynamic than my other classes that are primarily lectures, mostly based on content in Powerpoint. In my project-oriented courses, we have been working with the town of Branchville to develop a better source of healthy food. Thanks to the efforts and support of Dr. Crawford and Dr. Richardson, we have been successful in establishing a town managed, independent grocery store, with an e-commerce feature. These activities have greatly improved my interpersonal skills, my perspectives on how businesses work, and made me feel good about making a contribution to society and helping people.



Federal Work-Study Program

ET Winzer | Etienna.Winzer@ed.gov | September 2018

U.S. Department of Education

2018 HBCU Week Conference

Federal Student Aid
An OFFICE of the U.S. DEPARTMENT of EDUCATION

PROUD SPONSOR of
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Federal Work-Study

- To help pay college costs, many students work to reduce their need to borrow loans.
- The Federal Work-Study (FWS) Program provides financial aid through student employment.
- A student may earn academic credit as well as compensation for FWS jobs.



Federal Work-Study

- FWS employment must not displace employees.
- FWS positions must not involve constructing, operating, or maintaining any part of a building used for religious worship or sectarian instruction.
- Off-campus FWS jobs with federal, state, or local public agencies or private nonprofit organizations must be in the public interest.



Federal Work-Study

- If the institution places students in FWS positions, when considering a job match for a student, the school should match the student with a job that is closely related to the student's course of study, if at all possible.
- A student may be paid for training for any FWS employment or for a reasonable amount of time for travel that is directly related to a community service job.



Federal Work-Study

- Each school that participates in the FWS program is required to expend at least 7% of its total FWS federal authorization to compensate students employed in community service activities.
- Community services are defined as services designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs.



Federal Work-Study

In general, students are not permitted to work in FWS positions during scheduled class times. Exceptions include:

- Cancelled classes,
- Instructor excused the student, and
- Student is receiving credit for employment in an internship, externship, or community work-study experience.

Any such exemptions must be documented.




QUESTIONS?



CITY OF EAST POINT, GA

- The College Community Partnership Program has played a significant role in helping the City of East Point, GA grow economically, and improve the services provided to our citizens. Specifically:
 - Atlanta Metropolitan State College (AMSC; enrollment 99% African-American) has completed a project that helped to improve the quality of drinking water provided to our citizens by providing biology students to assist with plant operations. Healthy citizens are the basis for a strong local workforce, which attracts businesses to the city.
 - Georgia State University (graduates more African-American students based on numbers than any school in the U.S.) conducted a study of IT operations, and provided recommendations that made a significant difference. They also developed a cybersecurity training program for city employees that will significantly reduce the number of cybersecurity issues. This work is so good that it has been adopted by cities across the state of Georgia, has provided a positive view of the city that will make us more attractive to businesses. In addition, by reducing the number of cybersecurity issues we have to address, we are able to work towards becoming a smart city, which makes us attractive to businesses and young professionals.
 - AMSC is currently engaged in a project help identify abandoned houses that can be rehabbed and offered to public safety officers at a significantly reduced price (back taxes) as an incentive to remain with the city. This will reduce to cost of keeping an effective police force, and improve public safety at the same time by keeping experienced officers on the force.
 - We are also planning on working with another school provide recommendations for improvements and sustainable ideas for our water, sewage, and electrical infrastructure systems. This will help keep us attractive an competitive well into the future.
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- The value of the CUPP Program has been incredible. BY providing experiential learning opportunities to college students, we have developed plans, programs, and studies that has helped moved us into the future better and faster than we could before. We are grateful for the assistance of the CUPP Program and their partner colleges, and look forward to working with well into the future.
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HBCUs:

STRENGTHENING THE EMERGENCY PREPAREDNESS/DISASTER RESPONSE WORKFORCE

***GOULDA A. DOWNER, PHD, FAND, CNS, LN, RD
ASSISTANT PROFESSOR/PRINCIPAL INVESTIGATOR,
HOWARD UNIVERSITY COLLEGE OF MEDICINE
WASHINGTON, DC***

SEPTEMBER 11, 2018



US: From 1980–2016

203 weather and climate disasters

Exceeded \$1 Billion each

- 23 drought events
- 26 floods
- 7 freeze events
- 83 severe storms
- 34 tropical cyclones
- 13 wildfires
- 14 winter storms









DID YOU KNOW?

- About **54 percent** of Americans don't prepare
- **Only 1 in 10** American households - appropriate preparedness steps
- About **82 percent** of Americans agree - "I'd do it"
- About **51 percent** of Americans have experienced at least one emergency
- Only **2 in 10** Americans feel prepared
- Close to **60 percent** of Americans are unprepared

<https://www.readyrating.org> – American Red Cross



U. S. Higher Education Institutions

2014 – 2015:

4,627 higher education institutions

<https://www.worldatlas.com/articles/how-many-colleges-are-in-the-us.html>

HOMELAND SECURITY PROGRAMS

- 7 at the doctoral level
- 51 at the master's level
- 105 at the bachelor of science level
- 27 at the associate's level



FEMA DATA

EMERGENCY MANAGEMENT PROGRAMS

- 9 at the doctoral level
- 45 at the masters level
- 115 at the bachelor of science level
- 56 at the associate level
- 72 graduate certificate programs
- 84 stand-alone certificate programs or courses



FEMA HBCU DATA

- Elizabeth City State University
- Florida A&M University
- Florida Memorial University
- Jackson State University
- North Carolina Central University
- Savannah State University
- Texas Southern University
- Tennessee State University
- The University of the District of Columbia
- Voorhees College



FEMA HBCU DATA

- 2 offer degrees at the master's level
- 6 at the bachelor's level
- 2 provide stand-alone courses

Currently no HBCU has a doctoral level program in either EM or HS



Why should this matter you ask?

EMPLOYMENT DATA

- **2016 Number of Jobs- >10,000**
- **2016-28 Job Outlook - 8%**

Emergency Management Directors

- \$72,760 per year (\$34.98 per hour)
- Bachelor's degree
- 5 years or more

Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Emergency Management Directors, <https://www.bls.gov/ooh/management/emergency-management-directors.htm>



Top 10 Jobs with a Degree in Emergency Management

- i. Hazardous Material Management
- ii. Homeland Security Officer
- iii. Public Health Preparedness
- iv. Public Information Officer
- v. Hospital Emergency Preparedness Administrator
- vi. Emergency Management Specialist
- vii. Emergency Management Coordinator
- viii. Emergency Preparedness Specialist
- ix. Engineer
- x. Geographer

<https://www.bls.gov/careeroutlook/2018/article/disaster-relief-careers.htm>



EMPLOYMENT NEEDS

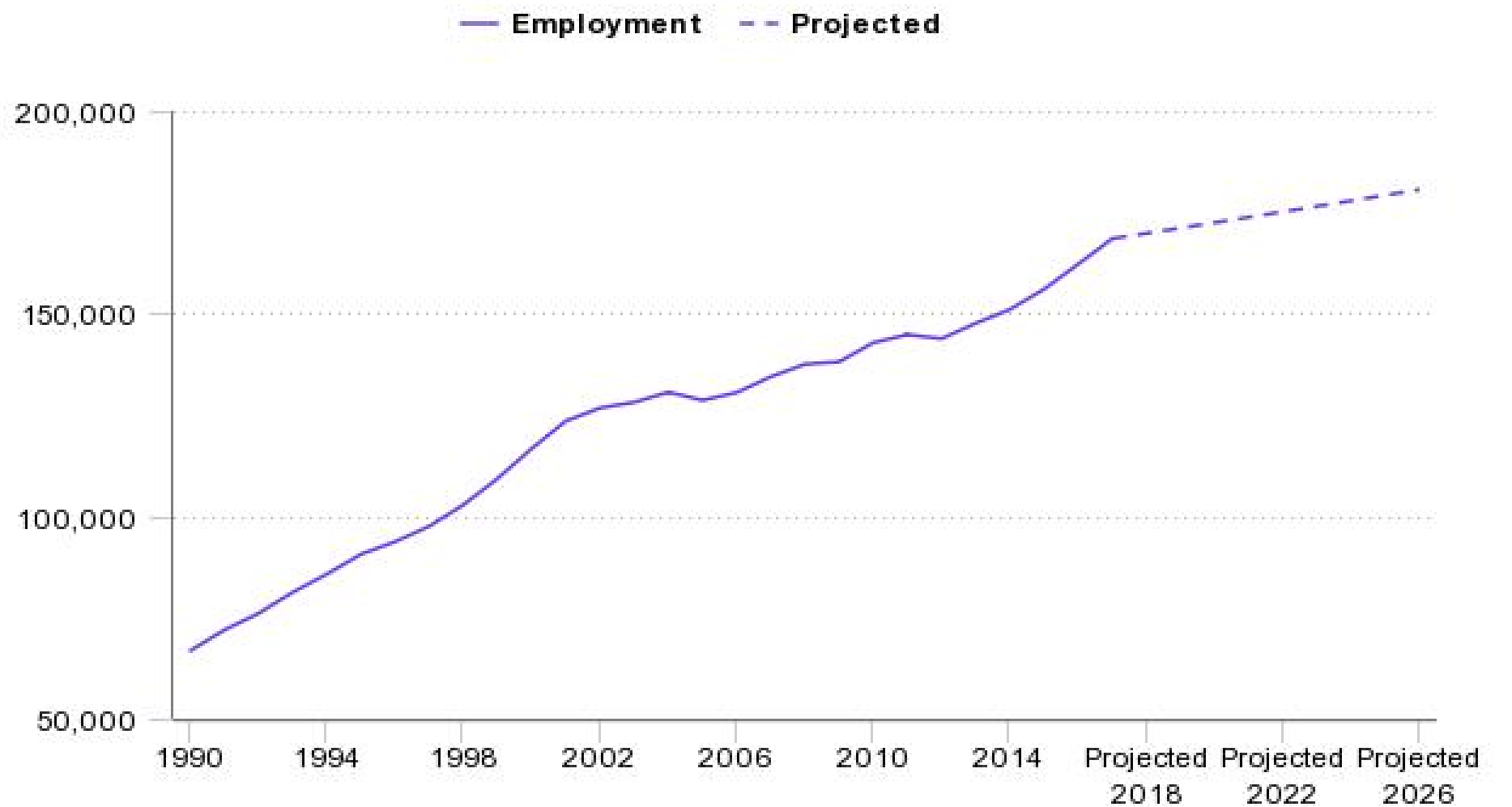
Among the federal agencies involved in coordinating disaster relief services are:

- Federal Emergency Management Agency (FEMA)
- U.S. Army Corps of Engineers

According to the U.S. Office of Personnel Management: -

34,070 and 17,730 workers (2017)

Chart 1. Employment in emergency and other relief services, 1990–2017 and projected 2026



Source: U.S. Bureau of Labor Statistics, Current Employment Statistics (1990–2017 nonfarm wage and salary employment, not seasonally adjusted) and Employment Projections (2026 projected employment).

Note: Current Employment Statistics survey data refer to NAICS 6242 as "Emergency and other relief services"; Employment Projections data refer to it as "Community food and housing, and emergency and other relief services." BLS does not project specific data for each of the interim years to the 2026 projection point. These years are expressed as a dashed line.

U. S. Higher Education Institutions

2014 – 2015:

4,627 higher education institutions

Only 11 HBCUs



