

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT INITIATION

Date: May 26, 1976

Project Title: Integrating Energy Cost Reduction Techniques Into the Housing Assistance Program That Meets Community Development

Project No: B-468

Project Director: P. D. Koos

Sponsor: Georgia Community Continuing Education; Athens, Georgia 30602

Agreement Period: From April 1, 1976 Until March 31, 1977

Type Agreement: Letter dated 4/1/76 (Sponsor Proposal # 76-008-009)

Amount: \$14,175 * *Includes \$9,450 Federal Funds and \$4,725 EES Matching Funds

Reports Required: as necessary

Sponsor Contact Person (s):

Technical Matters

Mr. Bradley C. Courtenay
Training Coordinator
Georgia Community Continuing Education Service
Center for Continuing Education
University of Georgia
Athens, Georgia 30602
Phone (404) 542-5382

Contractual Matters
(thru OCA)

Defense Priority Rating: None

Assigned to: Economic Development (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director-EES
Accounting Office
Procurement Office
Security Coordinator (OCA)
Reports Coordinator (OCA)

Library, Technical Reports Section
Office of Computing Services
Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other _____

GEORGIA INSTITUTE OF TECHNOLOGY
OFFICE OF CONTRACT ADMINISTRATION
SPONSORED PROJECT TERMINATION

Date: May 16, 1977

Project Title: Intergrating Energy Cost Reduction Techniques Into the Housing Assistance Plan that Meets Community Development

Project No: B-468

Project Director: P. D. Koos

Sponsor: Georgia Community Continuing Education; Athens, Ga. 30602

Effective Termination Date: March 31, 1977

Clearance of Accounting Charges: April 30, 1977

Grant/Contract Closeout Actions Remaining:

- ☒ ~~Final Invoice and Closing Documents~~
- ☐ Final Fiscal Report
- ☐ Final Report of Inventions
- ☐ Govt. Property Inventory & Related Certificate
- ☐ Classified Material Certificate
- ☐ Other _____

Assigned to: Economic Development Laboratory (School/Laboratory)

COPIES TO:

Project Director
Division Chief (EES)
School/Laboratory Director
Dean/Director-EES
Accounting Office
Procurement Office
Security Coordinator (OCA)
Reports Coordinator (OCA)

Library, Technical Reports Section ✓
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Director, Physical Plant
EES Information Office
Project File (OCA)
Project Code (GTRI)
Other _____

COMPLETION REPORT
TITLE I (HEA) PROJECT ACTIVITY

1. Project Title: (76-008-009)

ACTIVITY REPORT

Integrating Energy Cost Reduction Techniques into the Housing Assistance Plan that Meets Community Development Act Title I Requirements.

2. Location of Project:

Griffin Athens
Milledgeville (2 were held here).

3. Primary Institution of Higher Education:

Georgia Institute of Technology

4. Cooperating Institutions of Higher Education:

none

5. Project Director (Name, Title & Address):

Philip D. Koos, Jr.
Industrial Development Division
Economic Development Laboratory
Engineering Experiment Station
Georgia Institute of Technology
Atlanta, Georgia 30332

6. Identify the Community Problem:

I. Categorize the project in terms of problem area. (Check one)

- | | |
|--|---|
| <input type="checkbox"/> Government | <input type="checkbox"/> Crime/Law Enforcement |
| <input checked="" type="checkbox"/> Housing | <input type="checkbox"/> Health |
| <input type="checkbox"/> Poverty | <input type="checkbox"/> Economic Development |
| <input type="checkbox"/> Transportation | <input type="checkbox"/> Human Relations |
| <input type="checkbox"/> Environmental Quality | <input type="checkbox"/> Personal Development |
| <input type="checkbox"/> Youth Opportunities | <input type="checkbox"/> Education/School Systems |
| <input type="checkbox"/> Recreation | <input checked="" type="checkbox"/> Community Development |
| <input type="checkbox"/> Employment | <input type="checkbox"/> Land Use |
| | <input type="checkbox"/> Other |

- II. Describe the project content, method, and materials employed, the personnel involved, and where applicable, the frequency of duration of sessions.

Generally, those involved in community and area planning, local government, economic development, and citizen participation must have an understanding of the role that housing plays in community development. This understanding has always been necessary but the need for it is even more paramount now that Community Development Block Grant monies are closely tied to it. This means that there must be a comprehensive understanding of an array of applications (technical and nontechnical) to the housing program. This Title I program attempted to provide the necessary "nontechnical" understanding; but it also provided reference to and ways of getting the necessary technical help. The seminar/conference program attempted to provide understanding through informational and instructional programs involving such subject matter as:

1. Concerns of municipal and county governments for improved housing in their respective communities;
2. Relationship of housing in government to the total development of an area;
3. Major technical problems in local government housing pursuits;
4. Current measurement of housing practices and programs in local government;
5. The scope and nature of housing in relation to the community development program;
6. Opportunities for improving housing in areas each APDC considered to be most relevant to its needs;
7. Techniques for systematic technology "transfer" on housing; and
8. Sources of technological assistance to local governments in their housing assistance plan implementation.

In addition to the dissemination of knowledge concerning the application of housing technology, the project was aimed at the institutionalization of processes within substate geographical areas through a "networking" system. The principal "change agents" involved were the professional staff members of the APDC staffs participating in the program. These staff members serve local governments through providing technical assistance. The program attempted to "network" the APDC staffs, their client organizations and outside sources of technical assistance on housing such as the University System, the Georgia Residential Finance Agency, Federal Programs and other housing oriented agencies.

The method of approach used in project accomplishment involved the establishment and maintenance of continuing liaison with staff members of APDCs' participating in the project. An initial orientation conference was held with four prospective APDC's to explain the program and what would be expected of participating APDC's. Initially, six APDC's indicated a desire to participate in the program. On-site seminars and workshops were presented in three APDC locations and it will be recalled that one of these meetings was with an HDC (Housing Development Corps.).

III. Describe the community problem. The description need not be lengthy but should be specific and clearly stated.

An integral part of community development is the housing sector of the local government entity. The total community development picture is tied to this element. The recent Community Development Act, Title I (discretionary funding) and HUD 701 Act, with its requirements, make it apparent that housing holds a key position in community growth or decline. Both of these acts have as a requirement a Housing Assistance Plan. The latter act requires that each state have a Housing Assistance Plan developed for the state by 1977. In the case of Georgia, the multi-

jurisdictional planning districts (APDC's) will make an input for their local government constituencies on both a housing plan and a land-use plan. There is a need for aid to the APDC's, local governments, and community leaders in bringing them the various alternatives to meeting their required commitment. This program would aid in meeting this need.

One of the nations most critical problems today is housing with the current recession and soaring utility costs for energy. The national goal of a safe and sound house for all is fast diminishing. Current programs (CDA Title I) and (HUD 701) call for implementable plans at the local level. These plans must in reality do something quantifiable about the housing of the community and in fact, effectiveness of such action is tied to receipt of funds for projects that will better the community. In the current building slump, era of high interest rates, and tightness of housing money, it becomes extremely hard to fulfill the aforementioned program requirements. Even where some housing can be obtained, increased utility bills and fuel bills are pricing persons out of the market. There are however, some programs and alternatives available that can help local officials fulfill the requirement and aid in placing persons in safe and sound housing.

The housing requirements and goals can best be met by local communities being educated to the housing needs in the community. Then work can be done through community leaders and developers to provide a workable solution to the problem.

Even though a community is sensitive to housing needs, the proper stress is not always placed on meeting these needs. This is often the case because community leaders and the public are not educated to the problems in providing adequate housing. Although local leaders probably

recognize to some degree the importance of complete and accurate information on how to solve this problem, it is likely that many do not fully understand what types of information are needed and how this information should be developed and used to solve the problem. Communities must be able to determine real needs, know what financing is available, provide good planning, and involve all agencies as well as private enterprise in seeking solutions to housing problems.

Random sampling throughout the communities in the state evidenced an interest in training to meet this need. Local leaders themselves are anxious to participate in this training, since they feel that it will help in pursuing the correct paths needed to reach sound decisions in housing planning and management directed at best possible implementable programs to provide new housing and upgrade existing housing. The evidence then was conclusive that a dire need exists for and that there is interest in training local APDC staffers, local government leaders and community leaders of the various private sector pursuits in the business of problem solving issues concerned with housing.

There are many complex problems associated with a housing program if it is to provide maximum benefits for its dwellers yet use minimal energy inputs for comfortable operation and produce the best possible environment. These problems can only be remedied by a sound approach that can be implemented by local officials to achieve this, and yet be understood for the programs worth by the citizenry.

7. Describe the Specific Objectives of the Project:

The relationship of the objectives to the problem must be clear and the achievement of these objectives must be measurable.

The program was developed and implemented in cooperation with the follow-

ing area planning and development commissions (APDC's): McIntosh Trail Area Planning and Development Commission, Northeast Georgia Area Planning and Development Commission, and Oconee Area Planning and Development Commission. One other session was held in conjunction with the Athens-Clark County Housing Development Corporation. This approach brought Georgia Tech housing specialists together with the field housing practitioners of the respective staffs, and with board members and local government leaders in the respective areas.

Objectives of the activity described herein were:

- 1) to acquaint local governmental leaders, community leaders, and lay personnel with the various effective housing planning and management controls that are available,
- 2) to provide these leaders with the necessary information on the many questions that will confront them prior to their adoption of a given pursuit of local housing,
- 3) to aid these leaders in the decision-making process that they must use in the adoption of an adequate housing program with provision for current and future management,
- 4) to aid these leaders in developing a housing plan of implementation for their desired objectives of a housing program,
- 5) to promote maximum housing benefits through best possible housing policy,
- 6) to examine and develop the appropriate roles for the general public, local and state governments, and industry and private sectors to assume in accomplishing rational and reasonable housing development in their respective communities,
- 7) to promote a housing program that provides maximum energy conservation in the local residential sector.

8. Project Operations:

I. What was the primary type of activity. (Check one)

- | | |
|--|--|
| <input type="checkbox"/> Course | <input type="checkbox"/> Mass Media |
| <input type="checkbox"/> Conference | <input type="checkbox"/> Radio |
| <input checked="" type="checkbox"/> Workshop/Seminar | <input type="checkbox"/> Television |
| <input type="checkbox"/> Research | <input type="checkbox"/> Other (specify) |
| <input type="checkbox"/> Technical Assistance | <input type="checkbox"/> Information Dissemination (i.e.,
publications, pamphlets, manuals) |
| <input type="checkbox"/> Counseling (Personal) | <input type="checkbox"/> Other (specify) |

Initial orientation conferences were held at each in participating APDC. Subsequently, workshop seminars were conducted at four locations (three APDC's and one HDC). These seminars workshops were of three to four hours in duration. During the entire period, technical assistance was furnished to all APDC staffs on request. This service was also made available to local governments and other agencies involved with housing.

9. Project Accomplishments:

A. Evaluation

- I. Discuss the nature and the findings of the project evaluation. Include an assessment of the project's success in meeting its specific objectives (see #7). In addition, comment on what you see as the reasons for the success or failure of the project. Did the project reach the anticipated target group? Was the level of participation as high as wea projected? What outcome is most worthy of dissemination to other states and institutions of higher education?

The EDL experience with the conduct of Title I HEA programs has shown that effective program evaluation is most difficult. It is believed that this situation occurs because most Title I projects are related to social problems which cannot be solved in the short run. It has also been observed that the cost of conducting an effective evaluation of these short-run programs can equal or exceed the cost of program development and implementation. Since this current Title I program has

normal funding limitations, evaluation of the work has been limited to short-run effects with provision for long-range effects to be made through other means, if possible.

Evaluation of the work proposed in this project is related directly to the objectives established for the program. The following is a general evaluation of the program:

Objective 1: Acquaint local government leaders and lay personnel with various effective housing planning and management controls that are available.

The role of housing in the rural community development was explained to the attendees. This role and its fit into housing planning was presented with special emphasis on the management concepts. This material was then placed in the perspective of the local APDC program and plan.

Objective 2: Provide leaders with necessary information on those questions that will confront them prior to adoption of a given pursuit for local housing.

Listings of the typical questions that have occurred over the years that Tech and the respective sponsoring entity (APDC and HDC) were presented. These were debated and courses of action were suggested.

Objectives 3-4: Aid leaders in the decision making process to be used in adoption of an adequate program and develop a plan of implementation for their desired objectives of a housing program.

Methods of the decision making process were presented.

Mattrix methodology and alternative methodology were two such schemes presented. These methods were applied to existing APDC housing plans and officials were then asked to present their views for a program. Each respective program was then worked out by use of these methodologies.

Objective 5: Promote maximum housing benefits through best possible housing policy.

Methods of policy and analysis were presented to the participants. These were then applied to the local situation by the participants.

Objective 6: Examine and develop appropriate rules for general public, local and state governments and industry and private sector to assume in achievement of the necessary housing in each community.

Plans, programs and schemes that were developed by Tech, the APDC's, and government housing agencies were presented and examples were given to each participant. Discussion, analysis and evaluation of each item was done.

Objective 7: Promote a housing program that provides maximum energy conservation in the local residential sectors.

Methods by which energy conservation could be incorporated were presented. These consisted of building code systems, informational programs with the necessary booklets, brochures, etc. and where to get a supply as well as directions for use. Presentation

of the energy element as a current detriment to housing was also given.

B. Relative to Institution(s) of Higher Education.

Indicate the impact of the project upon ongoing program(s) of participating colleges and universities. Have changes occurred, or are they anticipated, in the organization, curriculum, budget, community service program, or other aspects of the institution(s)? Describe any planned or unexpected "spin-offs" involving additional funds or activities generated:

This program has permitted EDL to expand and enlarge upon a component for its ongoing housing program. Thus, additional support can be given to local communities, their governments, and the local APDCs, HDCs, etc.

The program has also provided a base for possible expanded projects in this area through sponsorship by one of the federal agencies. A proposal to this effect will be submitted to FEA, ERDA, or the new energy agency on an unsolicited basis. Short courses for training purposes are also being considered.

C. Relative to the Community.

Specify the extent and the nature of the involvement in the project of community leaders, citizens, public and private agencies, and state and local government. Were they, for example, involved in the initiation of the proposal and/or the planning and development of the project? Has the community service capability of existing agencies and organizations been increased? If so, please describe:

The participating APDC's are preparing themselves to give added technical assistance to local governments in the subject area of this project. Technical housing ~~committees~~^{committees} involving professional APDC staff, governmental leaders, community leaders, citizens, public and private agencies, and state and federal government agencies are being established to work on and assist in the Housing Assistance Plan.

II. Will the program itself continue beyond this period of Title I funding? If so, under what sponsorship or support? (Check one)

- ☐ Continued under Title I
☐ Continued with other Federal funding
☐ Continued with non-Federal funds
☐ Accomplished purpose, no further plans
☐ Unsuccessful, no further funding
☒ Other (specify)
 (*See I-B above)

10. Geographic area served by the Project (Check one).

- ☐ Urban
☐ Rural
☐ Metropolitan
☐ Statewide
☒ Suburban
☒ Other (specify)
 (*3 APDC's and 1 HDC)

11. Prior History of the Project (Check one).

- ☒ New Report
☐ Continuation of CSCE Project
☐ Revision of CSCE Project
☐ Expansion or improvement of a non-CSCE project
☐ Other (specify)

12. Faculty Involvement (List the faculty members involved in the project, the nature of their activity, their academic discipline, and the percentage of their time spent on the project.)

<u>Faculty</u>	<u>Activity</u>	<u>Discipline</u>	<u>% of Time</u>
Koos, Philip D., Jr.	Project Director & Instructor	Research Scientist	80%
Ward, William C., Jr.	Instructor	Senior Research Scientist	40%
Collier, Robert E.	Instructor	Senior Research Scientist	10%

13. Student Involvement (If applicable, indicate the nature of student involvement in the project as well as the number of students engaged in each activity.)

- A. Instructors
 B. Interns
 C. Consultants (Tech. Assistance)
 D. Researchers/Data Collectors
 E. Other (specify in each instance)

<u>Activity</u>	<u>No. of Students</u>
none	none

14. Demographic Data

Demographic data on all actual participants should be collected and reported for each project. The data should be summarized in terms of sex, age, education and occupation. In addition, a brief narrative of the general characteristics of the participants should be included (i.e., were they city councilmen, upper level managers, housewives, etc.? Were they the group for whom the project was intended?)

I. Demographic Summary:

Males 35 Females 13

A. Age

Under 21	<u>0</u>	<u>0</u>
21 - 35	<u>13</u>	<u>9</u>
36 - 55	<u>16</u>	<u>4</u>
Over 55	<u>6</u>	<u>0</u>

B. Educational Level

Elementary	<u>1</u>	<u>2</u>
Junior High School	<u>1</u>	<u>0</u>
High School	<u>6</u>	<u>6</u>
College Below Baccalaureate	<u>2</u>	<u>0</u>
Baccalaureate	<u>15</u>	<u>3</u>
Graduate or Professional	<u>10</u>	<u>2</u>

C. Occupational Classification

Professional	<u>25</u>	<u>7</u>
Semi-Professional	<u>3</u>	<u>2</u>
Skilled	<u>0</u>	<u>2</u>
Semi-Skilled	<u>2</u>	<u>0</u>
Unskilled	<u>5</u>	<u>2</u>
Other (specify)	<u>0</u>	<u>0</u>

D. Number of Participants by Ethnic Minority Served

American Indians	<u>0</u>
American Orientals	<u>0</u>
American Negroes	<u>6</u>
Mexican Americans	<u>0</u>
Cubans	<u>0</u>
Puerto Ricans	<u>0</u>

II. Narrative Description:

Program participants consisted in large part of professionals involved in public service activities. Professional staff members from substate APDC's included executive directors, planning directors, development specialists and governmental services persons. Others attending included HDC personnel (director, coordinators and councillors), city and

ADDENDUM

14. Demographic Data

Demographic data on all actual participants should be collected and reported for each project. The data should be summarized in terms of sex, age, education and occupation. In addition, a brief narrative of the general characteristics of the participants should be included (i.e. were they city councilmen, upper level managers, housewives, etc? Were they the group for whom the project was intended?)

I. Demographic Summary:

	Males _____	Females _____
<u>A. Age</u>		
Under 21:	_____	_____
21-35:	_____	_____
36-55:	_____	_____
Over 55:	_____	_____
<u>B. Educational Level</u>		
Elementary:	_____	_____
Junior High School:	_____	_____
High School:	_____	_____
College below baccalaureate:	_____	_____
Baccalaureate:	_____	_____
Graduate or Professional:	_____	_____
<u>C. Occupational Classification</u>		
Professional:	_____	_____
Semi-Professional:	_____	_____
Skilled:	_____	_____
Semi-Skilled:	_____	_____
Unskilled:	_____	_____
Other (specify):	_____	_____

D. Number of Participants by Target Group

City elected officials:	4
County elected officials:	3
Area Planning and Development	12
Commission staff:	4
Civic group leaders:	1
Local planning commission members:	
Practitioners in the field of aging:	
State agency, human services personnel:	
Small business owners, managers, employees:	3
Paraprofessional health personnel:	
Volunteers:	2
State and government financial management personnel:	3
Other (specify): HDC personnel (8); Building Inspectors (5); Educators (3)	16

II. Narrative Description:

county administrators, building inspectors, educators (principal and teachers), community leaders, industrial representatives, and state agency personnel.

15. Major Evaluation Procedure

- ☒ Participant reactions
- ☐ Administration of pre- and post-tests to participants
- ☐ Staff appraisal of changed group practices
- ☐ Other (specify)

16. Project Materials. (Describe the materials produced for and by the project, i.e., curriculum materials, films, etc., and indicate whether copies are available for dissemination.)

Materials consisted of outlines, suggested instructional material, visual aids, xerox handout material and manuals on energy conservation. At present, these materials are not available for further dissemination.

17. Express your judgement on the relationship of this project to the overall State Program of Community Service and Continuing Education.(Title I, HEA)

The concept for this program is an integral element of community services as outlined in the State's overall program. Governments in many non-metropolitan areas as well as in the major cities are suffering from two disabilities: (1) lack of adequate housing, and (2) inefficiencies in residential energy conservation. Residents of these areas suffer from low and medium per capita family income, unemployment and underemployment, the lack of entrepreneurial opportunities, poor governmental services, inadequate housing, lack of counseling on residential energy conservation, and lack of implementable housing schemes.

It is known that the State Program of Community Service and Continuing Education (Title I, HEA) has recognized these related problems and, consequently has made funds available for elements of the University System to lend assistance in coping with these problems. However, there is always more to be done than can be accomplished by one program and in one year.

INTEGRATING ENERGY COST REDUCTION TECHNOLOGY, USES INTO
THE HOUSING ASSISTANCE PLAN THAT MEETS COMMUNITY
DEVELOPMENT ACT TITLE I REQUIREMENTS

WORKSHOP EVALUATION

Did the contents of the workshop meet your objectives in attending the workshop?

Yes 94.6% No 5.4% If no, why? _____

Did you learn what you wanted to learn from the workshop?

Yes 91.2% No 8.8% If no, why? _____

Do you feel that your participation in this workshop made you more qualified professionally?

To a great extent 51.3% Somehow 43.0% No 5.7%

Did you find the workshop relevant to the situation in your area?

Very relevant 85% To some extent 11% No 4%

Do you think that you could use the acquired knowledge in your agency and area?

Yes 98% No 2%

What was the level of the workshop?

Too theoretical 2% Good combination of theoretical and practical aspects 98%

Inadequate on the theory side -- Inadequate on the practical side --

Entirely inadequate --

Did you have sufficient time for a professional exchange of views?

a.) with lecturers Yes 98% No 2%

b.) with fellow participants Yes 98% No 2%

Did you benefit from the exchange?

a.) with lecturers Yes 98% No 2%

b.) with fellow participants Yes 98% No 2%

How would you rate the whole workshop, in general?

Excellent 65% Good 32% Poor 3%

Other Comments:
